NAVAL LEADERSHIP AND ETHICS CENTER

Facilitation Skills Handbook

A Reference Tool for New Facilitators

October 2017

Naval Leadership and Ethics Center
440 Meyerkord Avenue
Newport, RI 02840

The facilitation skills handbook is a product of NLEC's curriculum support team. Each member has contributed in various degrees to the content and design of this document.

This handbook is provided for you as a reference tool to be used as part of onboarding and for guidance during your tour at NLEC. Please ensure this handbook is accessible during the Facilitator Skills Workshop.

- NLEC Curriculum Support Team

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Introduction

Welcome Aboard!

As a facilitator at the Naval Leadership and Ethics Center (NLEC), you will be involved with developing the Naval Individual through coaching, mentoring, developing self-awareness, self-reflection, ethical clarity, teamwork, character development and vision development.

Your expertise supports graduates in Leader development, who then further supports Fleet Centered Leader Development (FCLD) through continuous development, their peer's continuous development, and their subordinates' continuous development. Through this process, the individual and their units support the Naval Profession and build a profession of Trust and Confidence.

Mission

The Naval Leadership and Ethics Center (NLEC) inculcate the fundamental tenets of ethical leadership throughout the naval profession, from Seaman Recruit to Captain. NLEC guides the development of leaders with a strong, abiding sense of their responsibility, authority, and accountability, and who are committed to Navy Core Values and the Navy Ethos. NLEC provides leadership education and training, curricula support, leading-edge research, and assessment of leadership effectiveness across the Navy to ensure our leader development activities remain current and relevant.

Leadership Development

NLEC delivers first-rate, role-specific leader development that builds confidence and competence in attaining leader development outcomes in our Navy professionals, from Seaman Recruit to Captain. NLEC retains at its core the responsibility to develop leaders at the command level, including Major Command, Commanding Officer, Executive Officer, and Command Master Chief/Chief of the Boat.

Command Charter. Naval Leadership and Ethics Center

Aims and Objectives

Fleet Centered Leader Development (FCLD) requires NLEC to provide a vision, framework, resources, and be well-organized to provide comprehensive support to the Fleet at all pay grades and across all communities. To support our efforts, we must align efforts with leadership gaps identified by the Leadership Development Continuum Council (LDCC) comprised of senior leadership, representing all communities in the Navy. We must ensure our command-level courses are aligned and not stove-piped as a solid foundation for Fleet-centered Leader Development FCLD), and provide "reach-back" capability for resources in support of all Fleet units, big or small.

All NLEC personnel must clearly understand our strategy, desired outcomes, and customers, with the ability to measure success; and communicate as a collaborative team with our reserve detachments to insure we clearly understand priorities as we execute de-centralized operations. We must create solid structures and processes for the bureaucratic functions supporting FCLD and continuously work closely with outside resources such as, the Center for Strategic Leadership to identify needs in the fleet, and further develop the CNO Reading and Learning program to align with our continuum of effort. Lastly, we must obtain adequate financial resources to successfully execute our "Blueprint for Excellence."

Bottom Line: We have a growing fleet-wide mission and organization, and NOW is the time to set the conditions for success!

Naval Leadership and Ethics Center - Blueprint for Excellence

"FLEET LEADER DEVELOPMENT BEGINS HERE"

Course Suite

NLEC Curriculum

Major Commanders Course	MCC
Command Leadership Course	PCO,PXO
Command Master Chief/Chief of the Boat	CMC/COB
Intermediate Leadership Course	ILC
Intermediate Leadership Course	RILC-Reservist
Command Spouse Leadership Course	CSLC
Command Master Chief Spouse Course	CMC/COB-Spouses
Division Officer Leadership Course	DIVOLC
Foundational Leader Development Course	FLDC

Resident Courses

All NLEC courses employ adult learning principles in a seminar format with lectures, facilitated group discussion and case studies supported by reading and writing assignments.

Major Commander (P-1B-0060): This course is designed for O-6 Major Commanders enroute to their second command tour. This course reinforces the fundamental tenets of naval leadership and provides an improved decision-making foundation for officers assuming the responsibilities of major command.

Command Leadership Course (P-1B-0004): This course is designed for O-5/O-6 Prospective Commanding Officers and Prospective Executive Officers enroute to their first command tour.

Command Master Chief (A-570-4500): This course is designed to provide a capstone learning experience for individuals E-8 and E-9 enroute to initial primary assignment as a Command Master Chief/Chief of the Boat.

Intermediate Leadership Course (H-7C-0104): This course will prepare intermediate officers, O-3 and O-4 that are enroute to a department head position or positions of similar responsibility.

Spouse – Prospective Commanding Officer (V-500-0030): This course is designed to provide leadership development to the spouses of Prospective Commanding Officers to assist in being an integral member of the Command Support Team. This course occurs during the last week when they are enrolled in course P-1B-0004.

Spouse – Prospective Command Master Chief (A-500-4500): This course is designed to prepare spouses of Prospective Command Master Chiefs and Chief of the Boats to assist in being an integral member of the Command Support Team. This course occurs during the last week when they are enrolled in course A-570-4500.

Non-Resident Courses

NLEC non-resident courses are designed to be delivered by outside, non-NLEC affiliated personnel. NLEC maintains control of the curriculum and will update the material periodically. Material will be distributed through the NLEC website. All questions and concerns about the curriculum material, how to deliver the material and completion requirements should be addressed to NLEC.

Chief Petty Officer Selectee: This course provides a foundation for leadership for E-6/E-7 Prospective Chief Petty Officers upon them becoming Chief Board eligible.

First Class Petty Officer Selectee: This course provides a foundation for leadership for E-5/E-6 Prospective First Class Petty Officers upon them becoming First Class eligible.

Second Class Petty Officer Selectee: This course provides a foundation for leadership for E-4/E-5 Prospective Second Class Petty Officers upon them becoming Second Class eligible.

Third Class Petty Officer Selectee: This course provides a foundation for leadership for E-3/E-4 Prospective Third Class Petty Officers upon them becoming Third Class eligible.

Division Officer Leadership Course: This course provides a foundation for leadership for 0-2/O-3 Prospective Division Officers enroute to their first division officer tour.

In progress…

Foundational Leader Development Course: The Foundational Leader Development Course (FLDC) is designed to give the learner an introduction to Self-Awareness, the Naval Profession, Naval Leadership and Ethical decision making. The curriculum is very closely linked to the Navy core Values and facilitators should continuously challenge the learners to align their personal values to the Navy core values.

NLEC Personnel

Commanding Officer	CAPT Peter Mantz	(401) 841-7440
Executive Officer	CAPT Todd Beltz	(401) 841-4341
Command Master Chief	CMDCM Wesley Koshoffer	(401) 841-2517

CURRICULUM LEADS

CO Course Lead	841-7438
XO Course Lead	841-7430
CMC/COB Course Lead	841-3347
DH ILC Course Lead	841-3278
NReserve ILC Course Lead	(*email available*)

COMMAND LEADERSHIP SPOUSE COURSE

CMD Leadership Spouse Lead	Melissa “Mel” Wathen	841-7432
PCO/PXO Spouse Lead	Linda Kornatz	841-6220
PCO/PXO Spouse Lead	Becky Armin	841-6213
CMC/COB Spouse Lead	Yvette “Evie” Shaw	841-6289

SUPPORT STAFF

Command Administration	Danielle Perry	841-6383
PCO/PXO Administration	Pete Burrell	841-7422
CMC/COB Administration	Jean Bubluski	841-3757

CURRICULUM SUPPORT TEAM

Director/Curriculum and Assessment	William Moore	841-3316
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Instructional Systems Designer	Derece Vanterpool	841-3098
Instructional Systems Designer	Christopher Forcino	841-3326

NETWORK/IPAD SUPPORT 841-3756

NLEC Departments

Leads rotate in the functional areas.

Departmental Functions

Research and Assessment

- Course Evaluations
- Instructor Observations and Feedback
- Level 1-4 Assessments
- Research, test, & analysis

Curriculum

- Individual Courses
- Curriculum Leads
- ISDs
- Leader Development Coordinator
- Alumni Content

Training

- Instructor Certification & Standardization
- Self-Awareness Instrument Certifications
- Professional Development
- GMT Tracking

Schedule and Operations

- Schedule & Watchbill
- Flag Staff Coordinator
- MTT Coordinator & Reserve Tasking SITREP
- Curriculum Director Coordinator
- End of Course Critique Coordinator
- Schedule Alignment
- Auditorium Scheduling

Information Systems

- App development and maintenance
- IPAD configurations/ distributions
- File Server (update/
- Maintenance
- Website development/ maintenance
- Knowledge Management
- WIFI Account Manager
- NWC CIO Coordinator

Facilities

- Project Contractor Liaison
- Contract Initiation
- Routine Maintenance POC
- NWC facilities liaison SPACE meeting POC
- Cleaning Contract augmentation
- Snow removal
- Vacuum/mop/sweep
- Courtyard cleanup

Administration

- Contracting Administration
- Contracting Officer Representative
- Navy Budget Planning (POM)
- Resource Manager (NWC Budget)
- Supply
- Government Credit Card Program
- Personnel
  - Civilian
  - Military
  - Staff Administration
  - Student Administration
  - Student Travel (Spouse, PCO)
  - Staff Travel
  - PAO

Collateral Duties

- Command Fitness Leader
- CMEO
- FAP
- SAPR Coordinator
- GMT
- NMCRS
- CFC

Self-Awareness

- Self-Awareness Product, Selection, & Evaluation
- Self-Awareness Administration
- Self-Awareness Tracking

Maintaining Maritime Superiority

We designed each curriculum at NLEC to align with the CNO's core attributes of Professional Identity, in which we use as a guide to influence the behaviors of our newest Navy leaders.

CNOs Maintaining Maritime Superiority

One clear implication of the current environment is the need for the Navy to prepare for decentralized operations, guided by commander's intent. The ability to achieve this end is reliant on the trust and confidence that is based on a clear understanding, among peers and between commanders and subordinates, of the risk that can be tolerated. This trust and confidence is enhanced by our actions, which must reflect our core values of Honor, Courage, and Commitment. Four core attributes of our **professional identity** will help to serve as guiding criteria for our decisions and actions. If we abide by these attributes, our values should be clearly evident in our actions.

CORE ATTRIBUTES OF PROFESSIONAL IDENTITY

Integrity: Our behaviors as individuals and as an organization align with our values as a profession. We actively strengthen each other's resolve to act consistently with our values. As individuals, as teams, and as a Navy, our conduct must always be upright and honorable both in public and when nobody's looking.

Accountability: We are a mission-focused force. We achieve and maintain high standards. Our actions support our strategy. We clearly define the problem we're trying to solve and the proposed outcomes. In execution, we honestly assess our progress and adjust as required – we are our own toughest critic.

Initiative: Everybody strives to be the best they can be – we give 100% when on the job. Our leaders take ownership and act to the limit of their authorities. We foster a questioning attitude and look at new ideas with an open mind. Our most junior teammate may have the best idea; we must be open to capturing that idea

Toughness: We can take a hit and keep going, tapping all sources of strength and resilience: rigorous training for operations and combat, the fighting spirit of our people, and the steadfast support of our families. We don't give up the ship.

> *"The United States Navy will be ready to conduct prompt and sustained combat incident to operations at sea. Our Navy will protect America from attack and preserve America's strategic influence in key regions of the world. U.S. naval forces and operations from the sea floor to space, from deep water to the littorals, and in the information domain – will deter aggression and enable peaceful resolution of crises on terms acceptable to the United States and our allies and partners. If deterrence fails, the Navy will conduct decisive combat operations to defeat any enemy."*
>
> *"A Design for Maintaining Maritime Superiority"*
> *January 2016*

LINES OF EFFORT

Strengthen naval power at and from sea:
Maintain a fleet that is trained and ready to operate and fight decisively – from the deep ocean to the littorals, from the sea floor to space, and in the information domain. Align our organization to best support generating operational excellence.

Achieve high velocity learning at every level:
Apply the best concepts, techniques and technologies to accelerate learning as individuals, teams and organizations. Clearly know the objective and the theoretical limits of performance – set aspirational goals. Begin problem definition by studying history – do not relearn old lessons. Start by seeing what you can accomplish without additional resources. During execution, conduct routine and rigorous self-assessment. Adapt processes to be inherently receptive to innovation and creativity.

Strengthen our navy team for the future:
We are one Navy Team – comprised of a diverse mix of active duty and reserve Sailors, Navy Civilians, and our families – with a history of service, sacrifice and success. We will build on this history to create a climate of operational excellence that will keep us ready to prevail in all future challenges.

Expand and strengthen our network of partners:
Deepen operational relationships with other services, agencies, industry, allies and partners – who operate with the Navy to support our shared interests.

Desired Outcome:
A Naval Force that produces leaders and teams who learn and adapt to achieve maximum possible performance, and who achieve and maintain high standards to be ready for decisive operations and combat.

"A Design for Maintaining Maritime Superiority" January 2016

NLEC's Training Approach

NLEC's training approach reflects four guiding principles to classroom delivery.

Adult Learning

1. Facilitated learning
2. Group-Centered learning
3. Learning through experience and reflection

We characterize NLEC instructional style as a facilitation of the learning process, rather than teaching a particular way. In the conventional sense of the word, the term, "teach" is defined as, "to impart knowledge…" while the term, "facilitate" is defined as, "to make easier". Our leaders enter the classroom with exceptional experiences; it is our responsibility to get them to share these experiences and to introduce them to critically reflect on these actions and outcomes.

Adult learners bring a wealth of experience to the classroom. They also bring 'baggage' such as bias, stereotypes, bad experiences, and past challenges. This is why NLEC places great emphasis on critical thinking, self-awareness and reflection in all of our courses. Our goal at NLEC is help new leaders explore the reasons they act in a specific manner or determine the influences on their decision-making process NOT tell learners what to think, how to act, or how to behave. Your role as a facilitator or coach is to guide the learners through self-discovery not identify leadership challenges.

NLEC facilitators do not simply "impart their wisdom" on participants as much as we prepare them to lead ethically and with purpose!

Teaching How to Succeed

Teaching "How to Succeed," not "How Not to Fail."

You may think that teaching "How to succeed" is the same as teaching "How not to fail." The difference may be subtle but it is important to clarify that there is one. Often participants come to NLEC expecting (and even hoping) our instructors will tell them what to do to avoid trouble. This sentiment is counterproductive to our efforts.

Our mission is to provide tools and resources that enable command leaders to accomplish their mission. There will always be challenges to leadership - how we handle them is important! The quote, "A ship in port is safe but that's not what ships are built for" by J. A. Shedd, is an appropriate one. The Navy's mission is to conduct prompt and sustained combat incident to operations at sea.

The Navy has always recognized that command at sea is a unique privilege, and a uniquely demanding position, requiring judgment. The leadership profession is a balance and decisions of ethics are often decisions about gradations of "right."

<u>Leadership training that consists of our senior officers and NCOs transmitting "a bunch of dos and don'ts" will not equip our leaders for success</u>.

Leadership training is developing each leader's ability to make decisions that support the mission, his/her shipmates and the Navy:

- As expressed in *The Navy Leader Development Strategy*,

  "…leader development that cultivates critical thinking, broadens perspectives in decision making, builds cultural expertise, fosters innovation, encourages lifelong learning, and shapes and enhances character and integrity."

- As expressed in *The Design for Maintaining Maritime Security,*

  "We'll learn and adapt, always getting better, striving to the limits of performance. This cannot be a "top-down" effort; everybody must contribute."

To do this, NLEC instructors continuously work to develop their facilitation skills. So, how do you facilitate learning? The following pages provide some insight into that!

Being a Guide on the Side

Excerpt from "From Sage on the Stage to Guide on the Side"
Author(s): Alison King
Source: College Teaching, Vol. 41, No. 1 (Winter, 1993), pp. 30-35 Published by: Taylor & Francis, Ltd.

In most college classrooms, the professor lectures and the participants listen and take notes. The instructor is the central figure, the "sage on the stage", the one who has the knowledge and transmits that knowledge to the participants, who simply memorize the information and later reproduce it on an exam-often without even thinking about it. This model of the teaching-learning process, called the transmittal model, assumes that the participant's brain is like an empty container into which the professor pours knowledge. In this view of teaching and learning, participants are passive learners rather than active ones. Such a view is outdated and *may not be effective* in the twenty-first century, when individuals are expected to think for themselves, pose and solve complex problems and generally produce knowledge rather than reproduce it.

According to the current constructivist theory of learning, knowledge does not come packaged in books, or journals, or computer disks (or instructors' and participants' heads) to be transmitted intact from one to another. Those vessels contain information, not knowledge. Rather, <u>knowledge is a state of understanding and can only exist in the mind of the individual knower; as such, knowledge must be constructed or reconstructed by each individual knower through the process of trying to make sense of new information in terms of what that individual already knows.</u>

In this constructivist view of learning, participants use their own existing knowledge and prior experience to help them understand the new material; in particular, they generate relationships between and among the new ideas and between the new material and information already in memory. <u>When participants are engaged in actively processing information by reconstructing that information in such new and personally meaningful ways, they are far more likely to remember it and apply it in new situations.</u>

This approach to learning is consistent with information processing theories (e.g., Mayer 1984), which argue that reformulating given information or generating new information based on what is provided helps one build extensive cognitive structures that connect the new ideas and link them to what is already known. According to this view, creating such elaborated memory structures aids understanding of the new material and makes it easier to remember.

In contrast to the transmittal model illustrated by the classroom lecture-note taking scenario, the constructivist model places participants at the center of the process, actively participating in thinking and discussing ideas while making meaning for them. <u>The facilitator, instead of being the "sage on the stage," functions as a "guide on the side," facilitating learning in less directive ways.</u> The facilitator is still responsible for presenting the course material, but he or she presents that material in ways that make the participants do something with the information, manipulate the ideas and relate them to what they already know. Essentially, the facilitator's role is to facilitate participants' interaction with the material and with each other in their knowledge-producing endeavor.

In the constructivist model, the participant is like a carpenter (or sculptor) who uses new information and prior knowledge and experience, along with previously learned cognitive tools (such as, learning strategies, algorithms, and critical thinking skills) to build new knowledge structures and rearrange existing knowledge. However, how do we get from transmission of information to construction of meaning? Such a change can entail a considerable shift in roles for the facilitator, who must move away from being the one who has all the answers and does most of the talking toward being a facilitator who orchestrates the context, provides resources, and poses questions to stimulate participants to think up their own answers.

Flipped Classrooms

Excerpts from Flipping the Classroom
Author: Cynthia J. Brame, Assistant Director, Vanderbilt University Center for Teaching

What is a flipped classroom?

The model contrasts from the traditional model in which "first exposure" occurs via lecture in class, with participants assimilating knowledge through homework; thus, the term "flipped classroom." Key elements of the flipped classroom include:

- An opportunity for participants to gain first exposure prior to class.
- An incentive for participants to prepare for class.
- A mechanism to assess participant understanding.
- In-class activities that focus on higher-level cognitive activities.

The "flipped classroom" approach has been used for years in some disciplines. Barbara Walvoord and Virginia Johnson Anderson promoted the use of this approach in their book Effective Grading (1998). They propose a model in which the participants gain first exposure concept learning prior to class and focus on the processing part of learning (synthesizing, analyzing, problem solving, etc.) in class. The participants receive productive feedback through the processing activities that occur during class.

Maureen Lage, Glenn Platt, and Michael Treglia described a similar approach as the "inverted classroom". To make their course more compatible with their participants' varied learning styles, they provided participants with a variety of tools to gain first exposure to material outside of class: readings, lecture videos and other presentations. Participants were expected to view the content and complete worksheets that were periodically collected and graded. Class time was spent on activities that encouraged participants to process and apply principles.

Eric Mazur and Catherine Crouch describe a modified form of the flipped classroom that they term "peer instruction" (2001). The Peer Instruction (PI) model requires that participants gain first exposure prior to class, and uses assignments (in this case, quizzes) to help ensure that participants come to class prepared. Class time is structured around alternating mini-lectures and conceptual questions.

Why it works.

How People Learn, reports two key findings that help explain the success of the flipped classroom:

- A flipped classroom helps participants learn to organize their new knowledge such that it is more accessible for future use and correct their misconceptions. The immediate feedback that occurs in the flipped classroom also helps participants recognize and think about their own growing understanding.
- A flipped classroom promotes a 'metacognitive' approach to instruction can help participants learn to take control of their own learning by defining learning goals and monitoring their progress in achieving them.

Experiential Learning

Experiential learning occurs when a person engages in some activity, looks back at the activity critically, draws some useful insight from this analysis, and puts the result to work. Of course, we all experience this process spontaneously in ordinary living. We call it an inductive process: proceeding from observation rather than from a prior truth (as in the deductive process). We can define learning (and the usual purpose of training) as a relatively stable change in behavior.

A structured experience provides a framework that facilitates the process.

The stages of the group learning cycle includes:

- **Experiencing**. The initial stage is the data-generating part of the structured experience. We often associate this stage with some event, game, or fun. It is important to note that the next four phases of the experiential learning cycle are even more important than the experiencing phase. Accordingly, the facilitator needs to be careful that the activity does not generate too much data or create an atmosphere that makes discussion of the results difficult.

- **Publishing**. In the second stage of the cycle, participants share what they saw and how they felt during the activity. The intent here is to make the experience of each individual available to the group. This step involves finding out what happened within individuals, at both cognitive (knowledge and perception) and affective (emotional and feeling) levels, while the activity was progressing.

- **Processing**. This stage is the pivotal step in experiential learning. Group members systematically examine their common shared experience. This is the group dynamics phase of the cycle where group members essentially analyze what happened. Group members try to determine why it happened the way it did. This talking-through part of the cycle is critical.

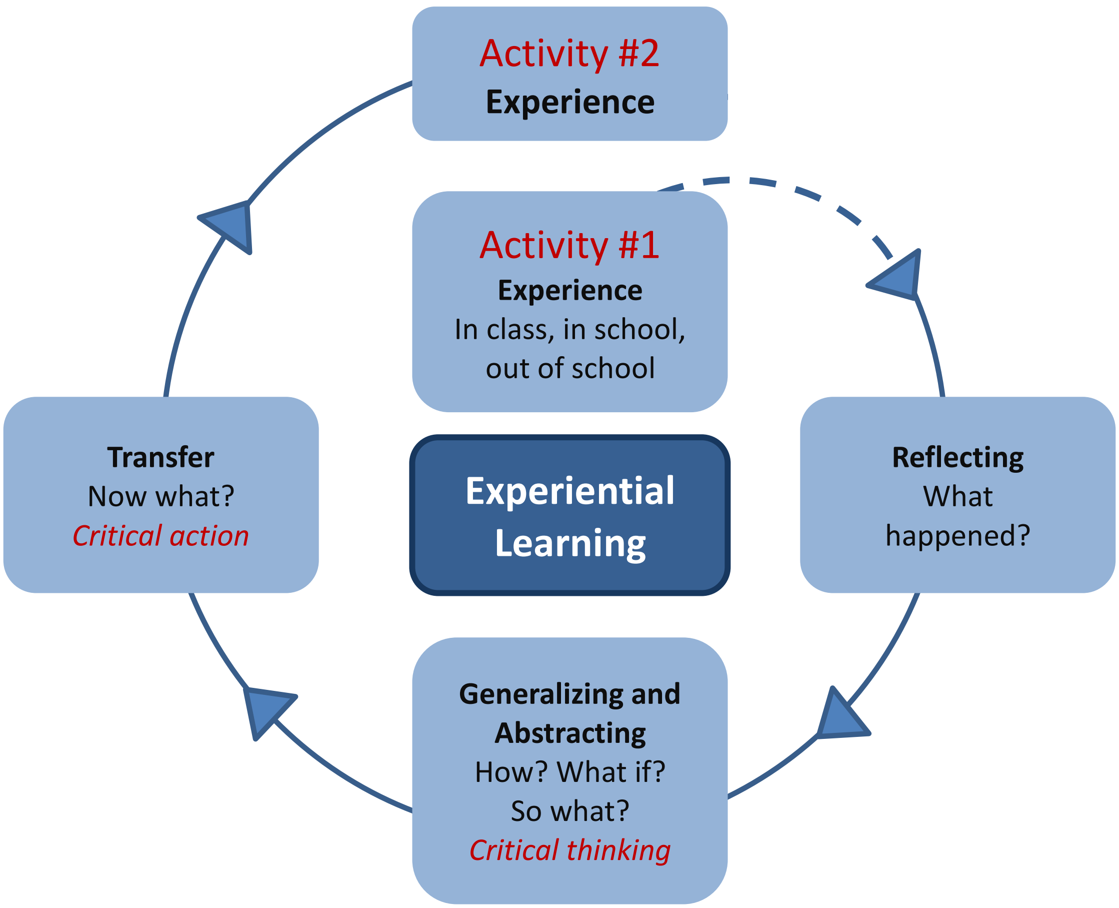
- **Generalizing**. At this point in the structured experience, we move from the reality inside the activity to the reality of everyday life outside the training session. The key question here is, "what is the relevance?" group members focus their awareness on situations in their personal and work lives that are similar to those in the activity they experienced. From the processing stage, they form principles they can apply outside. This step is what makes structured experiences practical.

- **Applying**. The final stage of the experiential learning cycle is actually the purpose of the structured experience. The central question here is, "Now what?" The facilitator helps group members apply generalizations to actual situations that they are experiencing. It is critical that we design ways for group members to use what they have learned during the structured experience to plan behavior that is more effective.

Adapted from the U.S. Army Small Group Instructor Training Course (SGITC)

Experiential Learning Model

Adventure in the classroom: using adventure to strengthen learning and build a community of life-long learners.



– *Mary Henton*

Adult Learning

Andragogy Method

Andragogy is a learner-centered approach to instruction where the teacher acts as a facilitator to help bridge the gap between student and knowledge. The learner is viewed as an independent entity, who enters the learning experience with a unique set of experiences and motivators. In contrast Pedagogy, which is the art or science of how to teach, is closely related to traditional classroom delivery through use of lectures.

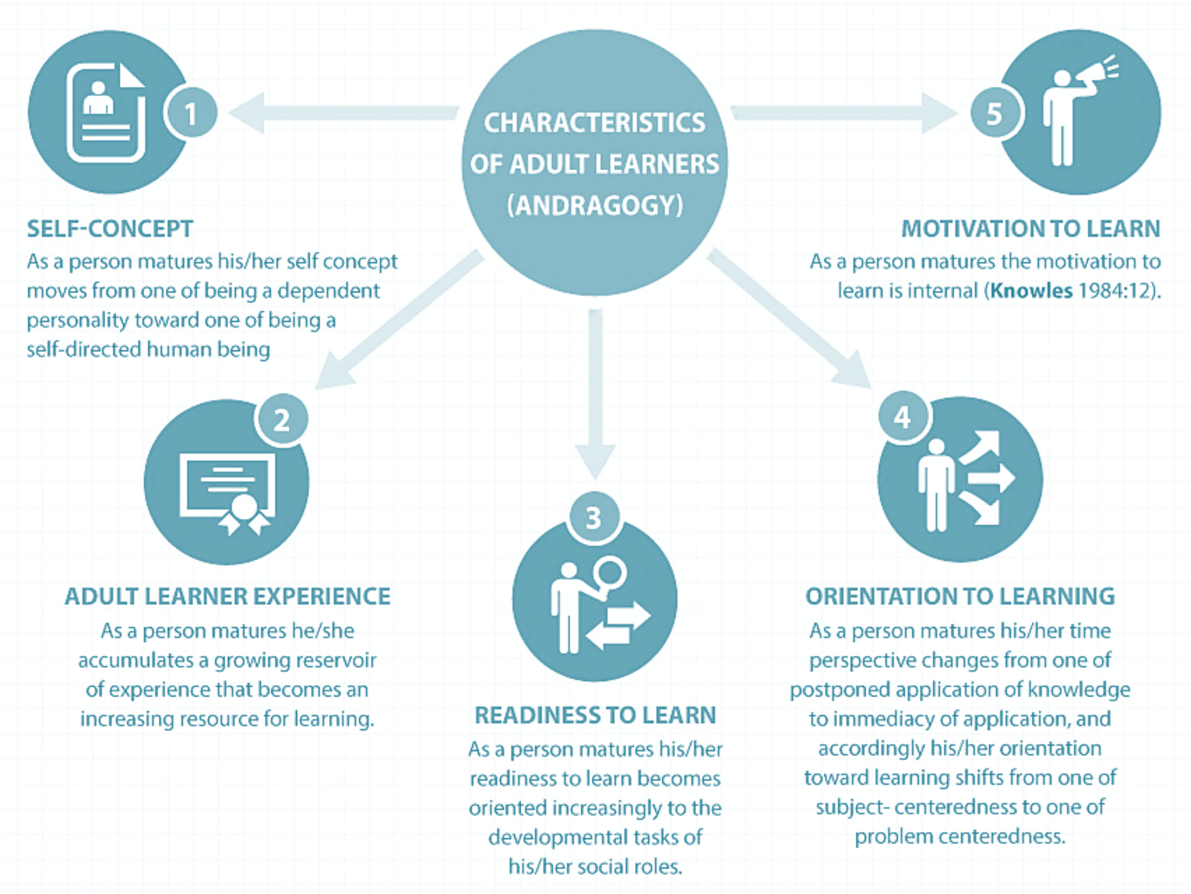
All NLEC courses are delivered using an andragogic style and a small group facilitation method. You have probably been a participant at several of these types of classes. Teaching leadership and ethics requires a higher order of learning than other topics. Small groups allow learners to interact more, receive peer to peer feedback and develop team work and problem solving skills.

Adult Principles of Learning

An understanding of adult learning principles is critical to developing successful educational programs that result in participant engagement and the facilitation of learning. It is important for the facilitator to understand Adults have special needs and requirements as learners.

Characteristics of Adult Learners

Malcolm Knowles, an American educator well known for the term andragogy, offers five assumptions in the characteristics of adult learners.



Adult Education Infographics

NLEC's Adapted Assumptions

Self-concept. Our learners are directed by their own plan. They want input into what the learning outcomes will be. Course and topic objectives still have to be met, but learners might want to take it further. As a facilitator, it is up to you to use your time wisely and use discretion on how you will meet the learner's needs.

Experience. Our learners bring an ever-growing reservoir of experience and knowledge to the classroom. They want to, and need to share their experiences with the rest of the class. It is your job as a facilitator to solicit this experience and ensure it relates back to the objectives.

Readiness to learn. Our learners are focused and ready to learn in a highly pragmatic way. They want to learn those things that will have a direct impact on themselves, their family, and/or their work. Relate the material being taught to practical applications. Our learners want to hear real life lessons learned. They want to share on our challenges and our successes. Too much theory without practical applications will lose the adult learner.

Orientation to learning. Our learners need problem-centered learning than subject-orientated learning. Learning about a specific leadership or ethics theory is not suitable for adults, unless they can see and practice the practical application of this theory. It is important for facilitators to choose case studies that are relatable (by rank, warfare, experience, etc.) to the audience.

Motivation. Our learners are learning for a reason and they are pushing themselves from within. They are sparked by an inner source and have a sense of urgency about their learning. Unlike pedagogical learners, they are internally motivated to learn about new concepts and are eager to apply them. We recognize that not all of our learners might share internal motivation, such as those who must take our courses as a requirement. Use class time to include the learner's experiences and strengths to emphasize the value they bring to the classroom.

Applying Andragogic Styles

All NLEC courses are delivered using an andragogic (adult learning) style, as described by Malcolm Knowles, an American Adult Learning Educator famous for the adoption of the theory of andragogy – essentially teaching adults is different from teaching children. It is important for instructors to understand some of the key assumptions in andragogic learning to facilitate adult learning.

NAVEDTRA 134 A, the Navy Instructor Manual, presents knowledge and background information on the adult theory and techniques of Navy classroom instruction. The purpose of NAVEDTRA 134, Navy Instructor Manual, is to present knowledge factors and background information on the theory and techniques of Navy classroom instruction.

We encourage you to review the NAVEDTRA 134 and to make it part of your reference library!

(http://www.netc.navy.mil/ile/_Documents/NETCResource/NAVEDTRA_134A.pdf)

Examples of Andragogical and Pedagogical Methods

Below is a helpful list to help you identify some of the **andragogical** methods.

- Learners are called “participants”, “learners” or “leaders”
- Objectives are flexible
- It is assumed that the learners have experience to contribute
- Active training methods are used
- Learners influence timing and pace in a learner-centered approach
- Participant involvement is vital to success
- Learning is real life problem-centered
- Participants are seen as primary resources for ideas and examples

In contrast, these are some of the **pedagogical** methods.

- Learners are called “students”
- Objectives are predetermined and inflexible.
- It is assumed that the learners are inexperienced and/or uninformed
- Passive training methods, such as lecture, are used
- Trainer controls timing and pace
- Participants contribute little to the experience
- Learning is content-centered
- Trainer is seen as the primary resource who provides ideas and examples

How to Motivate Your Learners

Below are some helpful tips to motivate and engage your learners in the classroom.

HELPFUL TIPS	
Create useful and relevant learning experiences	Emphasize the practical knowledge. It is important to design a course that provides immediate relevancy. Learning materials that can be put into practice. Adult learners appreciate more practical knowledge, rather than extraneous facts and theories.
Facilitate exploration	Adult learners sometimes like to take the opportunity to construct knowledge in a way that is meaningful to them. For this reason, you should have all sorts of materials, references, infographics, short videos, lectures, podcasts and free resources available. In such an environment learners are more likely to get inspired or find something that makes them want to learn more.
Challenge through games	Create problem solving exercises and case studies. Make your participants find solutions to problems.
Use humor	Humor would work great even with the most demotivated learners in your course. When your students know you are funny, they will listen to your material carefully, because they would not want to miss on your witty sense of humor. You can never lose with that.
Chunk information	"Chunk" information as much as possible. It helps people remember and assimilate information. Small bits are easier to process.
Add suspense	Do not give out everything your course is about in the beginning. Yes, you need an overview, but keep some interesting points until the time is right. No one likes to read a book if they know what is about to happen.
Accommodate individual interests and career goals	Empower participants to individualize the training to suit their needs and to work on their goals for the training.
Stimulate your learners	Encourage participants to think by either providing them with brainteasers, or by asking thought-provoking questions.
Let learning occur through mistakes	According to a German proverb, "You will become clever through your mistakes". Consider Henry Roediger's learning experiment.

Continued…	Group A studied natural sciences paper for 4 sessions, while group B studied the same paper for one session and was tested on it three times. One week later, students from group B performed 50% better than Group A, even though they studied the paper less. The results clearly support the argument that "practice makes perfect**.**"
Make it visually compelling	Did you know that 83% of learning occurs visually? Utilize visual aids to convey key points or to make relative connections.
Get Emotional	If you do not sound inspiring, if your materials are not exciting, how will you motivate your learners? Get participants emotionally involved – making controversial statements and adding real stories can engage them in the lesson.
Get examples of their workplace	Your learners may not always remember to associate what is learned with its application at the workplace. Sometimes participants might need reminders and a clue to help them make that connection.
Be respectful to learners	Look for opportunities to underscore they are responsible for doing the learning and your role is to assist them.
Ask for feedback	It is motivating for participants to know that their opinion contributes to the course.

Adapted from eLearning coach.com, Connie Malamed

Promoting Effective Learning

Genuine learning involves a change in behavior. If the participant does not behave differently after the course than he/she did before, learning has not occurred. Knowledge that remains merely cognitive does not influence an individual's ability to function effectively. Knowledge is important to the learner only as it contributes to modification of skills or attitudes.

The learning process is effective only when something dynamic takes place within the learner. Such learning must be active, participative, and involving. It is best accomplished through continuing experimentation, continual attempts to adjust concepts, and continued checking of one's ideas and interpretations against reality.

There are three main domains of learning - cognitive (thinking), affective (emotion/feeling), and psychomotor (physical/kinesthetic. Learning about leadership and ethics requires a change in the cognitive and affective domains. Cognitive learning can easily be measured by testing a person’s knowledge, i.e., taking a test, but testing affective learning is more difficult. The learner may know the correct answer (cognitively) but not necessarily agree to apply it (affectively)! The challenge of affective learning is measuring the change.

Often leadership decisions require a decision between “right” choices. In these cases, it is easier to apply cognitive knowledge, i.e. “going by the book” than affective knowledge, i.e. “doing the “right” thing.”

Learner Commitment

The statement, “No pain, no gain” applies to learning. Learning cannot occur unless the participant is motivated and ready to learn. Individuals must be capable of changing and must perceive the learning situation as one that can facilitate much change in a direction acceptable to them. Often, the suggestion of the need for change not only implies some criticism of the person but also threatens the stability of his/her relationships with the world.

The need for learning implies the perception of a deficiency. Therefore, information too threatening for him/her to accept because it attacks the self-image is blocked out or interpreted in such a way as to pose less of a threat. The result is that learning does not really occur. This is a delicate balance that all facilitators face. There is also the saying “There is no growth in the Comfort Zone” therefore, facilitators need to provide challenging scenarios that will take learners out of their comfort zone without threatening them.

Learning often raises images of potential discomfort or even failure. Learning new things means leaving the tried, sure, and comfortable ways of thinking and behaving, unsatisfactory as they may be. It means setting out along unknown paths and the possibility of encountering unanticipated obstacles that may prove difficult or impossible to overcome. Accordingly, each person inevitably enters a potential change situation with at least some apprehension, either conscious or subconscious, and at most, some severe anxiety.

Tips on Lesson Objectives

Using Lesson Objectives

When you facilitate a lesson in leadership, you need to let participants know what will be expected of them as a result of the training. Participants need to know what the objectives are, particularly for lessons that require affective (i.e. emotional) changes.

Lesson objectives are the lesson's mission statement; they ensure all understand the purpose of studying the topic. Participants need to know what is expected of them – the WIIFM (What is in this for me?). Moreover, participants need to be able to measure the results in real terms in order for the training to have impact.

Understanding Objectives

What makes up an objective?

An objective is made of three main parts:

1. **Behavior** – What we want the learners to do (or know). It is the verb in the sentence. There is only ONE verb per objective.

2. **Condition** – This is how you want the learner to apply this behavior.

   Some examples include:

   a. "in an underway scenario"
   b. "in various role plays"
   c. "in a classroom setting"

3. **Standard -** To what degree do we want the learner to perform?

   Some examples include:

   a. "with a passing score of 70%"
   b. "without failure"
   c. "by meeting standards set forth in the current TRE checklists"

Measuring the Standard in leader development is very difficult. All learners enter the class with different leadership abilities and experience. All development occurs at different rates**.** Different scenarios require different responses. So how do you develop a metric of what success looks like? The NLEC instructional design staff can help you identify which objectives need to be measured and to what extent. Multiple objectives can be measured through a capstone event (a final exam or practical exercise). Others should be measured separately before moving on to a new topic. If you have any questions of concerns about measuring objectives, please contact the NLEC instructional design staff.

At NLEC, you will see several types of learning objectives:

Course Learning Objectives (sometimes called **Terminal Learning Objectives**): The overall objectives of the course. This is what the learners will achieve once graduating from an NLEC course.

Example:

Upon graduating from the Intermediate Leadership Course, the learner will be able to ASSESS his/her subordinate's performance to meet Navy evaluation requirements.

An objective such as this example is published in CANTRAC. Therefore, enrollees understand what they are expected to do or know, once they graduate.

Topic Learning Objectives (sometimes referred to as **Unit Learning Objectives**): These are the overall objectives for a specific outcome of a topic (or unit) of instruction within a course. Note: There may be multiple Topic Learning Objectives (TPO) for a specific topic.

Examples:

1) Upon completion of this topic, the learner will be able to; **APPLY** the situational leadership model in various situations.

2) Upon completion of this topic, the learner will be able to; **DIFFERENTIATE** between various leadership models.

Notice how these objectives have the learner DOING something. For a Topic Learning Objective (TPO), it is not sufficient to have the learner just understand or have knowledge of a topic, the facilitator wants the learner to DO SOMETHING with this knowledge.

Learners do need to have knowledge and understanding of information and knowledge; however, this is captured in the Enabling Objectives.

Enabling Objectives (EO)

For each TPO, there are Enabling Objectives (EO) that support it. EOs support the TPO by listing the knowledge, or skills that are learned in order to perform the task listed in the TPO.

Example:

TPO:
Upon completion of this topic, the learner will be able to **APPLY** the situational leadership model in various situations.

EO:
1. **RECALL** the situational leadership model
2. **EXPLAIN** the contingency theory of leadership
3. **DIFFERENTIATE** between coaching and mentoring

4. **SELECT** the best leadership style for the appropriate situation

Notice how the four EOs listed above all support the performance being accomplished in the TPO. This allows the facilitator some freedom when teaching a class.

If the learners can already DIFFERENTIATE between coaching and mentoring, does the facilitator need to cover the material? Not necessarily. ***Important:*** If the class already has this knowledge, the facilitator has the liberty to lead the discussion in a deeper direction. The facilitator might want to EVALUATE the effectiveness of coaching and mentoring vice DIFFERENTIATE. This is the art of facilitation!

Adapted from the U.S. Army Small Group Instructor Training Course (SGITC)

More on objectives…

It's not about you

An instructional objective describes student performance. It avoids saying anything about instructor performance.

Examples:

1) The teacher will provide an atmosphere that will promote the development of self-esteem, confidence, and security in students.
2) Demonstrate to students the proper procedures for completing FORM 321.

False Criteria

Consider the first criteria; it only gives half of the picture. For instance, eighty percent has no substance. It doesn't tell the student anything. Eighty percent of how many questions? What's in the questions? What exactly is it that they are performing here? The ability to get 80%?

1) Must be able to make 80% on a multiple choice exam.
2) To the satisfaction of the instructor.
3) Must pass a final exam.

False Performance

The following statements have the appearance of objectives, but contain no performances nor can they be measured. They are not objectives.

- Have a thorough understanding of particle physics.
- Demonstrate a comprehension of the short-story form.
- Be able to relate to others in a demonstration of empathy.
- Be able to understand individual differences in patients.

Avoid Gibberish

Leave out the "education" speak. It gets in the way of communication. It is noise.

- Manifest an increasing comprehensive understanding.

- Demonstrate a thorough comprehension.
- Relate and foster with multiple approaches.
- Have a deep awareness and thorough humanizing grasp.
- The student must be able to demonstrate an ability to develop self- confidence and self-respect.
- Leave out the "Ed-speak." It gets in the way of communication. It is noise.

Adapted from: http://www2.gsu.edu/~mstmbs/CrsTools/Magerobj.html

Reasons for Stating Objectives

1. When clearly defined objectives are lacking, there is no sound basis for the selection or designing of instructional materials, content, or methods. If you don't know where you are going, it is difficult to select a suitable means for getting there.
2. A second important reason for stating objectives sharply has to do with finding out whether the objective has, in fact, been accomplished. Test or examination s are the mileposts along the road of learning and are supposed to tell instructors AND students whether they have been successful in achieving the course objectives. But unless objectives are stated clearly and are fixed in the minds of both parties, tests are at best misleading; at worst, they are irrelevant, unfair, or uninformative. Test items designed to measure whether important instructional outcomes have been accomplished can be selected or created intelligently only when those instructional outcomes have been made explicit.
3. A third advantage of clearly defined objectives is that they provide students with a means to organize their own efforts toward accomplishment of those objectives. Experience has shown that with clear objectives in view, students at all levels are better able to decide what activities on their part will help them get to where it is important for them to go.

Adapted from: http://www2.gsu.edu/~mstmbs/CrsTools/Magerobj.html

Facilitation Tips

The facilitation of learning – assisting adults to make sense of and act upon the personal, social, occupational, and political in which they live, is important, exhilarating, and a profound activity, both for facilitators and learners.- Stephen D. Brookfield

Using Critical Reflection

Adult learners have a wealth of experience that they want to share in the classroom. They also bring other "baggage" such as biases, stereotypes, bad experiences, and past challenges, they might have not learned from. Perhaps they are making decisions based on an experience from 10 years ago and they have not explored any alternatives. This is why NLEC places great emphasis on critical thinking, self-awareness and reflection in all of our courses.

The goal is not to tell learners what to think or how to act; the goal is for them to explore the reasons why they are acting in a specific manner.

Increasing Self awareness

Excerpt from Reach, Touch and Teach
Author(s): Terry Borton

Self-knowledge, that is, knowledge of one's own concerns and processes, is as difficult to obtain as it is powerful. All of us could improve our knowledge of self and would benefit from doing so. The "What, So What, Now What" model for process education is a means to that end. Its sequence provides an organized way of increasing awareness. The What, So What, Now What sequence represents a fluid process. No part of it can exclude another; no part of it is more important than another.

WHAT, SO WHAT, NOW WHAT- MODEL
WHAT
Some call this cognitive reflection. ▪ What happened during the experience? ▪ What did I/we observe? ▪ What did I/we say? ▪ What was needed to solve the activity
SO WHAT (Analyze and Evaluate)
What is the explanation of the phenomenon you are observing? ▪ Feelings, reactions, the process itself ▪ What was the most challenging part(s) of the experience? Why? ▪ Did you know that was effective? Why? ▪ What was the most satisfying part? Why? ▪ What did you learn about yourself because of this exercise? etc.
NOW WHAT
This stage examines how the learning resulting from this experience can: ▪ Be connected to the real world, can fulfill the learning outcomes of a course ▪ Be transferred to the context. ▪ Lead to further actions, etc.

Facilitating Group Dynamics

Much of the methodology of small-group instruction is devoted to overcoming resistance to change. The fundamental responsibility of every instructor is to create around the participant those conditions that will be most conducive to learning. This is, in effect, the role of the teacher.

Small-group methods of instruction are one approach to the creation of conditions conducive to learning.

The rationale for small-group instruction rests on the premise that learning is partly a function of attitudes, and education or training is a matter of overcoming resistance to change.

This is accomplished by discussing issues or problems and, in many instances, arriving at decisions about how they might be handled. Because the group resolves the problem itself with each participant participating, members are committed to the solution through the functioning of group norms endorsing the new ideas or behaviors.

Under this rationale, two purposes are accomplished:

1. Participants get new insights into problems by hearing many different viewpoints and by having their own ideas critiqued.
2. Participants learn new ways of behaving to which they are committed because of group discussion and decision.

For maximum change to occur, a group must possess a common goal for learning, a reasonable degree of cohesiveness, norms conducive to learning, and patterns of effective communication - in short, a learning culture. In permanently structured groups, these ingredients may already be present. In short-term classes, instructors must create and develop the requisite structure and processes of the group.

One of the most frequently cited models of group development (Tuckman, 1965) is shown below. This model describes five linear stages that a group will go through in its development and performance.

<u>*Tuckman Model*</u>

STAGE	WAYS TO REDUCE UNCERTAINTY	EFFECTIVE ACTIVITIES
Forming	▪ Explaining the purpose of the group and its goals ▪ Providing time for questions ▪ Allowing time for members to become acquainted ▪ Modeling expected behaviors	▪ Warm-up exercise ▪ Establish ground rules ▪ Provide an agenda ▪ Conduct an icebreaker ▪ Clarify roles
Storming	▪ Hearing all points of view ▪ Acknowledging conflict as an opportunity for improvement ▪ Adhering to core values, such as truth, trust and respect ▪ Maintaining democratic and humanistic ideals	▪ Stay calm and neutral ▪ Invite input and feedback ▪ Admit conflict and intervene when necessary ▪ Encourage communication
Norming	▪ Modeling listening skills ▪ Fostering an atmosphere of trust ▪ Teaching and facilitating consensus ▪ Providing team-centered learning	▪ Help solve problems ▪ Encourage feedback ▪ Provide necessary training ▪ Share power with members ▪ Coach and counsel
Performing	▪ Being prepared for temporary setbacks ▪ Focusing on the task accomplishments and interpersonal support ▪ Providing feedback on the work of the group ▪ Promoting and representing the group	▪ Rotate duties ▪ Offer your expertise ▪ Help team celebrate success ▪ Build agendas together ▪ Act as a resource

Transforming	▪ Having an icebreaker to get people to learn about each other ▪ Affirming that what is going on within the group is ok ▪ Recapping where the group is and where they are going ▪ Summarizing current situations ▪ Brainstorming to bring in new ideas ▪ Including newcomers or new ideas	▪ Warm-up exercise ▪ Create common goal ▪ Encourage participation ▪ Clarify roles ▪ Provide support

Avoiding Excessive Transmit

Here are some best practices for facilitating discussions.

TASK	DON'Ts	DOs
Demonstrating Expertise	Believe you are the subject matter expert or Fail to prepare yourself as a subject matter expert.	Remember that it is O.K. not to know everything ▪ To be imperfect as an instructor ▪ To facilitate learning, rather than deliver it
Relating training to real-life	Be afraid to ask participants to raise their real-life challenges in the class.	Add your sea stories to add interest or to highlight a point.
Gaining attention	Forget that you are not the focus of the training; you are only the facilitator.	Use your presentation skills to capture student attention with something novel, a story, a visual, animation, or question
Using PowerPoint	Use PowerPoint to show every word you have to say or read from the screen.	Use PowerPoint to ▪ Focus the conversation ▪ Highlight points ▪ Illustrate models
Highlighting important points	Insist on delivering every point you believe should be made.	Use memory aides for important points including: ▪ Starting with the most important content ▪ Repeating it and relating it ▪ Providing organizers such as outlines, flowcharts, acronyms, and chunking
Using movement in the classroom	Stand in one place in the classroom or be afraid to go close to participants	Move close and look directly at each participant throughout the class. (Eye contact is important)
Using questions to generate discussion	Be afraid to: ▪ Question what participants say ▪ Encourage others to question you ▪ Call on specific participants	Use effective questioning, including: ▪ Asking open-end questions ▪ Asking follow-up questions to participants answers ▪ Reflecting answers to others participants

Using movement in the classroom	Stand in one place in the classroom or be afraid to go close to participants	Move close and look directly at each participant throughout the class. (Eye contact is important)
Using questions to generate discussion	Be afraid to: ▪ Question what participants say ▪ Encourage others to question you ▪ Call on specific participants Look for multiple right answers	Use effective questioning, including: ▪ Asking open-end questions ▪ Asking follow-up questions to participants answers Reflecting answers to others participants
Responding to questions	Feel obligated to have an answer every question	Encourage participants to ▪ Find answers for themselves ▪ Test their theories Make mistakes (learn from their mistakes)

The C-STARS Method

Telling Sea Stories Method Approach

As a successful Navy leader, you bring the wisdom of experience to your class. In nearly every lesson you facilitate, you can find a relevant sea story that offers the real behaviors and real lessons learned, which participants need to hear.

Here are some ideas to help you best communicate your knowledge and integrate it into a lesson:

- Use planned and spontaneous stories.
- Use stories as topical introductions, as illustrations of a point, or to increase realism.
- Use simple and quick stories to avoid digression from the lesson.
- Make the connections to the lesson concrete – Use the C-STARS method (see below).
- Practice, practice, practice; as long as they believe in it, anyone can tell a powerful story.

Example of a C-STARS Approach

Excerpts: Admiral McRaven, University of Texas at Austin 2014 Commencement Address. Video: https://youtu.be/pxBQLFLei70

CONTEXT

Give a one-sentence explanation on how your story fits in with the conversation but avoid telling the "Saying."

Example:

> *"…But if you will humor this old sailor for just a moment, I have a few suggestions that may help you on your way to a better a world. And while these lessons were learned during my time in the military, I can assure you that it matters not whether you ever served a day in uniform. It matters not your gender, your ethnic or religious background, your orientation or your social status."*

SITUATION

Briefly describe **who**, **what**, **when**, **where**, and **why** - the 5 "W"s - of the situation. Remember, it is easy to get long-winded when describing the situation. You may be concerned that participants fully understand your situation but too many details may actually confuse it in their minds.

Example:

> *"Several times a week, the instructors would line up the class and do a uniform inspection. It was exceptionally thorough. Your hat had to be perfectly starched, your uniform immaculately pressed and your belt buckle shiny and void of any smudges."*

TASK

Give a one-sentence explanation of the action or the decision needed, including why it was challenging.

Example:

> *"...But it seemed that no matter how much effort you put into starching your hat, or pressing your uniform or polishing your belt buckle — it just wasn't good enough."*

ACTION

Briefly explain what was done and how.

Example:

> *"The instructors would find "something" wrong."*

RESULT

Briefly explain what happened next, including what you expected and what you did not expect.

Example:

> *"For failing the uniform inspection, the student had to run, fully clothed into the surf zone and then, wet from head to toe, roll around on the beach until every part of your body was covered with sand.*
>
> *The effect was known as a "sugar cookie."*
>
> *You stayed in that uniform the rest of the day — cold, wet and sandy. There were many a student who just couldn't accept the fact that all their effort was in vain.*
>
> *That no matter how hard they tried to get the uniform right, it was unappreciated. Those students didn't make it through training. Those students didn't understand the purpose of the drill. You were never going to succeed. You were never going to have a perfect uniform."*

SAYING

State the one-sentence lesson learned and how will you remember it.

Example:

> *"Sometimes no matter how well you prepare or how well you perform you still end up as a sugar cookie. It's just the way life is sometimes. If you want to change the world, get over being a sugar cookie and keep moving forward."*

Using Visual Aids

Visual aids can powerfully help the effectiveness of a speech. Many speeches benefit from having objects, images, key quotes, or data presented in a clear and dramatic fashion. Visual aids vary in kind, but there are similar benefits and tips for dealing with any kind of supplementary evidence that is shown to an audience.

Reasons to use a visual aid

Visual aids can:

- Improve audience understanding and memory
- Serve as notes
- Provide clearer organization
- Facilitate more eye contact and motion by the speaker
- Contribute to speaker credibility
- Supplement facilitation key points

Tips for using visual aids

- Stand to the side of the visual aid. Do not obscure the visual aid if at all possible. Traditionally, speakers have the visual aid on their left.
- Maintain eye contact. While the visual aid will be tempting to many speakers, the audience should still be their main focus. When a speaker loses eye contact, they often end up turning their back to the audience. **A SPEAKER SHOULD NEVER TURN THEIR BACK TO AN AUDIENCE**.
- Introduce a visual aid before talking about the information contained in it. Giving background on where the information for the visual aid was obtained from provides the audience with more resources for understanding the content of the speech.
- Practice with a visual aid. The visual aid adds an additional focus for the audience, and the speaker should be able to effectively and smoothly interact with the aid to minimize distractions.
- Make sure the visual aid supports the message. Consistency between what is being said and what is being seen is crucial to a speaker's credibility.
- Supplement, do not supplant, the speech with the visual aid. Do not allow the visual aid to overwhelm the speech itself. Visual aids are not crutches to lean on, but rather lampposts to illuminate.
- Ensure the logistics of the setting are conducive to the visual aid. Make sure that everyone can see the visual aid, that any electronic equipment necessary for the visual aid is functioning (and that the speaker knows how to operate it), and that the visual aid is set up before the speech (there's few things worse for an audience then having to wait while a speaker fiddles with their equipment.)

- Point out key elements in the visual aid, especially if it is complicated. Pictures, charts, graphs, and some objects, are often so complex, with so much "going on," that the audience might need to be directed to the area of the visual aid that the speaker is referencing.
- Avoid distributing materials before the speech. If there are supporting materials to assist the audience, they should be passed out either before or after the speech. Failing to do so will delay the speech, lead to much unnecessary rustling of paper, and is an unnecessary distraction.
- Limit lists. If the visual aid utilizes lists to communicate the central ideas of the speech, do not overwhelm the audience with endless lists on one slide or page. Generally, only five items should be on any single slide or page of a visual aid.
- Remember that simplicity is a good design principle. Do not overload a visual aid with unnecessary information, color, font changes, or superfluous images.

Adapted from: http://www.speaking.pitt.edu/student/public-speaking/visualaids.html

Using flip charts

NLEC does not practice "Death by PowerPoint" in their facilitation approach. While MS PowerPoint is a powerful tool for delivering curriculum, it is sometimes used as a crutch. At NLEC, we encourage minimal use of PowerPoint, usually only to introduce a topic or to visually illustrate complex information. Simply put, you will not see an abundant use of Power point presentations for course material.

NLEC mostly utilizes white boards and easels to facilitate communication and idea sharing. This is a specific skills set that may be foreign to some people. Below are some tips for using these tools:

1. Prepare as much of the flip charts as you can prior to class start. Write reminder notes to yourself in pencil or on attached sticky notes.

2. When you need more space than the easel provides pre-tape paper to the walls. This is helpful for mind mapping, affinity diagrams, cause and effect, etc.

3. Number each item in lists so participants can refer to them easily later on.

4. Use 2-3 different marker colors at a time to separate and highlight ideas. Darker colors are easier to see.

5. Write big; use the 5X5 rule of thumb for each page: 5 words across and 5 lines of words. Leave some space between words in case of some edits/additions are needed earlier.

6. When scribing, be in the mindset of "get it down; then get it right." Try to capture the main points without editing people's comments and do not worry if things get a little messy. You can always edit or rewrite the flip chart later. When someone says more information than you can possibly record, ask him or her; "How would you like me to capture that?" Always check your understanding by asking, "Does this capture your point?"

7. Use multiple easels when possible. Try using one for previously prepared flip charts and one for live use in class.

8. Ask participants to post their comments using sticky notes and markers. This allows you to move them around and may free you from having to do all the scribing.

9. Number the chart paper pages in the upper right corner. This will help you put pages in order later in the day.

10. Make sure you use the appropriate markers for White Boards, smart boards and paper.

11. Be careful once your paper is posted. If you write on it later, some markers may bleed through to the wall. In addition, when removing the paper, make sure you carefully peel the tape off so you do not chip paint or wreck wallpaper.

12. Be comfortable in front of the easel, but make sure you stay to the side so people can see what you're writing; do not stand in front of the easel when you are writing.

13. Prepare a tool kit with your favorite tools – whiteboard and flip chart markers, sticky notes, blue painter’s tape, etc.

14. If you are nervous about people checking your spelling while you write, we all are! Have some fun and make a joke of it. Take a red marker and put a squally red line under a misspelled word and say, “Failed spell check.”

Questioning Techniques

Using Effective Questioning Techniques

Adapted from the Navy Instructor Manual (NAVEDTRA 134A) and from Facilitating with Easel
Author: Ingrid Bens

The power of a question

Properly planned, implemented, and evaluated, questioning improves effectiveness and more importantly, participant learning. The greatest resource for enhancing your classroom instruction is the participants themselves. Training is most effective and learning more permanent when the participants take an active part in the process. Participants need to interact with the subject matter and the instructor during the lessons rather than just at test or performance time.

The responsibility of active class participation lies with you, the instructor. As an instructor, always remember that one purpose of questioning is to help participants get involved in learning the material at hand. Some instructors have mastered the technique of teaching a lesson almost entirely using questions. However, questions are only as effective as the manner in which they are used. You can defeat the whole purpose of the questioning technique by using it improperly, so make sure you learn how to use questions properly.

A key point to remember is that the intent of a question is to elicit a response. Effective use of questions will result in more participants learning than any other single technique. Becoming skillful in the art of questioning will increase your effectiveness as an instructor.

Using Questions Rather Than Statements

The primary purpose of questioning is to stimulate the participants to think for themselves. Navy requirements call for Sailors to be trained to analyze, compare, and interpret facts, data, and methods, all of which require a high caliber of thinking. Good questions generate higher thinking!

Try to decrease the amount of one-way, “transmit” communication in the classroom by asking questions as much as you make statements. As a successful Navy leader, you will find that you have a natural compulsion to “tell,” which is understandable. Studies show that in a typical classroom, someone is talking two-thirds of the time; and of that time, the instructor does the majority of the talking. This means that the participants get only one-third of the time to respond in those classrooms. Through good questioning techniques, you can increase and improve the amount of participant responses beyond the one-word contribution.

How to Ask a Question

When asking a question, consider following the APPLE model of questioning best practices. APPLE is a simple mnemonic to help you remember how to use a 5-step questioning technique:

A	**Ask** the best type of question. Use the best question type to suit your purpose (see reflective questioning techniques).
P	**Pause** for a response. Learn to be comfortable with the silences, so that wait time is extended. Do NOT feel the need to answer the question.
P	**Pick** a participant at times. This will help participants stay focused and ensure less expressive participants have a chance to speak.
L	**Listen** to and evaluate the answer. Demonstrate listening. Show participants you are interested in their response. Use probes that encourage the clarification, extension or elaboration of a response.
E	**Encourage** answers. Affirm participant responses. Encourage a range of responses and redirect participant responses or comments to continue learning.

Reflective Questioning

Reflective questioning is a technique in which one person prepares and asks questions that are designed to provide opportunities for the respondent to explore his or her knowledge, skills, experiences, attitudes, beliefs, and values.

Reflective questioning can be compared to a dance in which the questioner both leads and follows. While he or she has a purpose in mind and a sense of where the dialogue may go, the questioner also follows the learner's direction and takes cues about follow up questions based on what is said.

The success of reflective questioning does not depend on asking "the right question." It relies on creating opportunities for the learners to think aloud and construct meaning for themselves.

Lee, G.V., & Barnett, B. G (1994). Journal of Staff Development, v15 n1 p. 16-21

Reflective Questioning Techniques

Here is a list of open-end questions and their value when used at the right time and for the right purpose. Often these questions can be used in sequence to help participants critically reflect on what they are experiencing or discussing:

ASK	BEST USE
How?	Uncovers additional data about a situation
What do you think? How do you feel about…?	Uncovers the participants' opinions, feelings, values, and beliefs
Why?	Uncovers the thinking behind a person's comments
What if?/Why not?	Useful in reframing an issue or uncovering alternative responses
So what / Now what?	Brings a conversation to a learning point or transition

Managing Classroom Discussions

Increasing Participant Engagement

It is a widely held belief that sitting through long classes, for multiple days, can make it very challenging for participants to remain actively engaged in their learning. It also well known that being actively involved makes it easier for participants to remain engaged. Classroom discussions can be an effective technique to involve participants and facilitate learning, if they are managed.

The purpose of a classroom discussion is for everyone to contribute a variety of related thoughts on a topic, and for all to consider what they are hearing. As a facilitator, there are three primary responsibilities to ensure a productive discussion:

- Using activities that increase participant engagement
- Managing the discussion subject and flow
- Managing participant involvement

When managing a classroom participation, facilitators must keep several important principles in mind:

- Do not take on responsibility to teach participants. Facilitators are ultimately responsible for setting the conditions for learning and individual participants are ultimately responsible for their own learning.
- Variety the activities. Vary the form and function of a discussion to reduce the opportunity for one person to dominate and increase involvement of all participants.
- Prime participants for a productive discussion upfront. Set expectations of the group behaviors that are conducive for a facilitated learning environment. This can be an initial exercise and can be reinforced by clear organizational norms.
- Respect all participants input but correct false or incendiary statements. We have all be told to respect people's opinions. Nowhere is that more critical than in the classroom. Participants must believe they can share what they are thinking. When they share statements that are false or incendiary, you must address them, with the intent of correcting gross misstatements while maintaining an open dialog.
- Do not focus only on participants' disruptive behaviors. Encourage examples of positive participation as often as possible.
- Do not chase high instructor evaluation scores from everyone. Participants should be expecting to receive needed feedback on interpersonal behaviors. However, correcting participants' bad habits is difficult and painful. No one likes to be told bad news. Do not waste too much time (and energy) on a participants who refuses to take advantage of the opportunity they have. It is more important that an individual does not poison the opportunity for everyone else. Accept the fact that a troubled participant may project their troubles into their course evaluation.

- Practice is essential. Creating and managing discussions and dealing with challenging behaviors is a skill. Although it may be uncomfortable, the best way to develop a skill is through practice, observation and feedback.

Using Activities that increase participant engagement

Facilitators can use variations of the activities listed below, before, during and after a discussion, to increase its effectiveness, without significantly extending the time required for the lesson. For maximum effectiveness, use one of the activities below every fifteen minutes and encourage participants to *write-down* their thoughts as they complete these exercises (Figure 1).

Stage	Activity
Before	▪ Reflect for 2 minutes prior to discussing with others. ▪ Consider an outrageous or paradoxical statement you can make about the topic. ▪ Identify all of the assumptions you are aware of. ▪ Envision multiple, potential negative alternatives to a decision. ▪ Take 1 minute to examine your initial disposition to the topic. ▪ Consider how this topic relates to the "BIG" picture? ▪ Identify questions and reservations you have about the topic? ▪ Identify challenges you have faced related to the topic? ▪ Answer a brief series of questions on the topic. (Pre-test)
During	▪ Share your idea for a scenario to use for the discussion. ▪ Identify all of the assumptions you are aware of, related to the discussion topic. ▪ Identify the "who", "what", "where", "when" and "why" related to the topic. ▪ Examine a topic from multiple perspectives, such as differing personality traits. ▪ Assume another organizational role during the discussion. ▪ Envision multiple, potential negative alternatives to an assigned decision. ▪ Discuss a topic with an adjacent colleague prior to a group discussion. ▪ Identify all of the apparent potential decisions prior to a discussion. ▪ Discuss all of the anticipated outcomes of a course of action prior to a discussion. ▪ Analyze and improve a decision from a historical case based on seeing the results. ▪ Take 1 of 2/3 positions, by show of hands. Elect 1 to speak for each side. Then re-poll the class to achieve a class consensus, with a minority dissent, if needed.
After	▪ Distribute index cards and collect questions and comments about the lesson. ▪ Identify challenge questions from the lesson for other participants. ▪ Identify an acronym, sentence or slogan that will help them remember the concepts they valued. ▪ Consider how the topic can be applied to you directly? ▪ Lead a review of a concept in class or with others. ▪ Take turns making a new statement about the lesson content. ▪ Identify 1 action item as a result of the lesson. ▪ Quickly review the relevant reading. This aids in retention. ▪ Take 1 minute to reexamine your initial disposition to the topic. ▪ Prioritize the importance of each topic. Then compare results from the group.

Figure 1. Use activities to increase the productivity of a discussion.

Managing the discussion subject and flow

The questions facilitators ask (or provocative statements facilitators make) determine the direction and lenght of a conversation. Facilitators manage the conversation using Direction and Supporting questions or statements. As facilitators they facilitate the ebb and flow of conversation by interjecting Directing and Supporting questions or statements. **(Figure 2**):

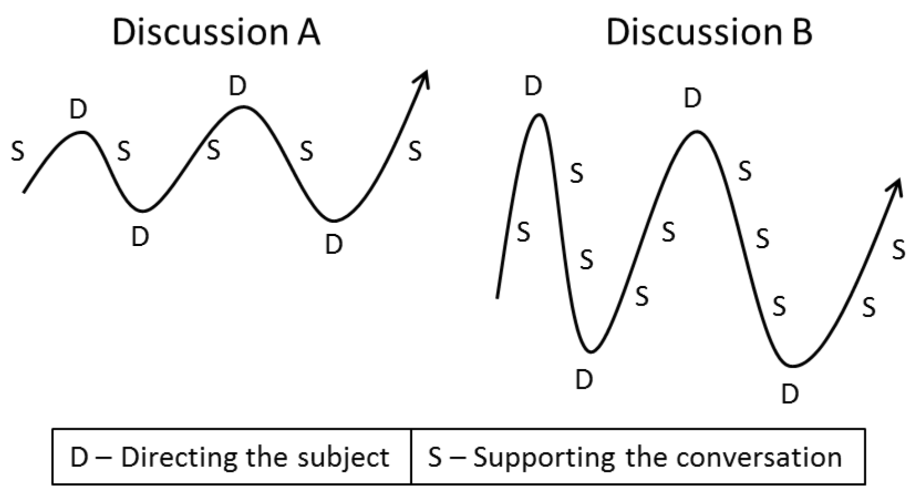


Figure 2. Use Direction questions to influence the subject of the conversation and Supporting questions to probe deeper into a subject.

Directing questions (or statements) set and change the subject of a discussion. Facilitators generally start a conversation with a *Directing* question or statement. Then they interject additional Directing questions when they want to change the direction or subject of a conversation. Directing questions contain an opinion or thought-provoking fact designed to prompt participants to think about:

- Another aspect of a current discussion topic
- The same topic in a different way
- A topic that has not been discussed

Supporting questions (or statements) determine a conversation's depth and length. They are used to maintain a dialog on the same subject. Using Supporting questions to "dig deeper" into a subject, to uncover unexpressed ideas or to get others' reactions to comments made. Generally, Supporting questions can keep a conversation going by driving it:

- Deeper, encouraging participants to expand on what they have shared. When participants speak, facilitators hear many thoughts that are incomplete or expose additional ideas to explore. Supporting questions, such as the "5 Ws", engage participants to think more about what has been said. The facilitator decides how far to "pull the thread" with a participant and with the class. As a rule of thumb, facilitators can ask someone for more information two times. By using Supporting questions frequently, facilitators keep a conversation more focused on a narrow subject **(Figure 2, Discussion A)**. By allowing more time between Supporting questions, facilitators encourage a deeper discussion about a topic **(Figure 2, Discussion B).**

- Wider, asking other participants for their thoughts and feelings on the topic. Often, this happens naturally, but asking for additional input prompts participants to speak who may not have. Participants may be reluctant to express ideas for various reasons but continued prompting will reduce that behavior. In most cases, facilitators find that there is a natural capitulation to a discussion. This happens when the most commonly expressed thoughts on a topic are shared by a majority of participants.

Gauging participants' involvement

Facilitators also manage the conversation by monitoring the *efficacy* and *extent* of individual participation and intervening as appropriate. Although these terms may appear difficult to define, the role of the facilitator gives the authority to be the arbiter of these measurements, with the goal being the facilitation of a robust conversation of diverse viewpoints, not forcing a single message from many voices (Figure 3).

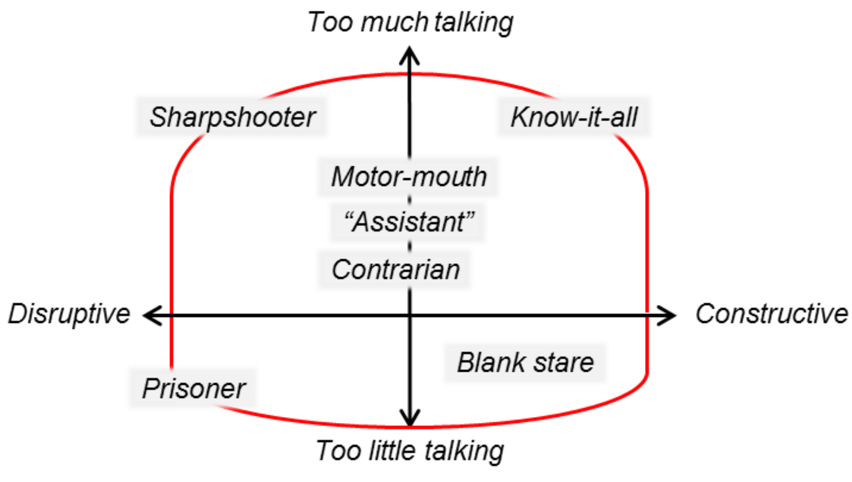


Figure 3. The efficacy and extent of participant comments determines the severity of the disruption and the corresponding facilitator response.

- *Efficacy* – This dimension is not a measure the wisdom of participants' statements. It is a general measure of whether comments are constructive to the conversation, by adding thoughts and engaging others, or disruptive of the conversation and discouraging others' input.

- *Extent* – While the level of participant contribution cannot be perfectly even, it is still important for most to be able to contribute some ideas to the conversation. Facilitators monitor the *frequency* of participant comments and the *duration* of those comments to avoid a conversation that is dominated by a few people, while others say very little, if anything at all.

Managing participant involvement

The first challenge a facilitator has when managing participant behavior, is recognizing the efficacy and extent of comments. Then the facilitator must choose the appropriate intervention, to ensure the dialog is productive. Whether it is the nature of the topic of leadership and ethics or the nature of participants, <u>inevitably you will encounter behavior in the classroom that is not productive for learning</u>. It is not necessary or appropriate to intervene each time a group member manifests a disruptive behavior. One or two exhibitions of negative behavior do not constitute a pattern.

Only when a disruptive behavior becomes repetitive, has a negative effect on the group, or becomes irritating to you does it become an issue to be addressed. At that point, it is desirable to intervene to eliminate the behavior. <u>If you must label someone's behavior, remember that the behavior is not the person</u>. It is only one aspect of the person. Also, remember that people can and do change. When an individual is primarily showing a negative side, it is difficult to see the positive. You, as a leader, need to reinforce any positive behaviors and attempt to minimize the negative ones.

The following diagrams provides guidelines facilitators can use to determine when and how to intervene with participants. These participant behaviors and corresponding facilitator interventions are aligned along a continuum of how *disruptive* or *constructive* they are to the dialog and how often they are made.

Disruptive Behavior	Managing the Class	Addressing the Individual
"Assistant" behavior **comments on and adjusts everything** that is said to reflect a more precise truth. This detracts from the conversation by limiting the time others have and by intimidating others into silence.	Facilitators need to guard against overdependence on these participants, as these participants all too willing to give the answers the facilitator is looking for, to the detriment of others.	**Limit** – Let these participants know their input is valuable, as is others. *"I need everyone to understand that this is a discussion. We need everyone to have the opportunity to bring their thoughts into the conversation."*
"Contrarian" behavior **"sees things in a different light"**. The challenge is accepting his/her way. Because it is contradictory, a facilitator may overreact to what s/he is hearing.	Dealing with contrarians can present a special challenge. When contrarians express their thoughts, it may sound like opposition, which generally elicits a "shoot the messenger" response. The facilitator needs guard against such a reaction. Second, contrarian viewpoints challenge the status quo. The facilitator must train her/himself to see the value in the diversity of thought.	**Tolerate** – Allow the participant to express her/himself without intervention to encourage a fruitful discussion, but watch for escalation to a more disruptive stage, such as the sharpshooter or know-it-all. *"I want everyone to understand that this is a discussion. Some ideas may seem off-putting, at first, but I encourage you to bring your thoughts into the conversation."*
"Motor-mouth" behavior **shares too much, too often**. Because they prefer to "think out loud" as they learn, they continually volunteer their views on the topic of discussion. While they may find their style effective for learning, it is easy to see why it may be a learning detractor for others.	Most people who are "talkers" are aware of their behavior. Positive reminders will, more than likely, be welcomed. Rather than address the individual, facilitators can manage this behavior by encouraging conversation from others.	**Limit** – Let the participant know you want others to have the opportunity to express themselves equally. *"Thank you for your insight. It is very important to the success of the class that everyone has opportunities to contribute."*

Disruptive Behavior	Managing the Class	Addressing the Individual
"Know-it-all" behavior **tells everyone how it really works** in the "real" world. Their comments consistently undermine the facilitator's credibility.	It is very easy for this interaction to devolve into an interpersonal conflict. Facilitators need to practice dealing with this type of behavior to develop the skills needed to avoid being drawn it.	**Counsel** – Advise the participant that his/her comments are making it challenging for others to participate and will not be allowed to continue. Use tact, particularly when the participant's comments are realistic *"Leslie. I am certainly encouraging dialog and differing viewpoints. Your comments are making it challenging for this conversation to continue."*
"Sharpshooter" behavior **publicly fact-checks everything** that is said, particularly when it presents an opportunity to qualify the facilitator's statement. This detracts from the conversation	Facilitators can easily perceive themselves as the "target" of these continued comments. They must remind themselves not to take it personally and become emotionally reactive. They can allow fact-checking wthout commenting on it.	**Interrupt** – Ask the participant to refrain from making disruptive comments and let her/him know s/he will not be allowed to continue. *"Leslie, your comments is not appropriate for this class. I want your contribution but we cannot allow disruptive comments to continue."*
"Prisoner" behavior **does not want to be in the classroom** so much that they believe it is their duty to resist in every way possible. They continually use verbal and non-verbal participation to communicate their displeasure.	It is a best practice for facilitators to coordinate the handling of this situation, with the management team, before the class. Facilitators must have the support of management.	**Report** – If a participant's conversation is clearly inappropriate and does not abate, document the problem and engage the participant's superior. (This should be very rare and very clear.)

Figure 4. Facilitator intervention can be tailored to one of seven variations of disruptive behavior.

Other challenges to participation

There are a few other classroom happenings that may limit participant discussion.

- **Personal Electronic Devices (PIDs) in the classroom.** The use of Personal Electronic Devices (PIDs) in the classroom is an enigma for many facilitators. They do not know what to do about it. Allowing PIDs in the classroom is like wielding a “double-edged sword”. The diversity of engagement that PIDs afford participants and facilitators is unparalleled. However, its draw on participant and facilitator attention can be one of the most significant impediments to focus. So use of PIDs in class must be guided by rules.

  Facilitators have the right and the responsibility to decide how they want to manage PIDs in their classroom. Facilitators must proactively manage the distraction PIDs create, limiting their productive use, if necessary to curb the distraction. Participant engagement with technology cannot substitute for participant engagement in the class. In addition, if the facilitator allows the use of PIDs during class, they must ensure PIDs do not create a distraction for surrounding participants.

- **The preverbal “elephant in the room”.** Facilitators need to remember that classes are scheduled within a larger environment and often as a direct result of significant change. Often, participants bring the concerns of the environment and their resistance to change into the classroom. Facilitators must understand, if they want open and meaningful dialog, they need to address any significant environmental situations and participants’ reluctance to change. Managing change in a difficult environment is a primary skill for a facilitator that takes significant practice to develop.

- **Conflicts between participants.** Facilitators understand that being patient and open to ideas is part of their role, participants may not. It is important for the facilitator to remind participants often that the value of a discussion is in the differing opinions. Additionally, facilitator’s role can model openness to ideas and others in their behavior. When participants appear to be upset by discussions or with other participants, the facilitator can alleviate some of the trouble by having personal conversations with affected participants.

Case Studies

Using Case Studies

Excerpts from Using Case Studies for Character Development
Author: The Center for the Army Profession and Ethic
And Case Study Method in Practice - Core Principles
Author: Christensen Center for Teaching and Learning, Harvard Business School

What is the case method?

The case method is a form of instructor-guided, discussion-based learning. It introduces complex and often ambiguous real-world scenarios into the classroom, typically with protagonists facing an important decision. The case method uses questions, dialogue, debate, and the application of analytical tools and frameworks to engage participants in a challenging, interactive learning environment.

Case studies are stories that present realistic, complex, and contextually rich situations and often involve a dilemma, conflict, or problem that one or more of the characters in the case must negotiate. "A good case keeps the class discussion grounded on facts that must be faced in real life situations" (Christensen, 1981).

Case studies "bridge the gap between theory and practice and between the academy and the workplace" (Barkley, Cross, and Major, 2005). Case studies also give participants practice identifying the parameters of a problem, recognizing and articulating positions, evaluating courses of action, and arguing different points of view.

Why use a case study?

Here are key reasons for using case studies as learning tools:

- Real-life practice. "All professional schools face the same difficult challenge: how to prepare participants for the world of practice. Time in the classroom must somehow translate directly into real-world activity: how to diagnose, decide, and act." — David Garvin
- Decision making skills. Case studies allow for learning that goes beyond the transfer of knowledge to include the development of analytical, decision-making, and communication skills, and the cultivation of self-awareness, judgment, and the capacity to lead.
- At its best, the case method enables participants to develop what Harvard Business School Facilitator Tom Piper calls "the courage to act under uncertainty."
- Increased engagement and retention. Case studies raise the likelihood of greater retention.
- The case method represents a shift from the traditional, instructor-centered model of education to a participant-centered one in which participants play a lead role (in their own) and each other's learning.

In dealing with questions of ethical behavior, most practitioners favor the use of case studies. There is universal agreement that to be effective, ethics training should be practically oriented and relevant to the soldier, sailor, or airman. Addressing instances of immoral behavior by simply giving another lecture on "warrior values" is unlikely to generate much of an effect. Motivational speakers are also popular at many institutions, but a number of ethics instructors have expressed doubt regarding their utility.

Cases can be chosen to illustrate moral dilemmas, which sailors then have to resolve. This encourages people to think about various solutions, rather than simply being told the "right" answer. Sailors can generate case based on personal challenges they have faced. The individual soldiers can talk to their colleagues about the case, what happened, and whether they think that the right thing was done. Unfortunately, there is an almost universal tendency to use negative cases when illustrating ethical or unethical behavior. While negative cases can contribute, it would be more useful to the inculcation of appropriate responses if more positive examples were used. The focus on negative cases may indirectly instill the idea that the point that ethics training is to teach personnel to avoid making mistakes, rather than training them to act in an exemplary manner. The use of negative ethical examples relates to another problem, the fact that ethics training when not properly conducted may create a climate advocating risk avoidance.

What is the participant's role?

Participants act as co-creators of the learning process in the case method. They are responsible for preparing the case in advance, first individually, and then often in small study groups. During the class session, participants are expected to participate as contributors and as listeners to help advance their own learning and that of their classmates.

Ideally, learning should continue after class as participants reflect on the discussion and apply insights and lessons in the broader context of their academic, professional, and personal lives.

What is the instructor's role?

The case study method challenges instructors to be good facilitators – asking insightful questions and directing and facilitating participant discussion more than "transmitting" information.

Case method instructors use questions, dialogue, debate, and the application of analytical tools and frameworks to engage participants in a challenging, interactive learning environment. The role of the case method instructor is captured by the Latin verb "educare"-to lead out. A good discussion leader does not seek to "cover" material in the classroom, but instead to guide participants toward the discovery of critical insights and uncovering of broader lessons through thoughtful questioning, listening, and responding.

The case method instructor must be well prepared for both the content associated with each class session and the process for guiding the participant-centered learning experience.

Facilitating Case Studies

It is important to know all the issues involved in the case, prepare questions and prompts in advance, and anticipate where participants might have questions or issues. In addition, you need to consider who the participants are and how to productively draw on their backgrounds, experiences, personalities, etc., to enhance the discussion.

While there are many variations in how case studies can be used, these six elements provide a general framework for how to lead a case-based discussion:

1. <u>Give participants ample time to read or watch and think about the case</u>. Introduce the case briefly and provide some guidelines for how to approach it. Clarify how you want participants to think about the case. Break down the steps you want participants to take in analyzing the case. If you would like participants to disregard or focus on certain information, specify that as well.

2. Create groups and monitor them to make sure everyone is involved. Breaking the full class into smaller groups gives individual participants more opportunities for participation and interaction. However, small groups can drift off track if you do not provide structure. It is a good idea to make the task of the group very concrete and clear. You may also want to designate roles within each group.

3. Alternatively, group members could be assigned broad perspectives to represent, or asked to speak for the various “stakeholders” in the case study.

4. <u>Have groups present their solutions or reasoning.</u> If groups know they are responsible for producing something to present to the class, they will approach the discussion with greater focus and seriousness. Write their conclusions on the board so that you can return to principle them in the discussion that follows.

5. <u>Ask questions for clarification and move discussion to another level</u>. One of the challenges for a case-based discussion leader is to guide the discussion and probe for deeper analysis without over-directing. As the discussion unfolds, ask questions that call for participants to examine their own assumptions, substantiate their claims, provide illustrations, etc.

6. <u>Bring the various strands of the discussion back together at the end</u>, so that participants see what they have learned and take those lessons with them.

Facilitator Assessment

Maintaining Proficiency in Facilitation Skills

NLEC facilitators vary their approaches but they all maintain their facilitation skills through practice, focusing on the core competencies listed below. Each instructor receives observation and feedback in 11 competencies.

These competencies adapted from the International Society for Performance Improvement (ISPI) standards and customized for NLEC facilitators.

1. Prepares for Facilitation:
- Demonstrates familiarity and understanding of the learning material.
- Demonstrates cooperation and collaboration among presenters.
- Eliminates (or minimizes) internal and external distractions that prohibit learning and performance.
- Provides a safe and clean learning environment.

2. Plans Instructional Methods and Materials:
- Plans or modifies instruction to accommodate for students' experiences.
- Personalizes lesson plan to check for understanding. Lesson plan follows logical sequence.
- Selects (or adapts) instructional methods, strategies, and presentation techniques to accommodate learning styles.
- Creates/publishes or announces lesson agenda.

3. Communicates Effectively:
- Uses proper spelling, grammar, punctuation, and language that fit the students' level of understanding.
- Uses hand gestures and body motions to enhance the teaching points.
- Uses eye contact appropriately and effectively.
- Maintains a comfortable distance from students.
- Uses pauses appropriately to allow for student reflection and comprehension.
- Uses little or no interferences during communication. (e.g., uh, um, you know etc.).

4. Establishes And Maintains Professional Credibility:
- Demonstrates subject-matter expertise.
- Recognizes and acknowledges mistakes and provides opportunity to correct them.

5. Stimulates and Sustains Learner Motivation and Engagement:
- Introduction is clear and students are motivated.
- Matches learning outcomes (expectations) to the lesson goals.
- Plans and deliberately uses feedback and positive reinforcement during delivery of instruction.
- Uses stories, analogies, and examples to gain and sustain student attention.

6. Manages an Environment that Fosters Learning and Performance:

- Presents clear expectations and ground rules for learning and interaction.
- Addresses undesirable behavior effectively, appropriately and timely.
- Manages group-paced and individual participation.
- Manages instructional time effectively and avoids digressions.
- Provides a positive learning environment for all students.
- Attends to quiet members and invites them to participate.
- Uses a lesson plan to assist in the delivery instruction.
- Represents key ideas and concepts in a variety of ways.
- Provides examples to clarify meaning or teaching points.
- Involves students in presentations for discussion, questions, and reflection.
- Uses examples, anecdotes, stories, analogies, and humor to reinforce teaching points.
- Uses props and teaching aids effectively and appropriately.

7. Demonstrates Effective Presentation/Facilitation Skills:

- Uses a lesson plan to assist in the delivery instruction.
- Represents key ideas and concepts in a variety of ways.
- Provides examples to clarify meaning or teaching points.
- Involves students in presentations for discussion, questions, and reflection.
- Uses examples, anecdotes, stories, analogies, and humor to reinforce teaching points.
- Uses props and teaching aids effectively and appropriately.

8. Demonstrates Effective Questioning Techniques:

- Asks clear and relevant questions.
- Questions are open-ended and topic-appropriate.
- Promptly follows up on student questions and concerns.
- Uses a variety of questions types and delivered at various levels.
- Directs and redirects questions effectively.
- Builds responses to questions in current (or subsequent) learning environments.
- Repeats, rephrases, and restructures questions from students.
- Provides positive reinforcement to student responses.
- Provides opportunity to involve all students in discussions.

9. Provides Clarification and Feedback:

- Provides clear, timely, relevant, and specific feedback.
- Provides opportunities for students to request clarifications on teaching points.
- Assists students in giving and receiving feedback.
- Provides feedback targeted to the performance (and not the student).
- Promotes peer-to-peer feedback.

10. Promotes Retention and Transfer of Skills:

- Encourages students to elaborate concepts and ideas.
- Provides opportunities to integrate new knowledge and practice new skills.
- Provides opportunities for reflection, review, and self-guided learning.
- Provides opportunities to practice in realistic settings.

11. Assesses Learning and Performance:

- Communicates assessment criteria to students.
- Monitors individual and group performance during practice and assessment.
- Provides students with opportunities for self-assessment.
- Assesses student performance outcomes
- Provides opportunities for remediation.

Facilitator Evaluations

New facilitators receive a minimum of one informal evaluation, two formal evaluations, and one evaluation per year. Additional evaluations can be requested including piloting a new activity for a specific class or lesson.

Evaluation Standards

The evaluations standards help ensure the consistency and effectiveness of our facilitators:

- Only one instructor is evaluated at a time per class.
- Instructors are evaluated when they are responsible for facilitating more than 70% of the class.
- On the official evaluation form, the “+” box is checked when a competency is properly demonstrated. The evaluator may clarify his/her observation with additional written or verbal comments. The “delta” box is checked when a skill is demonstrated improperly or when it is not demonstrated and the instructor believes it negatively impacted the class. The evaluator will make a written comment for every box checked “delta”.
- In some lessons, it may not be possible for the instructor to demonstrate a competency. When the evaluator believes a skill could NOT have been demonstrated, he/she will check the “N/A” box (Not Applicable). In this case the evaluator will indicate that point in the notes.
- Guest instructors are not evaluated but feedback will be collected and provided, if requested.
- Facilitators will be provided with a .pdf version of their completed evaluation. You are responsible for following up with your evaluator (within a day or two) to debrief your assessment.

- The CO, XO, and CMDCM receive informal evaluations and debrief.

Additional References:

Brookfield S D 1986 *Understanding and Facilitating Adult Learning.* Jossey-Bass, San Francisco

Mager, R.F. (1984). *Preparing instructional objectives.* (2nd ed.). Belmont, CA: David S. Lake.