

# PRESENTATION & FACILITATION SKILLS

## Purpose

The purpose of this module is to acquaint participants with effective presentation and group facilitation skills and types of activities appropriate for use in safety situations. They will also explore the handling of and solutions to difficult facilitation situations.

## Objectives

After completing this module, participants will be able to:

- Identify effective presentation and facilitation skills appropriate for use in safety situations.
- Determine what behaviors related to communication and facilitation skills communicate to an audience.
- Recognize advantages and disadvantages of group facilitation activities.
- Determine challenges and resolutions related to facilitation activities that are best suited for various safety situations.
- Recognize types of questions and various ways to handle them.
- Determine the best way to handle a difficult facilitation situation.
- Identify 2 presentation and facilitation actions to implement at their workplace, as well as potential barriers to these actions and how to overcome these barriers.

## Time

65 minutes: 2:10 to 3:15 PM

### Agenda (Instructional Strategy and Content Outline)

The following topics and activities are covered in this module. An estimate of the time needed to cover each section of the module appears in parentheses.

1. Module Introduction (1 minute)
2. Effective Presentation and Facilitation Skills (18 minutes)
  - A. Large Group Activity: What Does It Communicate? (10 minutes)
  - B. Presentation and Facilitation Skills, Characteristics, and Tips (8 minutes)
3. Facilitation Activities (23 minutes)
  - A. Facilitation Activities (3 minutes)
  - B. Small Group Activity: Choosing Facilitation Activities (20 minutes)
4. How to Handle Questions (4 minutes)
5. Handling Difficult Participants and Situations (14 minutes)
  - A. Handling Difficult Participants and Situations (2 minutes)
  - B. Large Group Activity: Strategies for Handling Difficult Participants and Situations (12 minutes)
6. Individual Activity: Planning for Your Small Business (4 minutes)
7. Summary and Transition to Module 5 (1 minute)

### Materials and Equipment

- Participant Guide and Facilitator Guide
- Flipchart, markers, and tape
- Laptop or personal computer (PC) and LCD projector with wireless remote or projector
- 13 PowerPoint slides

### Suggestions for Time Management

- Start promptly on time.
- Watch the clock closely in managing the activities during this module.

**Cues****PPT 4-1****1-Minute  
Presentation****PPT 4-2 & 4-3****Presentations and Activities****1. Module Introduction (1 minute)**

- Start this module at the scheduled time.
- Show PPT 4-1.
- Ask participants to turn to Page 1 of this module.
- Conduct a 1-minute general introduction to this module.
- Show PPT 4-2 and 4-3.
- Briefly review the purpose and objectives of this module. Make the following comments:
  - The purpose of this module is to acquaint you with effective presentation and group facilitation skills and types of activities appropriate for use in safety situations.
  - In addition to determining what behaviors related to communication and facilitation skills communicate to an audience, we will look at advantages and disadvantages of group facilitation activities and determine challenges and resolutions related to facilitation activities.
  - We will also review types of questions, various ways to handle them, and determine the best way to handle a difficult facilitation situation.
  - As with all modules, we will identify actions to implement at your workplace, potential barriers to these actions, and how to overcome the barriers.
- Remind participants to ask questions if they need clarification.

## 10-Minute Large Group Activity

### PPT 4-4

Select a topic you are comfortable with so you can ad lib/act out positive and negative behaviors

## 2. Effective Presentation and Facilitation Skills (18 minutes)

- Ask participants to turn to Page 3.
- Introduce a 10-minute large group activity in which participants observe you communicating a safety message.
- Show PPT 4-4.
- Review the directions for the activity.
- Select a favorite safety topic to present for this activity.
  - Make sure to select a topic that you are comfortable with so you can ad lib and act out positive and negative public speaking-related behaviors.
  - Make a presentation for about 2 minutes in order to give participants enough examples to discuss in the debrief.
  - Emphasize a variety of appropriate and inappropriate eye contact behaviors in addition to other behaviors.
- For positive eye contact behaviors, make sure to act out the following with your eyes:
  - Cover the whole room during delivery.
  - Rest on a participant for 2 - 3 seconds.
  - Actually "see" the participant.
- For negative eye contact behaviors, make sure to act out the following with your eyes:
  - Are glued to notes and visuals
  - Flit around the room
  - Gaze over the heads of participants
  - Stare too long at a participant
- Act out other behaviors such as:
  - Swaying from side to side
  - Hopping foot to foot
  - Fiddling
  - Hand wringing

**Debrief**

- Remind participants to take notes during your presentation.
- Facilitate a large group discussion in which you randomly ask participants to identify behaviors you communicated in your presentation.
- For each behavior, make sure to ask participants to identify “what” the behavior communicates.
- Remember to ask participants to also share observations about behaviors other than eye contact. See Page 4.
- Remind participants of the importance of using positive communication skills in getting safety messages across to their audience.
- Transition to a presentation on the roles of a presenter and facilitator.

**8-Minute  
Presentation**

- Ask participants to turn to Page 5.
- Deliver an 8-minute presentation that defines the role of a presenter and facilitator.

**PPT 4-5**

- Show PPT 4-5.
- Highlight key points about the role of a presenter. Emphasize that a presenter relies upon a lecture to directly provide all necessary information in the session.
- Highlight key points about the role of a facilitator. Emphasize that:
  - Facilitation is the process of guiding learners through a training experience.
  - Compared to a presenter, a facilitator relies more heavily on other types of activities, such as discussion or small group exercises, to guide the learning experience.
- Ask participants to turn to Page 7.

**PPT 4-6**

- Show PPT 4-6.

- Present key points about effective presentation and facilitation skills from the job aid. Make sure to make the following points:
  - The key to improving is practice, practice, and more practice.
  - Because participants learn in different ways, it is important for the facilitator to address learning from a variety of different perspectives.
  - Learning is reinforced if the facilitator provides a wide variety of opportunities to meet all participants' needs. The facilitator's ability to foster a participant's learning experience is increased if the facilitator can project strong vocal and visual messages.
  - Speak with a strong, clear, and varied voice (strength, clarity, and variety).
  - Move with meaning and emphasis (hands, arm gestures, and leg movements).
  - Observe and actively listen to your participants.

**3-Minute  
Presentation****PPT 4-7**

**Encourage  
participants to  
use a variety of  
activities in safety  
communication  
efforts**

**20-Minute Small  
Group Activity****PPT 4-8****3. Facilitation Activities (23 minutes)**

- Ask participants to turn to Page 9.
- Tell participants that you will summarize key points about facilitation activities.
- Show PPT 4-7.
- Highlight characteristics of facilitation activities. Emphasize that activities should be:
  - Directed toward providing learners with skills, knowledge, and experience required to meet course goals and objectives.
  - Integrated with information, allowing participants to apply and practice new information and skills, as well as develop critical thinking and problem-solving skills.
  - Encourage frequent, meaningful interactions and communication between participants and facilitator(s) – including a debrief and application of activity results to real-world experience after the activity steps are completed. Allocate approximately 50% of course time to information and 50% to learner-centered activities.
  - Provide facilitators with continuous opportunities to monitor whether participants are learning.
- Highlight the examples of facilitation activities provided in the chart at the bottom of Page 9.
- Encourage participants to use a variety of activities in their safety communication efforts to appeal to all types of learning styles and needs.
- Ask participants to turn to Page 10.
- Introduce a 20-minute small group activity on facilitation activities.
- Show PPT 4-8.

**To conserve time, assign a facilitation activity AND ask them to choose another from the chart.**

**Debrief**

**Emphasize that every activity has pros and cons – each situation should be assessed to determine which activity is best**

- Review the directions for the activity.
- Ask participants to move into small groups of about 4 participants to complete it.
  - To conserve time, assign one of the facilitation activities on Pages 10 to 13 (lecture, demonstration, discussion, or small group exercise) AND ask them to choose another one from the chart on Page 14.
  - Give participants about 8-10 minutes to identify challenges/resolutions and assess the two activities.
- Starting with “lecture,” have groups present their assessments. Ask other groups to make additional comments.
- As time permits, have participants share their assessments of other activities they selected on Page 14.
- Emphasize that every activity has pros and cons – each situation should be assessed to determine which activity is best to use to reinforce a safety message and/or learning, given all circumstances.

**4-Minute  
Presentation****PPT 4-9****4. How to Handle Questions (4 minutes)**

- Ask participants to turn to Page 15.
- Tell participants that you will now present points about questions in a 4-minute presentation.
- Show PPT 4-9.
- Introduce questioning with the following comments:
  - Regardless of the facilitation activities you use, your participants will want to – and should – ask questions.
  - It is important to handle questions effectively.
  - “Questioning” is a good facilitation technique if it is not over-used.
- Highlight some of the points on the “Do” and “Don’t” lists regarding how to answer questions.
- Tell participants that it is also important to **ask** questions appropriately. Make the following points:
  - Asking questions is an important basic skill that can improve facilitation activities. It can assist you during activities where learners would otherwise be passive.
  - Use questioning combined with other facilitation activities.

**PPT 4-10**

- Show PPT 4-10.
- Briefly present 2 types of questions:
  - Factual**
    - Seek data, information, or facts
    - Require one word responses such as "yes" or "no"
    - Sometimes referred to as "closed" questions
  - Open**
    - Calls for explanation
    - Requires significant thought or analysis
    - Usually begins with “what,” “how,” or “why”

- Ask participants to turn to Page 16.
- Remind participants that when asking questions:
  - Ask clear, concise questions.
  - Allow participants time to answer your question. Don't worry about silence. Give participants time to formulate an answer, especially for open-ended questions.
  - Avoid asking questions that are too easy.
  - Never ask trick questions designed to fool the participants. They serve no valuable learning purpose.

**2-Minute  
Presentation****PPT 4-11**

**Remind  
participants that  
if a difficult  
situation is  
resolved early,  
you are more  
likely to reach  
training goals and  
objectives**

**5. Handling Difficult Participants and Situations (14 minutes)**

- Ask participants to turn to Page 17.
- Deliver a 2-minute presentation on handling difficult participants and situations.
- Present examples of difficult participants and situations.
- Show PPT 4-11.
- Make the following points about dealing with difficult participants:
  - There are two goals a facilitator should have for dealing with difficult participants:
    - Get them involved in a positive way.
    - Minimize their impact on others.
  - While you may hope that a situation works itself out on its own, this is often not the case. In fact, a situation is likely to become worse if not managed early and effectively. The behavior of a participant can quickly impact your overall training process for all participants.
  - If resolved early, you are more likely to reach your training goals and objectives. Also, other participants will respect and appreciate your willingness and ability to resolve the situation and create a positive learning environment for everyone.
- Make the following points about dealing with logistic situations:
  - Use a similar approach to dealing with logistics problems. Handle issues promptly and gracefully.
  - Regardless of whether “logistics manager” is one of your clearly defined roles, make time to handle classroom problems if a participant informs you of an environmental or other logistics problem or need.

## 12-Minute Large Group Activity

### PPT 4-12

**As participants play their roles, stay in character while you respond with what you should and should not do in similar cases**

- Ask participants to turn to Page 18.
- Facilitate a 12-minute large group activity on handling difficult participants and situations.
- Show PPT 4-12.
- Review the directions for the activity.
- Randomly assign participants the 5 roles from the list.
- Ask (and encourage) participants to play these roles while you present a 4-minute presentation and short activity (such as a large group discussion after a 1-minute presentation. Ask participants to take notes in the space provided during this role play.
- As participants play their roles during your presentation, stay in character while you respond with what you should and should not do in similar cases. Ideas for responding to participant behavior include the following.

#### **Strategies for dealing with an uninvolved participant**

- Do use the participant's name in an example. Also, in a group activity, establish ahead of time that they will be the one to present the group's ideas to the rest of the class.
- Don't move away from the participant or avoid eye contact.

#### **Strategies for dealing with an uncooperative participant**

- Do direct approximately 25% of your eye contact toward this person when answering the question. Also, throw the question out to the class and ask for their response.
- Don't start a battle. This can antagonize other participants and sets up a win/lose situation that is not productive in learning. Also, don't let your voice sound defensive.

**Strategies for dealing with a dominating participant**

- Do hold your hand up as a stop sign in the direction of a monopolizing participant to indicate no more questions. Also, do say, “Dave, those were good questions. Who else has a question or comment?”
- Don't walk towards the dominating participant as you ask for responses or look in their direction when waiting for a response from the class to a question you have asked.

**Strategies for dealing with a disruptive participant**

- Do use one of their names in an example. In a group activity, separate them into different groups. Also, ask one of the participants a question. Begin the question with their name. Your goal is not to catch the participant napping, but to engage them in the discussion effectively.
- Don't move away as you are instructing or avoid eye contact.

**Strategies for dealing with a participant who leaves early**

- Do clearly explain requirements for attendance at the event in your opening remarks. Communicate consequences for leaving early. When a participant leaves early (or indicates their intent to leave early), remind them of your opening remarks and any consequences. Provide make-up information, if this option exists.
- Don't become confrontational with a person leaving early. This can antagonize a participant and create a counter-productive situation. Also, don't let your voice sound defensive.

**Debrief**

**Remind participants that strategies for handling difficult participants and situations are in the Tools and Resources section of their Guides**

- Briefly discuss what happened during the activity. Remind participants of the points made earlier:
  - There are two goals a facilitator should have for dealing with difficult participants: Get them involved in a positive way and minimize their impact on others.
  - While you may hope that a situation works itself out on its own, this is often not the case. In fact, a situation is likely to become worse if not managed early and effectively. The behavior of a participant can quickly impact your overall training process for all participants.
  - Resolve a situation early to reach your training goals and objectives. Other participants will respect and appreciate your willingness and ability to resolve the situation and create a positive learning environment for everyone.
  - Handle logistical problems in a similar way – handle issues promptly and gracefully.
- Ask participants to discuss other challenging situations, as time permits.
- Remind participants that strategies for handling difficult participants and situations are presented in the Tools and Resources section of their Participant Guides.

**4-Minute  
Individual  
Activity****PPT 4-13****Question****6. Individual Activity: Planning for Your Small Business  
(4 minutes)**

- Ask participants to turn to Page 19.
- Facilitate a 4-minute individual activity.
- Remind participants that it is time for them to determine how they will use what they have learned in this module on their jobs.
- Show PPT 4-13.
- Ask participants: *How can you use what you learned in this module about presentation and facilitation skills at your organization?*
- Review the directions for the activity and possible actions.
- Allow time for participants to work individually on identifying actions, potential barriers, and how to overcome barriers.
- As time permits, ask participants to share some of their actions.

**1-Minute  
Summary and  
Transition****BREAK****7. Summary and Transition to Module 5 (1 minute)**

- Highlight a few of the key points from this module as you summarize this section. Use the objectives as a guide to emphasize important points.
- Tell participants that the purpose of the next module is to acquaint them with benefits, levels, types, and elements for measuring the effectiveness of safety messages and training through evaluation.
- There is a 10-minute break after this module.