

Train the Trainer - Facilitator Resources

THE ROLE OF THE FACILITATOR

You are the facilitator, you are not expected to be an expert on all aspects of the *Freedom of Information and Protection of Privacy Act* (the Act). If you are unable to answer a question that arises, do not be afraid to tell the participants that you will get back to them.

You are not responsible for each person's learning, individuals are responsible for their own learning and their own behavior.

Your role as the facilitator is to present the facts as you know them and to allow the participants to make their own judgments. Your role is not to sway the participants to your point of view by offering your personal opinions or by lecturing on a specific topic. As the facilitator, it is your responsibility to share your knowledge of the Act and to provide examples of real life experiences as you see necessary.

You are the change agent. It is important to present the information in an environment that will allow a change to occur.

It is your responsibility to implement the spirit and legislative requirements of the Act. In your role as the facilitator, you are acting on behalf of your program area to inform employees of the legislation and related procedures and practices.



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HOW ADULTS LEARN

Adults learn more when they are actively involved in the training process. Provide many opportunities for questions and examples.

Adults learn better when they are motivated by the topic, the facilitator and/or the training tools used. Relate the topics to the duties of the participants, and to their personal experiences. Use examples whenever possible. Participants generally like to have fun when learning, use pop-quizzes or other fun tools that will get and hold the participants attention.

Adults, like children, have a tendency to mask how much they don't know about a subject. Do not assume the topic is understood because there are no questions; ask questions of the participants when they do not offer their own.

Adults learn better if they are neither criticized nor judged by the facilitator. In the business of Information and Privacy it is important to keep a positive attitude.

Adults will learn better in an atmosphere of support, trust and empathy.

The learning process has an affective (emotional) as well as cognitive (thinking) process. Allow participants to express how they feel about the topic.

Informal environments work well for any learner. An intimidating environment causes resentment and tension, and these inhibit learning.



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DEALING WITH PARTICIPANTS REACTIONS

The following suggestions are provided to assist facilitators when dealing with participants who may experience difficulties with the changes required by the introduction of new knowledge and responsibilities:

REACTION TO CHANGE	WHY(?)	WHAT TO DO ...
participants feel disoriented, awkward, ill at ease, self-conscious	they don't know what to expect, what the impact of the change will be on them	give examples, provide as much information as possible
participants complain about what they have to give up	change usually involves letting go of something they are used to, comfortable with	acknowledge loss without dwelling on it, also mention benefits of the change
participants feel they are put on the spot, or that they alone are having difficulties	change occurs on an individual basis, even if the change affects everyone	structure interaction, small groups, collaboration, let them know who can help
participants indicate that too many changes are expected of them	people can only take so much change	prioritize, proceed gradually
some participants are right into it while others are dropping out	people are at different levels of readiness of change	be non-judgmental, accepting; let the informal leaders in the group help the others along
participants are negative, don't want to or can't handle the change	people are concerned that they don't have the resources to do what is expected of them	indicate sources of support, resources to call, reference material
after the course, participants return to the 'status quo', to the way things were before	it is normal to revert back to the way things were at the beginning of the change process	be aware that relapse is natural; be there to support staff and check on how they are doing, solicit their questions and concerns, even long after the course is over



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ADDITIONAL PRESENTATION TRAINING COURSES/RESOURCES

You may wish to seek out additional training opportunities and other resources to augment or update the skills you have, and to follow up those provided in this package.

The following are some suggestions:

- PBSC Computer Training offers courses to augment computer-generated presentation skills (Power Point) <http://www.pbsc.com/>
- Presentation and facilitation skills courses are offered by Bonistar (1 – 3 days) <http://www.bonistar.com/> and Three EEE training (2 - 3 days) <http://www.three-etraining.bc.ca/>

For those of you who may be interested, the Certificate in Adult and Continuing Education (CACE) program is an excellent opportunity to explore facilitation/training as a full time career. Even if one does not wish to pursue the certificate program, the sessions offered are all excellent. In addition, the video and book resources listed can be borrowed, depending on availability, from the CACE program.

- CACE is offered through the University of Victoria <http://www.uvcs.uvic.ca/csie/cace/>
- Video and book resources available through the University of Victoria
- Reference books available through the Career Development and Resource Centre of the Public Service Employee Relations Commission (CDRC) <http://gww.pserc.gov.bc.ca/cdrc/>

The CDRC Lending Resource Catalogue is an excellent source of reference works for presentation/facilitation skills. Public Service employees may borrow materials from the CDRC at no cost.

For all the courses/programs listed please contact the organizations offering the courses directly.

