

***Facilitating the Course Called
CommunicateForever***

**Interpersonal Communication Skills for
Creating Emotional Intelligence**

Also known as the 'Fourth R'
Reading, Writing, Arithmetic, and Relationships

For the CommunicateForever course...

Why are facilitators needed?

Why are teachers not needed?

A Good Teacher is an Artist
A Good Facilitator is an Artist

The Facilitator asks students to...

- **Role-play and discuss** communication skills
- **Practice** with family, friends, and work associates
- **Use the skills** with family, friends, and work associates
- **Create a sample dialog**
- **Share experiences**
- **Keep a journal or diary**
 - **Students teach themselves.**
 - **Words from a teacher don't teach this type of significant understanding.**

Teachers go from the known to the known.

- They focus on specific outcomes
- They focus on a specific set of skills or knowledge
- They establish a plan of action

*Facilitation vs. **Training***

The trainer or teacher designs a tightly structured, sequential set of learning experiences to direct participants to achieve desired outcomes.

*Facilitation vs. **Training***

Training provides...

- A diagnosis of the participants
- An understanding of their needs
- A set of desired outcomes for the training

Facilitation vs. *Training*

Facilitation moves from the ***known to the unknown***.

- The outcome emerges as students practice, experience, and share with classmates, friends, family, and work associates.
- What each student experiences and shares and how their life may be enhanced is not known in advance.

Facilitation vs. Training

- Facilitation offers skills and opportunities for students to learn by experience.
- Trainers operate from a plan to achieve specified outcomes.
- The **overall difference** is the belief system driving the actions.

Trainers

- Give information and skill.
- Direct learning.
- Operate from specified outcomes.
- Have an established time frame.
- Plan the sequence to achieve the outcome.
- Move from known to known.

Facilitators

- Provide encouragement
- Guide interaction
- Operate from an a vision of possibilities
- Have a more flexible time frame
- Are intuitive
- Move from practice to creating

Facilitators ...

- Gain trust by trusting students' self direction
- Do not intrude
- Do not control
- Do not force their needs and insights

Facilitators:

- Guide role-playing
- Ask questions
- Listen
- Ask students to share and even create dialogs
- Acknowledge student's feelings and thoughts

Trainers:

- Give answers
- Assuming the group's needs
- Providing solutions

Facilitators should ...

- Never assume, just because they facilitate, that they are now qualified to be a child psychologist, marriage counselor, or other trained professional.
- Be able to easily refer students to appropriate councilors, therapists, psychologists, or other professionals.

If a student asks for advice, a Facilitator's response should normally be, 'use one or more of the skills'.

Facilitators do not normally tell participants to ...

- End or not end a relationship
- Take a job, or quit or not quit a job
- Explain how to discipline or not discipline their child
- Who to date
- What to eat
- Etc. Etc. Etc.

A Facilitator's job is not to give advice.

- Students may like your advice.
- Your advice may or may not be sound advice.
- As a facilitator your job is NOT to teach, preach, pontificate, or give advice.
- Your job is to:
 - help students role-play,
 - encourage students to both practice and use the skills outside of the classroom, and
 - share their experience when using the skills.
- Your job is to help student to teach themselves.
- You cannot teach significant knowledge such as communication skills by talking to students. They have to do it themselves. Your words don't teach this kind of significant knowledge.

Instead of Advice, a Facilitator's job...

- Learn to search for the right questions to ask.
 - when the desired response is not offered, perhaps the most appropriate question was not asked.
- Do not get frustrated into giving the desired answer.
 - remember that facilitation has no time line for project completion as does teaching.
 - allow people to search for which communication skill may assist with a social interaction.

Words Don't Teach, or said differently ...

Words don't teach Significant Knowledge

- Students teach themselves significant understanding by using the skills and experiencing the results.
- Trying to teach life altering behavior by talking is very seldom successful.
- Facilitators who help students practice these skills may help students create some success.
- Facilitators who encourage students to use the skills may provide great value.

A CommunicateForever facilitator does not enable students to spend most of the time talking about past hurts and what is not working.

- Do not allow the classroom to become a therapy session where most of the time is spent talking about past bad news.
- Most people spend most of their time talking about what they don't want rather than talking about what they do want.
- The facilitator is the gate keeper, assisting students to stay on topic, which is the use of communication skills to help create what is wanted.
- Of course to know what is wanted, it helps to know what is not wanted. But assist students to move past long descriptions about what is not wanted and begin using skills that help create what is wanted.

A Facilitator's job is not to give advice.

- Your job is not to create students who are dependent.
- Your job is to create an environment where students
 - teach themselves
 - take responsibility for the way they relate to others
 - assign to themselves who they will use each skill with
 - speak out and share their experiences

Facilitators encourage student to...

- Establish their own purpose and achieve their own outcomes
- Find their own way
- Use communication skills to help accomplish their goals

Facilitators observe that students...

- Create respectful listening
- Maintain personal safety
- Honor various perspectives
- Share
- Trust
- Take risks
- Disclose
- Honor each other's privacy

Facilitators observe that students...

- See each other as self directing
- Share a sense of power
- Allow meaningful interaction

Facilitators observe that students...

- Focus on what is shared
- Focus on what is relevant to their lives
- Are more into “feelings” than “how to” knowledge
- Are emotionally involved
- Develop a feeling for what is happening

In the classroom

- Students often generate their own discussions
- Facilitators give up the need to be right, and to heal, convert, solve, and fix
- Facilitators take a backseat to the process and allow the group to drive itself
- Facilitators become flexible, egoless, and confident in the power of the individual and the group

Facilitators and Students...

- Build relationships that can last a long time
- Are more patient with other's views
- Understand more about one another
- Become supportive
- Feel *connected* in a powerful way

Facilitation. . .

- Is not easy for traditional teachers
- Requires practice
- Is continually humbling
- Is fascinating
- Can be rewarding

- The content of this Prezi was produced by [CommunicateForever](#), which is a course provided by [Eduperior, Inc.](#)
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