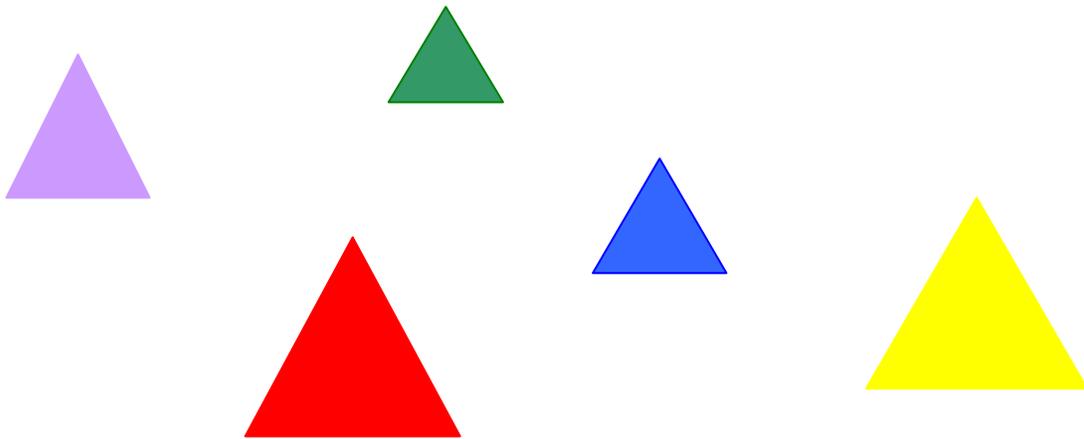


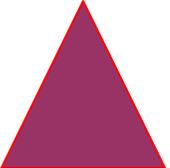
*Facilitators of Change
Mentoring Workshop*



Tennessee Department of Health
Nutrition Section

Adapted from
*Learn Together Approach
Facilitated Group Discussion
Train-the-Trainer Guide*

A collaborative training program by
Michigan Department of Community Health
WIC Division
&
Michigan State University Extension



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Facilitators of Change

Mentoring Workshop

AGENDA

9:00	Welcome, Introductions, Overview of Approach
9:15	Review Stages of Change
9:30	Demonstration of Facilitated Group Discussion A
10:00	Key Concepts for Facilitators
10:15	Break
10:30	Demonstration of Facilitated Group Discussion B
10:50	Large Group Discussion of Observations
11:15	Planning a Group Discussion
12:00	Lunch
1:00	Review
1:15	Group Discussion Practice
2:15	Debrief Group Discussion Practice (All sites)
2:45	Break
3:00	Mentoring Others in Stages of Change and Group Discussions
3:15	Next Steps, Wrap-Up and Evaluations
3:30	Adjourn

Facilitators of Change

The Mentoring Workshop

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Who are Mentors?

You were chosen to be a mentor because of your supportive and trustworthy nature. Your role as a mentor is to encourage the nutrition staff in your region to use the stages of change and facilitated learning tools that were presented in the Facilitators of Change Workshop.

Welcome to the Facilitators of Change Mentoring Workshop!

We have essentially created this workshop so that you can also take any or all of the materials and resources and use for training other staff members how to become Facilitators of Change. This curriculum is designed as one day training but by adapting the presentations and skill-building activities, this curriculum can be adapted to your specific needs.

- The Mentoring Workshop is designed to introduce techniques which will encourage others to become facilitators of change.
- The Mentoring Workshop is an adaptation of the Facilitators of Change Workshop which targets stages of change and facilitated group discussion.
- Facilitated Group Discussion provides an alternative method to lecture and one-on-one approaches for education and counseling.
- Participants generate the focus and share their knowledge and experiences through informal discussion.

The focus of this workshop is to train you as mentors so you can, in turn, help nutrition staff members apply what was learned in the Facilitators of Change workshop. Also included in this workbook are practical tips to help you train new staff members to be Facilitators of Change.

The Mentoring Workshop

This training program is designed to introduce important techniques that can help you support staff who counsel WIC participants. The staff is encouraged to use stages of change and effective group discussions in nutrition counseling.

Training Objectives

After participating in this training, you will be able to:

1. List tools that will assist nutrition staff members in identifying stages of change.
2. Describe the facilitated learning process.
3. Identify and reinforce the essential skills of a group discussion leader.
4. Help nutrition staff members write open-ended questions to guide group discussion.
5. Help nutrition staff members plan a group discussion session.
6. Observe and evaluate group discussion sessions.
7. Help nutrition staff members facilitate a group discussion.
8. Develop a strategy for incorporating group discussion sessions into your region's services.
9. Train others as group discussion leaders using the stages of change model and facilitated group discussion model and materials.

Stages of Change

■ How many of you have:

- Heard of Stages of Change?
- Attended a presentation on Stages of Change?
- Tried using Stages of Change in your job in the past month?
- Used Stages of Change in your job for the past six months?
- For more than six months?

What are the stages of change?

- Pre-contemplation - no intention of taking action in the foreseeable future, usually measured in next 6 months.
- Contemplation - thinking about changing, usually within 6 months
- Preparation -intends to take action within the next month - have a plan of action
- Action - has made changes within the past 6 months
- Maintenance - has maintained new behavior for at least 6 months and is working to prevent relapse.

Behavior change strategies will likely be more effective when they are designed to match an individual's stage in the change process. Example: If an individual has a low fruit and vegetable intake, there is no point in providing detailed information and recipes. It would be more appropriate to focus the nutrition message on increasing the individual's awareness of the benefits of eating fruits and vegetables before suggesting action-oriented strategies.

The Stages of Change Model is an approach which can be used to assist WIC participants in changing behaviors associated with nutrition issues. What is unique about this approach is that counselors engage in a dialogue with participants to move participants from the stage they

are in to the next stage. Data indicate that the five stages are indeed quite distinct in behavioral habits and attitudes and thus analysis of their unique characteristics are vital.

The dialogue, at first, can be a set of questions and algorithms (See C) which is used to assess the stage of readiness to change. As the counselor becomes more proficient, the stage is easier to identify. Strategies can be developed for helping participants move to the next level. Examples of counseling can even be developed for specific nutrition topics.

Nutrition professionals strive to promote healthy eating and physical activity behaviors. An understanding of behavior change theory helps to better understand the many factors influencing health-related behaviors and the most effective ways of promoting change. The bottom line is that programs, interventions, and messages that are guided by behavior change theory have a much greater chance of achieving positive behavior change.

Remember:

Contemplation - Thinking about changing within 6 months.

Precontemplation - No intention for next 6 months.

Preparation - Plans to take action within the next month.

Action - Has made changes within last 6 months.

Maintenance - Has maintained new behavior for at least 6 months.

Tools Used to Determine Stage of Change

- A. Interactive discussion
- B. Motivating statements...
- C. Algorithm

Stages of Change Tools

A. Interactive discussion

How many of you have:

Heard of Stages of Change? PRECONTEMPLATION

Attended a presentation on Stages of Change?

CONTEMPLATION

Plan to use Stages of Change in your job in the next month?

PREPARATION

Used Stages of Change in your job for the past six months?

ACTION

For more than six months? MAINTENANCE

B. Motivating Statements

0 1 2 3 4 5 6 7 8 9 10
Not at all Moderately Very

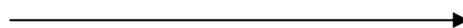
- Willing to ...
- Motivated to ...
- Interested in ...
- Confidence in ...
- Concerned about ...

C. Algorithms

Questions and Algorithm used to assign stages of change for a low-fat diet

1. How high is your overall diet in fat? Is it...

Low
Very low



How long have you followed a diet low in fat? Would you say...

Less than one month OR
1 to 5 months

ACTION

In the middle
High

Go to Question 2

Behavior Change

- To bring about behavior change, we need to focus efforts on developing innovative methods of interaction that target client/consumers needs and stage of change.
- Passive forms of learning, such as lectures, have been shown to be insufficient to produce changes in behavior.
- Facilitated discussions offer a viable alternative to traditional didactic approaches to education.
- Facilitated Group Discussion is likely to be a more meaningful experience for the adult consumer - allows them to access nutrition information in a supportive environment where their culture, prior experience, and personal concerns are RESPECTED and VALUED.

Facilitated Group Discussion

Facilitated Group Discussion means...

- Participant-centered versus Counselor-centered
- Interactive versus lecture style
- Participants share problems, knowledge and experiences versus counselor providing information and facts
- Supportive group leader style versus directive educator style

Facilitated Group Discussion works because it:

- Supports a positive learning environment
- Respects and incorporates culture, prior experience & personal concerns

Demonstration of a Group Discussion (A)

(Counseling Skills Checklist)

- 1) Demonstration of a group discussion with 4-6 group members and the remainder of trainees observing the group.
- 2) Use this sheet to take notes and write down your observations of this group demonstration.

Observations and Comments:

WIC Counseling Skills Checklist

For evaluation of Nutrition Counselor's skills during nutrition education contact

Name of Nutrition Education Provider: _____

Name of Reviewer: _____

County/Clinic: _____

Date: _____

Participant WIC Status: (circle all that apply) 1 2 3 4 5 6 7

Chart Number(s): _____

Type of Education Contact: (circle one) Individual Group

Time Session Began: _____ Ended: _____ Total Time in Session: _____

Instructions: Place a (√) in the appropriate column for each behavior observed. Write NA for a behavior unable to evaluate or not appropriate for a specific situation.

Behavior	Yes?	No?	Comments
Introduction: Did Counselor....			
⇒ Greet participant?			
⇒ Introduce self?			
⇒ Try to establish rapport?			
Counseling: Did Counselor...			
⇒ Ask open-ended questions?			
⇒ Take appropriate diet history?			
⇒ Practice active listening?			
⇒ Use facilitated discussion?			
⇒ Address participant's needs?			
⇒ Counsel according to participant's stage of change?			
⇒ Ask about barriers to compliance?			
Ending the Session: Did Counselor...			
⇒ Summarize the participant's feelings about the discussion?			
⇒ Allow participant the opportunity to clarify counselor's perceived feelings about discussion?			
⇒ Affirm participant's goals?			
⇒ Preview next session?			

Behavior	Yes?	No?	Comments
Interpersonal Skills: Did Counselor...			
⇒ Arrange office or space to facilitate communication?			
⇒ Make eye contact?			
⇒ Remain non-judgmental?			
⇒ Praise strengths?			
⇒ Exhibit appropriate non-verbal communication?			

What were the counselor's strongest skills?

Reviewers response:

Counselor's response

What counseling skill area, if any, does the counselor feel the need to improve in the next three months?

Reviewers response:

Counselor's response

Other comments?

Reviewers response:

Counselor's response

Challenges of Nutrition Education

- Client/consumer has great deal of experience and knowledge about food and nutrition.
- Dietary behavior is complex.
- Food and eating choices are made by all people of all ages - habit, history, culture, access, preferences, health status, choice, status, taste, marketing, time, convenience...all contribute to food and eating decisions.
- "Healthy eating" is not a motivating factor for most humans. Universal "hot buttons" like control, choice, status, nurturing, novelty, excitement, re-inventing yourself, getting away from the routine, feeling young and energized...these often play a role in our decisions, actions, and behaviors.

Discussion Question:

From your experience, what are some of the influential factors affecting eating behaviors?

Demonstration of a Facilitated Group Discussion (B)

(Factors Affecting Eating Behaviors)

- 1) Demonstration of a group discussion with 4-6 group members and the remainder of trainees observing the group as mentors.
- 2) For the mentors, use the Facilitator Counseling Checklist on the next page during the demonstration to assess the session and record your observations and comments.

WIC Counseling Skills Checklist

For evaluation of Nutrition Counselor's skills during nutrition education contact

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Other comments?

Reviewers response:

Counselor's response

REMEMBER...facilitation skills are developed over time. The more you do it, the better you get - especially when you have someone observe and provide feedback and suggestions.

Review Common Difficulties and Strategies to Address:

- Silence - no one wants to talk
- Getting off topic
- Someone monopolizes the conversation
- Misinformation

Planning a Group Discussion

1. Randomly set-up small groups of approximately 4-6 members.
2. As a team, select a topic for discussion (5 minutes). You can use the list of potential topics generated during the earlier discussion. Plan a group discussion for this topic. Select a team reporter to write the plan on the Template (see next page). Choose a member of your group to share your plan with the larger group.
3. Here are some questions to help you plan your session:

Who is your target audience?

How will the facilitator introduce him/herself?

What are three simple, behavior-based, factual messages that you might use during the discussion?

What are your first three open-ended questions to lead the discussion?

How will you summarize the key points at the end of the session?

How will you find out what the participants are willing to try or do differently?

The Mentoring Workshop Planning Template

Topic:

Audience:

Objective for the session:

Icebreaker:

Discussion Questions (3):

-
-
-

Factual Messages (3):

-
-
-

Summarize Key Discussion Points/Suggestions:

Evaluation Question:

Materials Needed (if any):

The Mentoring Workshop Planning Template *EXAMPLE**

Topic: *Picky Eaters*

Audience: *Caretakers/Parents of young children/toddlers*

Objective for the session: *Session participants will be able to state 2 ways to help their children try new foods.*

Icebreaker: *Ask each participant to say their first name and share any problems they have in getting their kids to eat new foods, or one method that has worked for them in getting their kids to eat healthy foods.*

Discussion Questions (3):

First, offer seaweed to parents as a snack (new food most have not tried).

Encourage them to try a piece then ask:

- *Why do you think you might not be willing to sample the seaweed?*
- *What would encourage you to try it?*
- *What ideas do you have for encouraging kids to try new foods? (Write ideas down on flipchart or board so that everyone can see)*

Factual Messages (3):

- *Adults may not be open to trying new foods, but expect kids to be willing.*
- *You can do many things to help kids try new foods.*
- *There are many things we do (and say) that don't help kids try new foods.*

Summarize Key Discussion Points/Suggestions:

Ask participants what they have learned from this discussion?

Evaluation Question:

What two new ideas will you try within the next couple of days to help your picky eater?

Materials Needed (if any): *seaweed, plate, napkins, flipchart paper and markers*

* Adapted from U. Minnesota - EFNEP Nutrition Education Project

Practice Discussion Groups

1. Each small group will need to draw numbers to determine in what order each member will be the group facilitator. After you choose numbers, list the group members in the order of the number drawn. Remember this is a workshop to train observers, not facilitators.
2. Three to five members will be "participants" and at least two members will be observers.
3. The "participants" may need to assume some different roles depending upon the target audience and topic for the discussion.
4. The observers will use the *Counseling Skills Check List* to record their observations and suggestions for each group leader.
5. You will have about 5 minutes to prepare for the group discussion and 20 minutes to actually facilitate the group discussion.
6. After the group discussion is over, talk about what it was like to facilitate, to participate and to observe the group session.
7. Be prepared to share your thoughts with the larger group.

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Counselor's response

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Reviewers response:

Counselor's response

Other comments?

Reviewers response:

Counselor's response

Debrief Practice Discussion Group

- Let's hear from the facilitators first. How did it feel to be in the role of the facilitator? What did you find easy? What was most difficult?
- Now, for the group participants. What was going through your minds as you were participating in the group? How were you feeling as a group participant?
- Mentors, how did the facilitators do? What were some of their challenges with the practice group? What behaviors and skills were strong? What are a couple of things you learned that you will use as examples when you are a mentor?

Group Discussion Practice

1. Members of each small group will rotate roles as facilitators, group participants and observers. Each small group member should facilitate the group once and be a group mentor at least twice.
2. Using the discussion plans developed by other groups or using new topics, conduct several short groups. Each group should be about 15-20 minutes with 10 minutes for group evaluation/feedback. You may want to have one of the observers be a timekeeper for the session.

Debrief Group Discussion Practice

- Now that everyone has had a chance to “be” a mentor, let’s talk about your experiences.
 - What does it feel like to be in the mentor role?
 - What is the most difficult skill or behavior to practice during a session?
 - What are some of the challenges of mentoring?
 - What do you think of the Counseling Skills Checklist?
 - What did you learn from observing other group members in the observer role?

Mentoring Others

1. For many of us, using the stages of change and facilitated group discussion is a different way to offer education and counseling. There may be many barriers to applying this approach in your regions. Let's think through some of the barriers or challenges.
2. In your group, brainstorm as many barriers and challenges to the process as possible in 10 minutes. Pick a recorder to write your thoughts on the chart. Don't evaluate or critique the thoughts while you are brainstorming just focus on getting all of your thoughts and concerns on paper.
3. Now, brainstorm all the advantages of the process for your work environment, your clients/participants, your co-workers, and you. Write these thoughts on a second piece of chart paper.
4. Have each small group share one barrier and then work to address the barrier, make suggestions, and strategize solutions. Have each small group share a challenge or barrier in this way with the larger group until you have addressed the most frequently mentioned issues.
5. End with small groups sharing their most important advantages of using the process and talk about incorporating these advantages into marketing messages to decision-makers, supervisors, co-workers, and participants.

Next Steps, Wrap-up & Workshop Evaluation

1. Staff will share the plan/next steps for providing regional training.
2. Have trainees complete their evaluation forms.
3. Have each participant verbally share the next step they will do to implement what they have learned in the Mentoring Workshop.
4. Provide certificates of completion.
5. ADJOURN

Evaluation

1. What two specific steps will you take to begin the mentoring process?



2. Circle the number that best represents your reaction to this training program.

a. I feel that I will be able to use what I have learned.

(not at all) 1 2 3 4 5 (a lot)

b. The program was presented in an interesting manner.

(never) 1 2 3 4 5 (often)

c. The training facilities met my needs.

(not at all) 1 2 3 4 5 (very well)

d. The program covered the promised objectives.

(not at all) 1 2 3 4 5 (very well)

e. The trainers encouraged participation and questions.

(never) 1 2 3 4 5 (often)

- What did you find most useful in the program?

Training Others To Be Facilitators of Change

Ways to use this training and materials to train others to be Facilitators of Change:

Welcome, Introductions, Review Training Objectives

Adult Learning Theory

Key Concepts for Facilitators

Practice Discussion Groups

Wrap Up and Evaluations

Trainer Tips

Audio Visual Training Equipment and Supplies

Training Needs Assessment

Climate Setting / Icebreakers

Working with Co-Trainers

Wrap-Up and Evaluation

Evaluating Your Training

Resources

You can also

- use practice/observation sessions,
- conduct mock group discussions,
- complete *Counseling Checklist*,
- observe actual sessions,
- mentor new discussion leaders.

Welcome, Introductions, Review Training Objectives

1. Prepare a brief opening statement welcoming the training participants to this exciting training. Include any of the following specific points on why the training will be relevant to their work -
 - make their nutrition education efforts more successful
 - increase variety for your clients and staff
 - provide better outcomes for behavior change
 - expand their communication, group facilitation and trainer skills
 - enable them to contribute to the transformation/revitalization of nutrition education/counseling services

2. Introduce yourself and say a few words about your training experience, for instance...
 - Let the training participants know that you have participated in a "train-the-trainer" program on mentoring and that you are excited about sharing what you've learned.
 - Tell them about your own experiences in using the stages of change and group facilitation techniques with clients/program participants.
 - Share a humorous or insightful experience from a recent group discussion with clients/participants.
 -

3. Choose a quick and easy way for the training participants to introduce themselves to the larger group. Keep it light and upbeat.
 - Have each training participant share their name, the region they work in and one nutrition-related problem/issue that comes up frequently when working with their community, clients, or participants.

- Use a flipchart and marker to record the nutrition-related problems that come up frequently in their work. You will use this list later in the training to help trainees generate topics.
4. Use the Training Objectives Overhead and briefly review each objective with participants. Questions to ask include:
- Which objectives are the most interesting/applicable to your particular program/professional needs?
 - Are there any objectives that are unclear?
 - Would you like to cover anything else that you do not see in one of these objectives?

Adult Learning Theory

Adults Learn Best When:

- They receive information in manageable amounts
- There are clear expectations
- They can see immediate results
- They participate
- There is repetition
- They can see a "model"
- They anticipate follow-up
- They relate the information to previous experiences

Continuum of Educational Approaches

1. Structured lecture, no questions and answers
2. Lecture with questions and answers at the end
3. Lecture with questions and answers throughout
4. Mix
5. Questions and answers - facilitator initiated
6. Questions and answers - client initiated
7. Facilitated Group Discussion

Key Concepts for Facilitators

**** Adapted from New Mexico Facilitated Group Discussion Guide**

- **Build the Group from Within**

Assure members that this is their group, and that it will be structured to fit their needs and concerns.

Always sit with the group members. Don't stand up in "lecture" style.

- **Establish "Ground Rules"**

Set/share the time, agenda, and length of session.

Establish rules on confidentiality and sharing group responsibility.

Share importance of listening to others and respecting ideas or comments of others.

Allow the group to establish its own norms, which need to be acceptable to all members.

- **Begin with an Ice Breaker or a "Check-In"**

Main objective is to help participants feel comfortable and safe expressing their concerns.

Ask a question that allows participants to share something about themselves in a non-threatening, enjoyable way.

Avoid asking factual questions that may have a "right" or "wrong" answer.

- **Delivering the Opening Question**

Silence and hesitancy are normal in the early stages of a discussion.

Before or after delivering your first open-ended question, let the group know that silence is OK and it's okay to take a moment to think of their response.

If silence continues, you can ask or guess aloud what it might mean.

You can voice the fact that "it's sometimes hard to be the first to respond," or pick someone you know will be comfortable answering the question.

- **Ask Open-Ended Questions**

This is a skill that gets people involved in describing their own experiences as they relate to the session objectives.

Aim is to get a conversation started.

Asking open-ended questions is the most direct way to find out what it is that group members need to talk about.

There is no right or wrong answer to open-ended questions.

Start an open-ended question with Who, What, When, Where, Why, How, How Much, How Often.

Key Concepts for Facilitators - CONTINUED

- **Guide Conversation**

Facilitate means – allow things to happen and make them easy.

The facilitator is a moderator, allowing others to speak and then gently bringing topics to a conclusion.

Need to be sure all members have an opportunity to participate.

Actively encourage participants to give more information and better define their situations.

Recognize fears, prejudices, and disagreements and bring them out into the open.

Look for feedback – yawns, stretching to indicate whether or not people are listening.

Avoid letting group members monopolize “air time”. Use techniques like:

“your points are really interesting, but lets move on and discuss...” or “maybe we can talk about this a little more after our group today.”

Avoid strong agreement or disagreement over a subject – this leaves the impression that there’s no sense discussing it. Use question like: “What do others think or feel about this issue?” or “Who has another (or different) idea for solving this problem?”

- **Encourage Participation**

Reinforce the importance of each participant’s contribution and encourage them to take part.

Focus on the person who is speaking and pay attention to them.

If someone speaks too softly, repeat their questions and/or comments to the group.

Give positive reinforcement and feedback to every person who speaks; a nod or a word of praise will encourage him or her to speak again.

Watch for non-verbal signs that may indicate someone else’s desire to respond or ask a question.

Use words everyone is familiar with; avoid technical or medical terms.

Check seating arrangements to make sure the circle includes everyone.

- **Focus on Topic**

Focus on a particular subject that you think would be helpful to the group to explore.

Commonly, a specific topic repeatedly surfaces in the flow of conversation, in which case it may seem natural to further discuss and clarify.

The conversation may happen spontaneously or the facilitator may need to ask more open-ended questions relating to the specific issue.

To get back in focus, select one point to repeat or condense a number of points into a selective summary to concentrate on how the participants are feeling.

Key Concepts for Facilitators - CONTINUED

- **Focus on Feelings**

Place primary emphasis on the feelings and experiences of each group member. Avoid debating ideas; this is a place for support and information sharing.

- **Practice Active Listening (nonverbal, eye contact, silence)**

Listen and allow participants to talk.

Avoid the temptation to intervene with your own thoughts and interests.

Encourage group members to listen to and understand what other group members are saying.

- **Clarify (make points clear, probe)**

Use your listening skills to gather enough information about what a person has said to clearly understand their message then restate what you heard.

Encourage people to respond to your interpretation of their statement and then show acceptance for what they have said.

- **Accept and Respect the Feelings of Others**

Learn to accept and respect someone's feelings without necessarily agreeing with their point of view.

Respond to the feelings that are behind the comments being made.

Realize that you will be spending more time listening and talk with participants about their experiences.

- **Deal with Misinformation**

You can make a statement that emphasizes the worth of their experience and your respect for their decision, whether you agree with it or not.

Some possible responses which avoid embarrassing the person are:

“You've brought up an interesting issue. Has anyone had a different experience or different information?”

“I'm glad you brought that up. It “used” to be what was generally recommended, but now new research has found that ...”

“I'm sorry you had that experience. What could you have done differently if you had the information we have talked about today?”

- **Summarize the Discussion (i.e. what have you learned)**

Bring ideas together; highlight certain points made in conversation.

Have members share one thing new they learned or something they may do differently.

Practice Discussion Groups

(To be used when training staff to become Facilitators of Change)

Each small group will need to draw numbers to determine in what order each member will have their opportunity to be the group facilitator and practice their skills. After you choose numbers, list the group members in the order of the number drawn.

Four to five members will be "participants" and two members will be observers.

The "participants" may need to assume some different roles depending upon the target audience and topic for the discussion.

The observers will use the *Counseling Skills Checklist* to record their observations and suggestions for each group leader.

You will have about 5 minutes to prepare for the group discussion and 20 minutes to actually facilitate the group discussion.

Take a few minutes after the group discussion is over and talk about what it was like to facilitate, to participate and to observe the group session.

Be prepared to share your thoughts with the larger group.

Debrief Practice Discussion Group

The trainer brings everyone together to discuss and share experiences from the practice discussion groups.

Ask some of these questions:

- Let's hear from the facilitators first. How did it feel to be in the role of the facilitator? What did you find easy? What was most difficult?
- Now, for the group participants. What was going through your minds as you were participating in the group? How were you feeling as a group participant
- Observers, how did the facilitators do? What were some of their challenges with the practice group? What behaviors and skills were strong? What are a couple of things you learned that you will use when you facilitate a practice session?

Using the large "Post-it" notes on the tables, jot down your thoughts to the following questions and put "post" these on the easels provided:

If you could describe this morning's session in 2 words or less, what would you say?

Is there anything that you wish we could do after lunch to make sure you feel comfortable and confident?

Review. Focus is on practicing, planning, and facilitating. Strategizing on how to incorporate stages of change and facilitated group discussions into your current work environment and education offerings.

Briefly review agenda for the rest of the day. Give a few comments on the summary from morning debrief (Post-it note comments) and discuss any changes made to agenda, content or activities based on these comments.

Wrap-up & Workshop Evaluation

Share the plan/next steps for providing training.

Have trainees complete their evaluation forms.

Have each participant verbally share the next step they will do to implement what they have learned in the Workshop.

Provide certificates of completion.

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Trainer Tips

Planning and Logistics

Training Site

- Centrally located and as convenient as possible for all participants
- Adequate and low cost or free parking
- If some participants must travel, you may need to plan the training days accordingly

Number of Participants

- A good size group averages between 20-25 – especially if you want an interactive training with lots of discussion and activities.
- Recommend two trainers for every 25-50, more than 50 and it is nice to have 3 trainers. See the *Trainer Tips on “Working with Co-Trainers”* for more information.

Training Room

- Light, bright, airy – especially if the training is more than one day.
- Should have room for table of 6-8 participants at each table.
- Should have extra space for ease of movement between tables.
- There should be room for a easel and flipchart at each table.
- Ask if it is OK to use masking tape to post paper on the walls.

Breaks/Lunch

- At least one morning break and one afternoon break of 15 minutes each.
- No matter what we’ve tried (and whatever size group) lunch is tough to do in less than 45 minutes.

Registration

- Give adequate notice of when the training will take place.
- You can use a training needs assessment questionnaire to market your training and get useful planning information. See the *Trainer Tips on “Training Needs Assessment”* for more information.

Audio Visual/Training Equipment and Supplies

Audio-Visual Equipment Checklist

KEEP IT SIMPLE! We have found that you can do a lot with an overhead projector and a few easels with flipcharts. If you have a laptop computer and an LCD projector available you can use the Power Point slide show in place of producing overhead transparencies.

- Overhead projector
- Screen
- Easels & flipcharts (one per table works well)
- Wireless microphone if you have a soft voice, a larger group or if the room size is odd (this same wireless microphone can be used by participants at their tables to report out on activities, ask/respond to questions so that the whole group can hear).

Supplies Checklist

Here is a basic list of supplies for almost any training program.

- Flipchart markers (the thicker kind) in assorted colors (enough to give each table 2 colors and a few extras).
- ½” masking tape for taping up sheets of flipchart paper
- 2 dozen blank overhead transparencies (“Write-on” variety)
- Overhead markers (one per table and a couple for trainers)
- 3 packets of 3”x 5” Post-It Notes in different colors
- Name tags or “Hello my name is...” labels

Training Materials

- Copy of training program and materials for each trainee and trainers
- Pocket folders or three-ring binders to hold training program and materials

Training Needs Assessment

Assessing the Training Group

Gather as much information about your participants (actual or potential) BEFORE you begin to think about what material to include.

Your opportunity to assess the training group is often limited by time constraints and availability of data. Even in less than ideal circumstances, however, some assessment is necessary before finalizing the design.

At the very least, you should try to answer as best you can the following questions about your proposed training group:

1. How many participants will there be?
2. What roles and tasks do the participants perform?
3. How familiar are the participants with the subject matter of the training program?
4. What are the backgrounds, professional experiences and other descriptive factors of the participants?
5. What are their attitudes and beliefs (relevant to the training topic)?
6. What successes and problems have the participants encountered?
7. What is the skill level of the participants?
8. Is the training voluntary or mandatory?
9. How well do the participants know one another?
10. What, if any, expectations do the participants' supervisors have with regard to the training program?

Training Needs Assessment

Assessing the Training Group - continued

Techniques for Collecting Needs Assessment Information

1. Observation
2. Questionnaires (hard-copy, email, fax)
3. Key Consultants
4. Print Media (professional journals, legislative news, list serves, in-house publications)
5. Interviews (phone or in person)
6. Group Discussion
7. Records, Reports
8. Work Samples
9. Managers/Supervisors

What if there is little or no time to do a proper assessment?

1. Phone contact with person who may have some familiarity with the participants and ask the basic questions listed above.
2. Phone a few participants, introduce yourself, and ask them some key questions. Hope that their responses are representative and treat them as a sample of the larger group. Or ask a contact person to set up a phone interview schedule for you.
3. Have any relevant materials (e.g. surveys, meeting notes, records) faxed, emailed or express mailed to you.
4. Contact other trainers who have worked with your training group to get their impressions.
5. Talk to participants who arrive early and obtain whatever information you can.
6. Design some activities to enable you to make some assessments of the group at the beginning of the program.

Getting the Training Group “Warmed Up”

Climate Setting/Icebreakers

Icebreakers:

Allow all participants to get involved right away.

Include activities that allow everyone to feel like they have something to contribute (no knowledge questions, quizzes involved). The focus is on sharing information about you with others in the group. Here are some examples of activities you might use depending upon your audience:

- a. Have each training participant share their name, agency/program and one thing they hope to get out of the training.
- b. Have each training participant share their name and their “area of expertise” with nutrition, health or breastfeeding education/counseling.
- c. Have each training participant share their name and their favorite food.
- d. Have each training participant share their name and one innovative strategy they have used to provide nutrition, health or breastfeeding information with clients/participants.

Help group members feel more comfortable with one another.

Help set a friendly, fun, sharing tone for the training.

Use a variety of icebreakers depending on the audience and the focus of the training. Sometimes an icebreaker that is totally unrelated to content can work well.

Trainer Tips for Setting Group Norms

1. Encourage participants to express themselves honestly.
2. Ask that confidentiality be respected.
3. Urge risk taking.
4. Expect participation from everyone.
5. Promote the value of performance feedback.
6. Require participants to sit in different spots.
7. Reassure participants that their questions are welcomed.
8. Insist on punctuality.

Working with Co-Trainers

Working as a team of 2-3 trainers is an excellent way to design and deliver a training program. The most effective approach to co-training is when the trainers work together to design, plan and share the training responsibilities. Effective co-trainers need a great deal of openness and honesty.

Keep these things in mind:

Co-training works best when both trainers are in the room providing input to trainees.

While one trainer delivers the *content*, the other trainer focuses on the *process* (*Watching the trainees for reactions and undercurrents*).

If the *process trainer* notices some body language indicating that something is wrong, he or she should speak up – “Excuse me, I think we’ve got a question here.”

The *process trainer* should also pay attention to the content through the eyes and ears of the trainees and address this with the content trainer. This gives the trainees the assurance that you are listening and you are with them.

Who’s In Charge?

Someone has to make decisions like when to move on to the next topic or dropping a segment of the training when time is tight. Whoever is delivering the *content* is “in charge” for that segment. The role of *content trainer* and *process trainer* should shift between trainers throughout a training program. Plan this out ahead of time so that each trainer knows their responsibilities and there are no gaps or power struggles. The result is a smoother, well-organized training that provides variety for the trainees and the trainers.

What should the process person do if the content person leaves something out?

The most effective trainers will pause for a minute in case the content trainer is approaching the item from a different direction. If it is apparent that something was skipped, you can raise a question; for example, “Helen, are you going to cover item number 7 now or in the next segment?” This provides a cue without being a putdown.

It is also useful for the content trainer to occasionally ask the other trainers if they have additional comments or thoughts to add to the content or any examples to share.

Wrap-up & Workshop Evaluation

Share the plan/next steps for providing regional training.

Have trainees complete their evaluation forms.

Have each participant verbally share one thing they will do to become a Facilitator of Change.

Provide certificates of completion.

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Evaluation

1. What two specific steps will you take to start sharing these resources and training in your work environment/area?



2. Circle the number that best represents your reaction to this training program.

f. I feel that I will be able to use what I have learned.
(not at all) 1 2 3 4 5 (a lot)

g. The program was presented in an interesting manner.
(never) 1 2 3 4 5 (often)

h. The training facilities met my needs.
(not at all) 1 2 3 4 5 (very well)

i. The program covered the promised objectives.
(not at all) 1 2 3 4 5 (very well)

j. The trainers encouraged participation and questions.
(never) 1 2 3 4 5 (often)

- What did you find most useful in the program?

Evaluating Your Training

Before –

Use your needs assessment and draft review process to make sure you are on track.

This formative evaluation is important as you work through the task of designing and delivering training.

During -

Regularly ask participants if you are on track

Keep an eye on your timing and the material covered. If it looks like you are in a time crunch or you have extra time in your agenda, ask the participants what is most important for them and adjust the schedule accordingly.

Mini-evaluations after a morning session or at the end of the day can be fun, risk-free activities. Provide brightly colored post-it notes and have the participants answer a couple of quick questions like:

- How will you use what you have learned this morning?
- What is one thing you learned that you will be able to use immediately?
- What else would you like to focus on in the training?
- “During the rest of the training I hope we.....”

Have participants “post” their notes up on a blank piece of flipchart paper as they leave the room for lunch or a break. You can read over the comments and suggestions and when the participants come back for the next session, you can discuss any issues and come to agreement on any changes for the afternoon.

After-

In addition to an evaluation form at the end of the session, you may want to consider other options to find out the training has had an impact on participants’ work, decision-making and behaviors.

Send 4-5 short evaluation questions by email summarize the responses and share back with the group. These questions should focus on application of the training materials rather than knowledge-based questions.

Set-up a web-based “resource chart room” for training participants to share their successes and challenges with implementing change.

A short follow-up survey can be administered by mail or by phone. One advantage of a phone call would be an opportunity to provide technical assistance and support to the training participant.

A follow-up survey (no matter how it is administered) can get at the application of the information and skills gained through training. A follow-up can also help identify barriers, like lack of agency or supervisory support or lack of an important resource that is making it difficult to follow-through on intended plans.

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