

The use of leadership skills advances unit cohesion, resilience and readiness

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LEADERSHIP

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MATTERS

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# ***MyTeam-MyGuard***



***MyTeam-MyGuard*** is an education and mentoring program for servant leaders which utilizes core leadership competencies to increase team building, unit cohesion, a trusting culture, personal resilience and unit readiness.

# Facilitation Skills: Big Six

## LEARNING OBJECTIVE

### Action

Improve skill and confidence in delivering Army instruction using facilitation techniques that support adult learning.

### Standard

Demonstrate the effective use of facilitation strategies.



# THE BIG SIX

Bridging

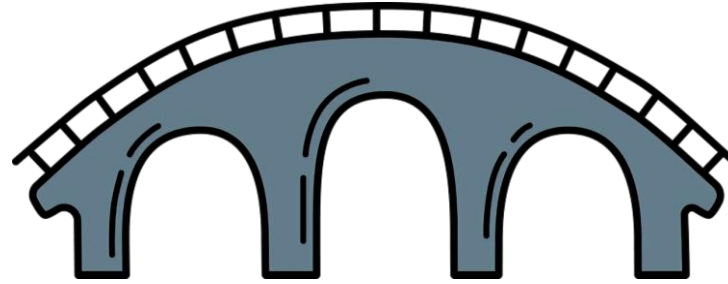
Think-Pair-Share

Asking Quality Questions

Efficient Instructions

Conducting Effective Discussions

Handling Challenges Effectively



*Bridging is a strategy to effectively manage participant responses that are partially accurate, as well as to help the group get back on track after a discussion.*

Use bridging to:

- **Filter and highlight** what is right or relevant about what the participant stated.
- Identify the portion of the response you want to reinforce and use that to move the conversation along.

## #1 BRIDGING

### Scenario

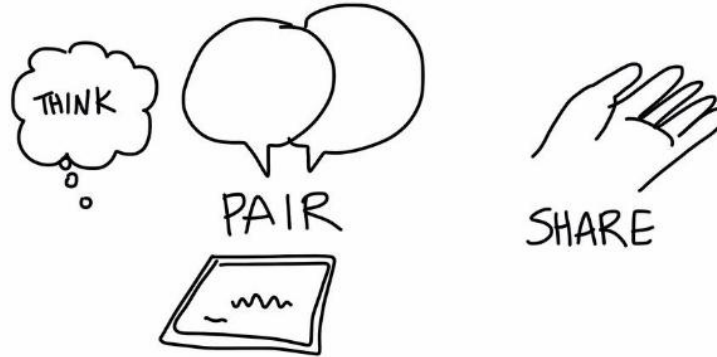
You are facilitating a suicide prevention training, and the group is having a discussion on stigma prevention. A participant starts telling a story about someone he knows who sought help and it ended her career. You see lots of heads nodding and other participants start jumping in to tell their stories.

How can you use bridging to regain control of the conversation in a way that doesn't shut down participants?

What are some statements you could make to tie what is being said to the topic at hand?

What other statements could you make to move the conversation forward?

## #2 Think-Pair-Share



*Think-Pair-Share is a strategy to increase participation. It allows participants to think about something on their own, share with another person, and then hear others' responses in a large group discussion.*

### **Some benefits:**

- Engages everyone even if they don't share with the large group.
- Gives participants time to think about their responses before contributing to the large group discussion.
- Can help people feel more comfortable sharing their ideas.

#2

THINK  
PAIR-SHARE

## Scenario

Think about a recent briefing or training that you would describe as awful; with low facilitator engagement and you leaving the training more confused than when you arrived.

Think, then come together in small groups and discuss the below.  
(Please leave out names of individual facilitators)

- Identify at least one potential topic/activity within the training where the facilitator could have implemented think-pair-share.
- Why do you think it would have been beneficial to use think-pair-share?

# #3 Asking Quality Questions



*Asking quality questions is important for generating participation and group discussions.*

Ask quality questions by:

- Using closed-ended questions for a check on learning or to get a group consensus.
- Using open-ended questions to generate discussion.
- Restating your question when it seems unclear.
- Polling the audience to get a show of hands, then asking the participants to provide examples or explain their rationale.
- Letting the participants know, when appropriate, if there is “no right or wrong answer for this question,” which can ease the pressure on the group.



## #3

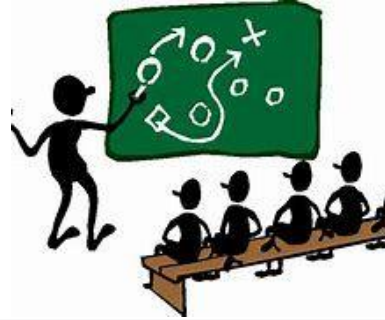
### Quality Questions

#### Scenario

You have been asked to provide instruction to your unit on a new Army Regulation which requires all Soldiers in the Army Band to grow their hair out to achieve the “80’s Hair Band” look. The briefing includes requirements on the type hair spray to be utilized and images depicting the most efficient styling processes to achieve the desire end state.

- Identify an open-ended question to generate discussion within the briefing.
- Create 1 learning objective you want your students to achieve.
- Backwards plan a close ended question to ensure your audience has achieved the learning objective.

## #4 Efficient Instructions



*Efficient instructions for exercises are clear and concise directions resulting in participants' understanding of the intent of the exercise, what actions they need to take, and how long they have to complete the work.*

Include timings in your instructions that helps participants understand how in-depth their discussions should be.

Provide time prompts such as “1 minute left” to keep the group on track during activities.

Demonstrate lengthy instructions by role playing with another individual.

This approach is more engaging than verbally reciting directions.

End with exactly what students need to do to get started (instruction #1).

## #4

### Efficient Instructions

#### Scenario

You have been asked to provide a briefing to your unit on required completion of the Azimuth (formally known as GAT). You want the entire class to break down into teams of 3-5 PAX, complete the 4 discussion questions provided to them and elect a team leader who will provide a summary of the small group responses to the larger group. You have allowed 5 minutes for small group discussion.

Practice providing efficient instructions based upon the scenario description.

Be prepared to discuss what went well and what you would like to improve upon.

# #5 Conducting Effective Discussions



*Discussions can sometimes get off track. It is important to be purposeful when leading a conversation about a particular topic or activity.*

## **Elements of an Effective Discussion:**

- Learner-centric
- Keep the conversation moving
- Summarize the discussion

## #5

### Conducting Effective Discussion

#### Scenario

You are facilitating a safety brief which is inclusive of demonstrating the Army's 22 required steps for opening a door. As the facilitator of the safety brief, you are just about to start large group discussion, including AAR comments, on the practical demonstration of the 22 steps.

Independently identify 2 opening questions you could ask to start the discussion (not a small group exercise).

Be prepared to discuss your questions.

Why you chose the questions you did.

What responses were you hoping to illicit because of asking the questions you developed.

## #6 Handling Challenges Effectively



*There can be many challenges that occur when teaching a class. Having strategies in handling challenges that are likely to arise can help you be more prepared.*

Handling difficult questions:

- Prompt the group to brainstorm ideas.
- It's okay to say you don't know; make sure to follow up later.

Managing challenging participants (quiet, confrontational, oversharing):

- Encourage strategies such as Think-Pair-Share and the parking lot.
- Establish ground rules to manage expectations and protect privacy.
- Acknowledge the response but ask for others' responses.

## #6

### Handling Challenges Effectively

#### Scenario

SGT Snuffy is facilitating an annual brief on the three steps of Ask, Care, Escort (ACE) Suicide Prevention. Unknown to SGT Snuffy, one of the Soldier students is a trained clinical counselor. This Soldier has dominated the group discussion, provided clinical diagnosis, therapeutic techniques, and personal stories resulting in a much deeper dive into mental health treatment than the ACE learning objectives called for; and the 30-minute brief has been turned into an hour.

Break into small teams to identify how SGT Snuffy could more effectively manage the challenges presented above, thus resulting in:

- Meeting the learning objectives of ACE.
- Staying within identified time frames.

Be prepared to discuss your brainstorming ideas with the larger group.

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