



Micro-facilitation

Introduction

Micro-facilitation is the organized practice of facilitation. Micro-facilitation involves practising how to deliver workshop-specific content.

Micro-facilitation enhances Learning Facilitators' (LFs) ability to facilitate training by allowing LFs to practise the process of facilitation in a safe and supportive environment. After each micro-facilitation session, LFs receive feedback from other LFs in the group and from a Master Coach Developer (MCD). All feedback is constructive and focuses on what the LF did well and what the LF could do better next time.

The goals of a micro-facilitation session are:

- ❑ **To expose LFs to the content of training.** As LFs practise their facilitation skills, the rest of the group (acting as learners) completes learning activities that review the content of the training.
- ❑ **To give LFs an opportunity to practise their facilitation skills in a safe and supportive environment.** For some LFs, this will be the first time they have acted as a facilitator. This opportunity to practise the skills of facilitation (with observation and coaching) before doing a "real-world" facilitation allows LFs to try facilitation with a reduced fear of failure.
- ❑ **To enhance LFs' confidence in their ability to facilitate training.** Micro-facilitation gives LFs an opportunity to prove to themselves that they have the skills to work as a facilitator.
- ❑ **To expose LFs to the tools and process used to evaluate LFs.** The feedback provided by the MCD is based on a mini-version of the Learning Facilitator Evaluation Tool (Micro-facilitation Feedback Form). This mini-version introduces LFs to the Outcomes, Criteria, and Evidences upon which the Evaluation Tool is based.

Micro-facilitation is a Three-step Process

- ❑ **Prebrief:** An MCD meets with the LF before the micro-facilitation session. In this meeting, the LF outlines his or her goals for the session and the process the LF will be using to facilitate the session. Depending on the number of LFs attending the training, one to three MCDs will be required to perform the evaluations. MCDs assigned to do evaluations should plan prebrief sessions before the training day starts, at breaks, over lunch, etc.
- ❑ **Observation:** An MCD observes the micro-facilitation and records his or her observations on the Micro-facilitation Feedback Form. At the end of each micro-facilitation task, the MCD should facilitate a session where LFs can provide feedback to the LF who led the task.
- ❑ **Debrief:** An MCD debriefs the LF's perception of his or her micro-facilitation session. During the debrief, the MCD gives the LF positive and informative feedback. The process



of providing feedback should be guided by the information on the Micro-facilitation Feedback Form. During the debrief, it is important that the MCD observe the 1/3-2/3 rule: the MCD speaks no more than 1/3 of the time, allowing the LF to talk for a minimum of 2/3 of the time. At the end of the debrief, the MCD gives the completed Micro-facilitation Feedback Form to the LF so that he or she has a record of the feedback received.

Incorporating Micro-facilitation into LF Training

Preparing to incorporate micro-facilitation into LF training starts with MCDs determining what sections of the training lend themselves to micro-facilitation. An ideal section would take 20-25 minutes to facilitate, giving the LF an opportunity to introduce and facilitate a learning activity and to conclude the learning activity.

To help LFs prepare for their micro-facilitation, MCDs should give the LF the page numbers of the corresponding pages in the *Coach Workbook* and *Reference Material*. Presented below is a template (with a completed example) for outlining micro-facilitation sessions.

Task	Module	Section	Component	LF Guide	Reference Material	Workbook	Assigned LF
1	Psychology of Performance	2.0 Identifying Psychological Skills	2.1.1 – 2.1.2	p. 9-11	p. 1	p. 4-5	

LFs should receive their micro-facilitation assignment at least two weeks before their training starts. This will give them enough time to prepare their sessions. Preparing these tasks before training means that precious training time is not used to prepare the task.

Preparing to Deliver a Micro-facilitation Task

Preparing to deliver a micro-facilitation task starts with LFs familiarizing themselves with the material in the *Learning Facilitator Guide*, *Reference Material*, and *Coach Workbook*. Once the LF is comfortable with the content and process of facilitation, the LF develops a plan for facilitating the assigned session. For the most part, the plan is laid out in the *Learning Facilitator Guide* — all the LF needs to do is work out the details of the plan.



Conclusion

Micro-facilitation is an important part of LF training. Micro-facilitation gives LFs an opportunity to practise the skills they will need when they facilitate training. Micro-facilitation also gives MCDs a chance to determine the readiness of LFs to facilitate training. In a typical weekend training session of 15 hours of training, 5 hours of training time should be allotted to micro-facilitation.

One final key point is that LFs should facilitate tasks exactly as they would with a group of coaches. LFs are NOT to make a presentation on what they would do — LFs are to role-play how they would facilitate the task.



Micro-facilitation Feedback Form

Learning Facilitator's Name: _____

Date: _____

Outcome: Structures and Manages the Training Environment Appropriately			
Criterion	Evidence	Standard	Comments
Use of Equipment	<input type="checkbox"/> Tests and sets up all equipment (AV, laptops, slides, etc.) before coaches arrive and uses it well during coach training	E	
	<input type="checkbox"/> Demonstrates the ability to use AV/computer equipment	M	
	<input type="checkbox"/> Has problems with AV/computer equipment that interfere with coach training	NI	

Outcome: Facilitates the Achievement of Learning Outcomes			
Criterion	Evidence	Standard	Comments
Learning Activities	<input type="checkbox"/> Adapts learning activities to coaches' learning pace and learning stage	E	
	<input type="checkbox"/> Makes minor adjustments to learning activities in the <i>Learning Facilitator Guide</i>	M	
	<input type="checkbox"/> Does not adapt learning activities to coaches' learning pace or stage	NI	
Links with Coaches' Experience	<input type="checkbox"/> Helps coaches discover links between current coaching practices and desired coaching outcomes	E	
	<input type="checkbox"/> Provides common learning experiences when appropriate and debriefs them	M	
	<input type="checkbox"/> Makes limited use of coaches' experience and learning activity debriefs	NI	



Outcome: Facilitates the Achievement of Learning Outcomes			
Criterion	Evidence	Standard	Comments
Critical Reflection	<input type="checkbox"/> Debriefs, when appropriate, coaches' feelings and reactions, understanding of the process, and ability to direct their own learning	E	
	<input type="checkbox"/> Helps coaches identify areas for change or improvement in coaching methods	M	
	<input type="checkbox"/> Makes limited use of questions and debriefing about current coaching practices	NI	
Coaches' Engagement in Learning Activities	<input type="checkbox"/> Coaches are stimulated to ask questions, explore new ideas, etc.	E	
	<input type="checkbox"/> Coaches are actively engaged in learning throughout the training session	M	
	<input type="checkbox"/> Coaches are not obviously engaged in the learning process	NI	

Outcome: Displays Appropriate Communication and Leadership to Enhance Coach Learning			
Criteria	Evidence	Standard	Comments
Communication: Listening	<input type="checkbox"/> Uses a variety of listening and questioning techniques and adapts them to suit both individuals and groups	E	
	<input type="checkbox"/> Uses listening and questioning techniques effectively	M	
	<input type="checkbox"/> Makes limited use of effective listening and questioning techniques	NI	
Feedback	<input type="checkbox"/> Engages coaches in two-way discussions about coach development	E	
	<input type="checkbox"/> Provides feedback that is positive, specific, and informative	M	
	<input type="checkbox"/> Provides feedback that is negative or judgemental or both	NI	



Outcome: Manages Group Tasks to Optimize Coaches' Learning

Criteria	Evidence	Standard	Comments
Explanations of Group Tasks	<input type="checkbox"/> Creates an environment where coaches take responsibility for completing tasks	E	
	<input type="checkbox"/> Explains group tasks clearly and concisely and allows for questions of clarification	M	
	<input type="checkbox"/> Either does not explain group tasks clearly and concisely or does not allow questions of clarification	NI	
Group Interaction	<input type="checkbox"/> Creates an environment of positive interdependence, where learners understand they need one another to successfully complete tasks	E	
	<input type="checkbox"/> Creates and modifies groupings to enhance interaction and learning	M	
	<input type="checkbox"/> Does not use groupings to enhance interaction and learning	NI	
Action Plan/Next Steps:			

Master Coach Developer's Name

Master Coach Developer's Signature