

Workshop on How to Run a Workshop

Facilitator

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Workshop Development Task

Develop a workshop for _____ people.

- Refer to the information about facilitation.
 - Consider: number of people and their experience, length of workshop, place, time of day etc.
 - Use: your own knowledge, experience or interests.
 - Consult: Michelle (make an appointment for Saturday afternoon).
 - Where: Use the Artifactory facilities (ask Peter if you are unsure what you can use or where you can go). If you need to go elsewhere to work, this is also ok.
 - Come back at 4.30pm to debrief the day.
 - Remember: Speak to each other throughout the afternoon. Sometimes a second brain is good.
 - Don't forget to have lunch.
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1. Why Facilitate?

In the context of a group situation, what is the importance of being able to facilitate?

- Good tool for trying out ideas, making work, gaining confidence in facilitation.
- You can potentially earn an income doing it.
- Allows you to learn about inter-personal dynamics from a different perspective etc.

2. How do you respond to facilitation?

How should you respond to facilitation from an experienced workshop leader?

- Trust in the process they have prepared.
- Actively participate.
- Seek out extra guidance etc.
- Seek out facilitator separately with major differences of opinion.
- Be on time and prepared.

How should you respond to facilitation from a “peer” or less experienced facilitator?

- Trust in their ability to create an experience for you.
- Clarify steps by asking questions.
- Don't grill them about where it is leading (they will tell you if they want you to know).
- After the session, give feedback regarding their clarity, the results, their attitude etc.
- Be on time and prepared.

3. Models

Different kinds of workshops

- Participants know the outcome (eg. to be able to greet someone in French).
- Participants do not know outcome (facilitator knows outcome and builds a workshop around a series of exercises, experiences etc).
- Skills based (ballet class, kickboxing, accounting, soldering etc).
- Experiment based – set up structure and premises and see what happens.
- Making creative work (facilitator constructs exercises to help participants begin, construct, develop a performance, object etc).

4. Leadership

How to be a leader

- This is a performance – you must gain the trust of the participants, exude a certain amount of confidence, potentially admit fallibility and incite passion in the participants.
- Be prepared with plan A, plan B and plan C, consider contingencies, needs and possible problems.
- Consider outcomes.
- Always listen to others and to yourself!!
- Answer questions thoughtfully and do not belittle the question asker – some questions are unexpected.
- Keep an eye on the time.
- Allow things to grow in different directions, but keep steering toward your goal – be flexible but provide a clear line of enquiry.
- Be the first to arrive and the last to leave.
- Actively seek to help people.
- Be sensitive enough to recognise you will not be needed at times yet be prepared to be needed at any point – be patient and don't switch off.

5. Planning and other practical things

Ways of planning a workshop

- Consider the outcome(s). Where (with what) do you want to end up?
- What are the steps you need to cover to get to your desired outcome? (perhaps work backward)?
- Is there enough time?
- How long should each exercise/step take?
- Have some optional steps planned as a group may move faster or slower than anticipated.
- Do the participants need certain skills or be open to certain things to achieve the outcome? If the group is extremely broad, plan ways of helping those with the least experience while extending those with the most (eg. create leadership roles for the more experienced, set extension tasks etc).
- Plan an introduction or initial period to tune the participants in to the direction of the workshop.
- Start with the structure and then plan the details???

Delivering the workshop

- Set tasks clearly and precisely.
- Ask whether the group has understood – are there any questions.
- Some teachers make sure they say things three times in different ways to catch people who are not paying attention or learn in different ways. In a group with common background and language, I like to say things once only. This helps people develop their listening skills. If they haven't heard or I have not been clear, they will ask for more information.
- Remain approachable – communicate your openness.
- Keep monitoring the group.
- Ask for feedback at the end – you can control what kind of feedback you get.
- Be open about the derivation of the workshop and the exercises.

Facilitator/participant

- Set a task that is self-monitoring.
- Set the whole structure at the beginning.
- Get the group to provide feedback.
- There can be problems doing things this way as the need to be able to step outside can diminish the ability to really be with the exercise.
- But a lot is possible: Free impro, structured impro, taking turns to show work, making work from a pre-conceived structure etc.
- This requires an amount of discipline within the group.