

Welcome to your Facilitation Guide!

Whether you are an experienced facilitator or fairly new to it, the aim of this Facilitation Guide is to equip you to deliver interactive, impactful and effective workshops for both Mentors and Mentees.

Our intention is to give you more than you need and enable you to decide what is most relevant and useful for each workshop. Your decision is likely to be dictated by the time you have available and the level of knowledge and experience of your participants.

The contents page is overleaf but here is an outline of what you will find in this guide:

1. There are several outlines for workshops of varying lengths – two for Mentors and one for Mentees
2. We've shared some tips for facilitation based on our experience and also suggested a recommended layout for the room
3. Although everyone will have workbooks, we find that some people really don't like writing in books such as these so we have included templates of the activities that you can copy and distribute if needed
4. In order to create greater opportunities for participation, we've also provided some Additional Activities that work very well and support the workbooks. Where time permits, we recommend that you incorporate some of these

As part of the toolkit, we will also be sending you soft copies of the Workbook Activities and 4 Poster Templates. We recommend that you get these posters enlarged and laminated so that you can use them to engage and inspire your participants.

Finally, we hope that this guide offers you valuable support and ensures that you enjoy facilitating these workshops as much as we do.

If you have any questions or feedback for us, we'd love to hear from you at enquiries@talentforgrowth.co.uk

1. Workshop Outlines

Introductory Notes

These facilitation notes are deliberately flexible and leave you to shape the detail of your workshop as desired. There are several reasons for this:

- Every mentoring programme will have its own unique aspects which result in the emphasis of its content varying
- This is a facilitated workshop and not a training programme. Consequently it will be important to spend time where the participants need to focus their attention
- Timings are likely to vary. We are asked to run these workshop in anything from 2.5 hours (impossible in reality) to a full day and anywhere in between. Therefore, you'll need to adjust the content accordingly
- You may also be asked to run Refresher workshops for mentors who are not new to mentoring. Again, you'll want to adapt the content

The agenda of each workshop follows the content and structure of Get Ready to Mentor and Get Ready for Mentoring. It is therefore very important that you are fully conversant with these two workbooks and can navigate your way around them with ease and confidence.

There are numerous exercises in the Activities Section and we've used them all – they work. However, you must decide which ones you use as it's unlikely that you'll have time for them all.

Our final and important piece of advice, based on our experience, is the need to have complete clarity about details of the mentoring process within the organisation.

Enjoy your workshops!

Topic	What will be covered	How it can be covered
<p>The Mentoring Process</p> <p>(ideally the internal Project Manager should deliver this session)</p>	<p>How this particular mentoring programme is structured</p>	<p>Internal Project Manager to brief mentors on all relevant elements of the process:</p> <ul style="list-style-type: none"> • Timings and duration of mentoring relationships (broadly) • Matching process • Contact points • Reviews and feedback for Mentors • Any other questions that Mentors raise • Discuss what has been done to prepare mentees e.g. workshop or workbook
<p>Preparing Yourself</p> <p>Mentoring Styles</p>	<p>Introduce Get Ready to Mentor</p> <p>Styles of Mentoring</p>	<ul style="list-style-type: none"> • Distribute Workbooks and explain structure • Participants to complete the Mentoring Styles exercise (Page 14-15) and discuss results with a partner • Discuss the value of bringing multiple styles to their mentoring
<p>Preparing Yourself</p> <p>Mentoring Skills</p>	<p>Skills for effective mentors</p>	<ul style="list-style-type: none"> • Participants complete Skills Questionnaire (Page 16-17) to identify their capability and confidence in key skills • Debrief in plenary discussion
<p>Preparing Yourself</p> <p>Pulling it together</p>	<p>Getting clarity about what participants bring to mentoring</p>	<p>Discuss the importance of being aware of personal strengths, areas of specialism and experience that can be 'offered'</p> <ul style="list-style-type: none"> • Individual activity – develop individual mentoring profiles, share with a colleague and get some feedback (Activities section) • Discuss what benefits and value participants hope to get from the experience of mentoring

3. Facilitation Tips

The line between training and facilitation is not always clear. Our distinction is that training is, to a large extent, telling the participants what they need to know and delivering input to that end. Facilitation, on the other hand, requires that there is less “music from the front”.

Facilitation is the art of guiding but not leading, bringing learning but not lecturing, engaging but not directing. Coming from the Latin *facilitar*, meaning, “to make easy,” the role of the facilitator is not to do for others, but to bring out the ability of a group to accomplish a learning goal.

We thought that this list of 10 tips for better facilitation may help those newer to the process and perhaps refresh those with more experience. We hope that it’s useful.

Allow sufficient time for learning

As a time-management tip, leaving room for discussion, questions, or extra exercises is usually a good idea within a planned facilitation session. Leaving some space for learners who learn at different speeds or in different styles, as well as time for reflection, discussion, or hands-on exercises is useful for facilitating workshops. It’s particularly important when you want to draw out the experiences of the participants.

Balance structure and flexibility

Structure is important, for you and your participants. However, too rigid a structure can cause stress for you and can restrict the overall learning achieved. Finding a middle ground means that you have a framework and know what’s coming next. However, you’re also able to move things around, add new elements if they’re needed and decide what can be sacrificed if necessary. This will ensure that your participants spend their time where it provides the most value for them.

Have things up your sleeve

In a facilitated workshop, topics may crop up or the group may need to spend time on a specific aspect of the subject that was not planned. It’s always good, therefore, to have some additional related materials available in case they’re needed. It’s also great for your credibility if you are able to respond to non-agenda items in a professional and effective way.

Practice image training

Just as athletes run through the race or game in their mind in advance, preparing their bodies’ neural pathways for the real thing, professional facilitators should close their eyes and mentally walk through the session. More often than not, one will recall a detail or two that may have been missed on a checklist. Image training can include considering difficult situations and practicing how to handle them calmly, rehearsing jokes or stories, or simply imagining the group smiling. When the time comes to deliver the facilitation, the mind will then be ready for any eventuality.

GAPS Grid		
	Where are you now?	Where do you want to be?
Your view	Abilities (How you see yourself) <i>Experience</i> <i>Skills</i> <i>Knowledge</i> <i>Strengths</i> <i>Your preferred learning style (see page 16 for more information)</i>	Goals and Values (What matters to you) <i>Career goals</i> <i>What holds you back</i> <i>Skills needed for the future</i> <i>Work/life balance</i> <i>Fit with the organisation</i> <i>Level of motivation</i> <i>Values that you hold dear</i>
	View of others	Perceptions (How others see you) <i>360 feedback</i> <i>Performance reviews</i> <i>Informal feedback</i>

Adapted by Talent for Growth

Ref: Development First, Strategies for self-development; by David B. Peterson and Mary Dee Hicks

My Personal Development Board

Under each name, write what they will bring and how they will help you to achieve your goal(s)

The diagram consists of a large central purple circle containing the word "Me". Surrounding this central circle are seven smaller purple circles, each containing the word "Name". Each "Name" circle is connected to a set of three horizontal lines for writing. The circles are arranged in a ring around the center, with one circle at the top, two on the left, two on the right, and one at the bottom.

Adapted by: Talent for Growth

References: Leadership Development Board. The Strengths Partnership, 2013

"Personal Development Board of Directors" is a term used by Clifton, D. And Nelson, P. (1992) in Soar with Your Strengths, New York: Dell Publishing