

The Art of Facilitation: Tools for Successful Training

Georgina Dodge, PhD
Amy Zavadil, PhD

1

Objectives

- Explore preparation for discussing training and prevention
- Discuss key points of effective communication
- Identify strategies for difficult dialogue
- Describe facilitation tools for inclusive engagement



2

Training for Title IX Personnel

- Training staff to conduct effective response: at intake, investigation, adjudication, informal resolution steps, and following established policy and procedure
- Foundation of knowledge & skill building
 - definitions and terms – general and institution specific
 - availability of support, supportive measures, and remedy
 - decision making – generally and process specific
 - documentation and record keeping – generally and process specific

3

Training for Campus Community

“the Department will hold recipients accountable for meeting Title IX obligations, the Department requires Title IX Coordinators to be well trained, and the Department leaves recipients discretion to determine the kind of training to other employees that will best enable the recipient, and its Title IX Coordinator, to meet Title IX obligations.”

p. 30114 of the final regulations, this section also references information from 2001 Guidance and VAWA & Title IX obligations, NCAA obligations, best practice

4

Training for Sexual Violence Prevention

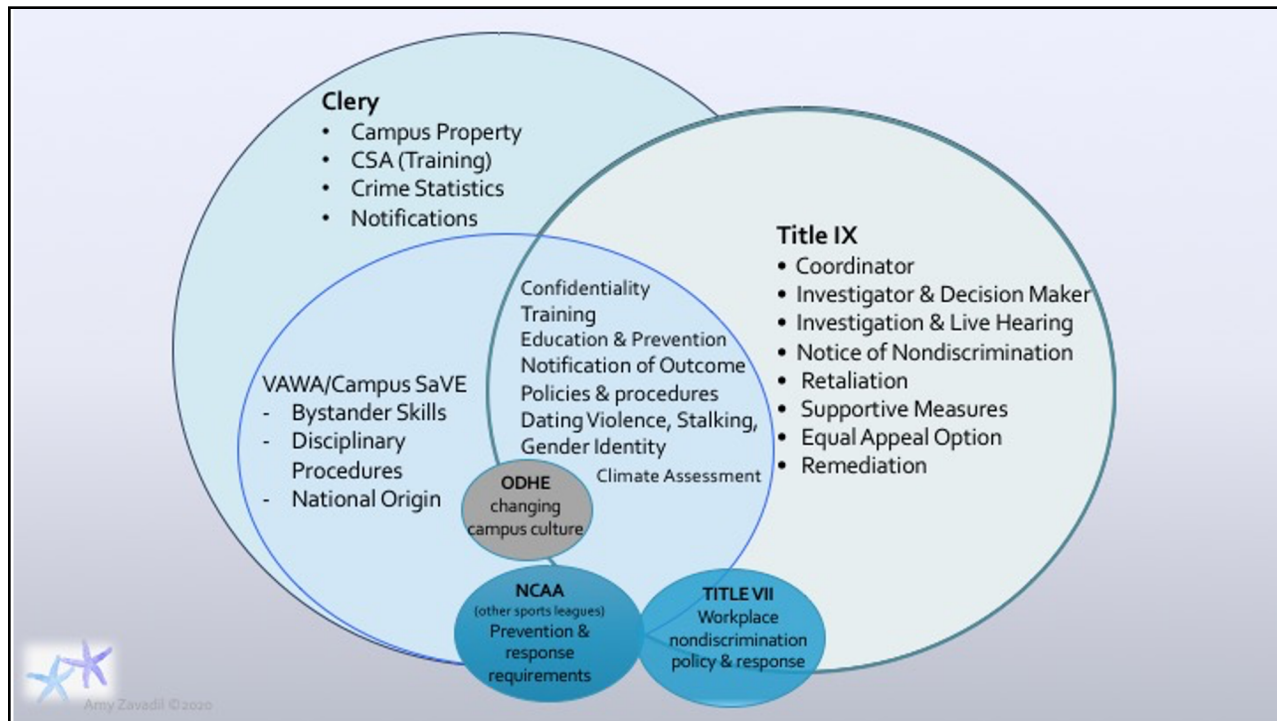
- Training members of the campus community to recognize problematic behavior, know their rights and/or responsibilities for response and support options
- Clery Act (as amended by VAWA) obligations
- Title IX, Office of Civil Rights (Department of Education) regulations and guidance
- 2015 Title IX Resource Guide
- 2001 Sexual Harassment Guide

5

Communicating About Title IX


- Age appropriate language
- Training and education
 - Training those who do the work
 - Education & Training for staff to recognize behaviors and respond according to your procedures, tailored to the audience
 - Education for students, tailored to the audience
- Prompt and equitable response
- Accessible
 - To English language learners (international students, visiting students)
 - To those with disabilities
 - To those with trauma history

6



7

Preparing for Workshop Facilitation



- Know the content
- Know your audience
- Plan
- Review
- Practice

8



Preparedness: Anticipating Needs & Planning

Consider your comfort and knowledge with the topic(s):

- ☑ Have you reviewed the module, content, or current circumstances?
- ☑ If you are less familiar with content, have you sought additional information?
- ☑ Are you familiar with context – local and current events related to the content?

Consider your role and the purpose of the conversation or presentation as part of planning

9

Managing Expectations in Facilitation

It is useful to provide your audience with a preview of the content to come

Frame the Discussion

Taking a moment at the beginning of a session to describe content (provide a content warning) helps convey the seriousness of the topic and helps clue participants into engaging seriously and with sensitivity.



Trauma-Informed Approach

Providing a brief talking point at the beginning of a session or discussion on consent allows participants the chance to prepare themselves to engage with the material.



Protective Strategy for Presenter

When facilitating content that could trigger intense emotions or objections to the material from participants, be prepared with resources to ensure that participants are supported. This may mean having a counselor available or materials for effective referral to the SART or mental health resources.



Consider Effects of Bias & Other Assumptions

Providing content previews helps others understand that trauma impacts individuals differently. Opportunities to consider those differences and to develop awareness of varying coping strategies can reduce assumptions or inappropriate generalizations



10

Barriers to Effective Communication



Stress & Emotion

May be related to the topic or setting of the conversation or not. A person comes to the dialogue with their own identity, experience, sense of wellbeing, mood, hunger, illness, etc.



Lack of Focus

An inability or unwillingness to be present and engaged in the topic at hand; may be occurring among one or more individuals



Body Language

Inconsistent or negative body language may interfere with the exchange, whether intentional or unintentional; body language may conflict with words being spoken

11

Strategies for Meeting Resistance



Respond, rather than react



Reframe



Redirect



Refer



Reassure

12

Additional Resources

For a refresher or to dig deeper into the concepts, tools and strategies discussed

