

Module One

Facilitating and Listening Skills



Activity 1 : LISTENING and TALKING: ROLE PLAYS (1 hr)

Possible topics:

- Talk about your best fishing experience
- Talk about your favorite destination
- Talk about the place you have grown up
- Tell your partner about a funny adventure you had
- Tell the story of your favorite movie

- 1 Role Play One (10 minutes) : Use one topic above
 - a. Upon the facilitator's signal, partners sit back to back and start a conversation
 - b. Upon the facilitator's signal, partners sit side by side and start a conversation
 - c. Upon the facilitator's signal, partners sit face to face and start a conversation
- 2 Role Play Two (15 minutes) : Use another topic from above
 - a. Partner A: continues to tell Partner B the story
 - b. Partner B: consistently interrupts, asks irrelevant questions, tells own story, changes the topic, laughs and does not take partner seriously, and starts another story
- 3 Role Play Four (10 minutes)
 - a. Partner B: gives instructions to Partner A
 - b. Partner A: gives the "I know better than you" speech
- 4 Role Play Five (15 minutes)
 - a. Partner A starts a conversation
 - b. Partner B uses the techniques for active listening, namely clarification, restatement, neutral remarks and encouraging sounds, reflective statements, and summarizing.
 - c. Vice versa

Effective CONVERSATION – listening techniques

Technique	Purpose	Example
<i>Clarification</i>	<ul style="list-style-type: none"> a. To get additional facts b. To help the person explore all sides of the issue 	<ul style="list-style-type: none"> i. “Can you clarify this?” ii. “Do you mean this?” iii. “Is this the problem as you see it now?”
<i>Restatement</i>	<ul style="list-style-type: none"> a. To check our meaning and interpretation with the other b. To show we are listening and that we understand what the other is saying 	<ul style="list-style-type: none"> i. “As I understand it, you plan to...” ii. “Is this what you have decided to do.... And the reasons are...”
<i>Neutral Comments</i>	<ul style="list-style-type: none"> a. To convey that you are interest and listening b. To encourage the person to continue talking 	<ul style="list-style-type: none"> i. “I see...” ii. “I understand...” iii. “That is a good point...”
<i>Reflective Comments</i>	<ul style="list-style-type: none"> a. To show that you understand how the other feels about what the other is saying b. To help the person to evaluate and temper his or her own feelings as these are expressed by someone else 	<ul style="list-style-type: none"> i. “You feel that...” ii. “It was shocking as you saw it...” iii. “You felt you didn’t get a fair hearing...” iv. “You see it as...”
<i>Summarizing</i>	<ul style="list-style-type: none"> a. To bring all the discussion into focus in a succinct, organized fashion b. To serve as a springboard to new discussions of new aspects of the problem 	<ul style="list-style-type: none"> i. “These are the key ideas you have expressed so far...” ii. “If I understand how you feel about the situation, it is...” iii. “So now, let’s think about the new issues this raises...”

REASONS WHY WE LISTEN:

1. We want people to talk freely and frankly.
2. We want them to cover matters and problems that are important to them.
3. We want them to give as much information as they can.
4. We want them to get greater insight and understanding of their problem as they talk it out.
5. We want them to try to see the reasons for their problems and to figure out what can be done about them

SOME DO's IN LISTENING:

1. Show interest.
2. Be understanding of the other person.
3. Express empathy.
4. Single out the problem if there is one.
5. Listen for the causes of the problem.
6. Help the speaker associate the problem with the cause.
7. Encourage the speaker to develop competence and motivation to solve his or her own problems.
8. Cultivate the ability to be silent when silence is needed.

SOME DON'Ts IN LISTENING:

1. Do not argue.
2. Do not interrupt.
3. Do not pass judgment too quickly or in advance.
4. Do not give advice unless it is requested by the other.
5. Do not jump to conclusions.
6. Do not let the speaker's emotions influence your own.

Steps to become an effective facilitator...

STEP ONE: Learn to be a good, active listener.

Listening requires us to, first, really want to know the other person and, second, avoid the many **common barriers** to careful listening, such as

1. *comparing* yourself to the speaker
2. *planning* what argument or story to give next
3. *filtering* so that one hears only certain topics or doesn't hear critical remarks
4. *judging* a statement before it is completed
5. *daydreaming* about unrelated things
6. *remembering* your own personal experiences instead of listening to the speaker
7. busily drafting your prescription or *advice* long before the talker has finished telling his/her woes
8. considering every conversation an intellectual *debate* with the goal of putting down the opponent
9. believing you are *always right* so there is no need to listen
10. *changing the topic* quickly or laughing it off if the topic gets serious, and
11. *placating* the other person ("You're right...Of course...I agree...Really!") by automatically agreeing with everything.

Because of these barriers, we typically retain 65% of what is said to us. Of this, we can recall only about 25% after two months. There is much room for all of us to improve our listening skills by avoiding these common downfalls.

It is not easy to listen actively all the time. Our concentration lasts only 15-20 minutes. The good listener, however, gets back on track and asks clarifying questions when things are not clear.

STEP TWO: Understand what is involved in empathy responding.

Listening and empathizing are essential skills for trainers. Most of us spend 70% of the day communicating, with 45% of that time spent listening. To *really listen* means more than just hearing the words; it means **truly understanding and accepting** the other person's message, thoughts, and feelings. Empathy means understanding another person so well that you identify with her and actually feel like she does. The Indians described empathy as, "walking a mile in another person's moccasins." Good trainers do this, as do good friends.

A good listener must respond, letting the talker know he was understood. This responding is empathy. It is even more complex than listening.

The levels of empathy responding are as follow, where 1 is the lowest and 5 the highest

Level 1.0: Inaccurate reflection or distracting comments: changing-the-topic, the "I know better" attitude, judgmental responses, advising response, discounting and premature reassurance and so on

Level 2.0: Correct understanding of some of the other person's feelings and circumstances, but other significant factors are misunderstood or overlooked.

Level 3.0: An accurate empathy response captures the essence of the talker's feelings.

You have put yourself "in their shoes." Your comments reflect exactly what the speaker has told you. Be brief. Use simple words and your own words, called paraphrasing; otherwise, it may sound like you are thoughtlessly "parroting" her. In this way, the speaker knows you are attending closely and that you care.

Level 4.0: Adding to the talker's self-understanding.

It is possible for an astute empathizer to understand (guess) what the speaker is feeling even before the speaker has recognized and/or expressed her own emotion. As soon as the empathizer questions if the speaker might be feeling a certain way, the speaker may readily recognize the underlying emotion and accept the interpretation. This can add greatly to the speaker's insight, awareness or understanding of her feelings and the situation. It takes a while to know anyone well enough to give an insightful response.

Level 5.0: Fantastic insight

After knowing a person well for a long time, one may be able to provide some brilliant insight occasionally. Great insight is a rare event, however. Even highly skilled therapists spout profound, creative insights only infrequently. A level 5 response requires both an open-minded talker and a creative empathizer.

Summarize the points taken up and the skills practiced by the learners: BEING A GOOD FACILITATOR is...

- Facilitating skills: Ability to present, react and adjust to situations in a classroom.
- Listening skills: Listening and empathy in order to really understand the needs of the trainees and determine when learning has occurred.
- Questioning skills: Using the proper questions at the right time
 - Closed questions are those that are answered by a simple "yes", "no" or number, like "1998".
 - Open questions are those that require a more complicated answer, like the definition of word.