# Use media to advance the organisation

## Level 4

## - Facilitator Guide -

## The development practice project

These learning materials were generated by the Development Practice project, hosted by the Sustainability Institute and in partnership with Community Connections, AIDS Consortium and Keystone. This project generated a set of competence standards with development practitioners in Cape Town, Johannesburg and Durban, between 2005 and 2009. This manual is part of a set of materials consisting of a competence standard, learner's manual, facilitator's guide and an assessment tool. More information on this project is available on the Development Practice website.

# ACKNOWLEDGEMENTS

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# SOME NOTES ON FACILITATION SKILLS

## What is facilitation?

Facilitation is the process of making learning easy. This is done through the use of various approaches such as small group discussions, debates, question and answer sessions, personal reflection and sharing, experiential activities and practical exercises. You allow participants to discover solutions for themselves and encourage them to internalise lessons learnt, rather than lecture on topics.

## Your role as the facilitator is to:

- Give direction to the group

- Create a comfortable and friendly environment for the group

- Observe what goes on in a group

- Identify the main needs of the group

- Learn ways to address these needs

- Adjust to the level of the group – in language, content, presentation, and pace.

- Apply and practice these skills in many different situations

# Key principles of facilitation

**_Confidentiality:_** What is shared in the group remains in the group. Personal and sensitive information will not be told to others. However as evaluations of the course need to be done, and lessons learnt from each course, obviously you will need to discuss some of the content with your colleagues.

**_Respect:_** We should respect each other's opinions and experiences, even if they are different from our own or we do not agree with them –this includes the facilitator, who needs to display respect for every learner's opinion and contribution, and to make sure that s/he provides opportunity for all to participate.

**_Non-Judgmental_**: It is fine to disagree with another person's point of view but not to judge or put down another person because they do not feel the same as you do. This is particularly important because as a facilitator you have a lot of power in the group (people look up to you) and so you need to make sure that you do not appear to judge or dislike someone.

**_Use I-statements:_** Using I-statements ensures that the view you are expressing comes from you. It also shows confidence and assertiveness. It clarifies that you are speaking for yourself and not for the group.

*Integrity*: Walk your talk! Be a role model for the group. For example, the ground rules apply to the facilitator the same as for the participants – if it says cell phone silent, do not answer calls in the workshop!

## Do's and don'ts of facilitation

| Do's | Don'ts |
|---|---|
| Plan and prepare for sessions in advance | Create a long dialogue with one participant |
| Show interest when listening | Criticise on a personal basis |
| Use simple language | Dominate the group |
| Act responsibly | Be biased |
| Be patient | Be insensitive |
| Allow participants to discover | Allow domination |
| Encourage active interaction | Go beyond time allocated |
| Ask for suggestions from the group in answering questions | Exaggerate enthusiasm about delivering session – be false. |

# Critical skills of a facilitator

**Listening:** You pay attention to what is being said, show interest by nodding your head and maintaining eye contact. Allow the speaker to finish without interrupting (unless they are dominating the group and haven't allowed others to speak).

**Paraphrasing:** You repeat what the person said using your own words (i.e. interpret or reword). This is to ensure you understand and are not making assumptions.

**Summarising:** You sum up by going over the main points. You help participants to gain a better understanding of the subject.

**Creativity:** You must always have a plan B. Be imaginative and stimulated. Make your sessions fun yet educational by ensuring that the group does not miss the learning points. You know when and how to use ice-breakers, energisers and humour (without being offensive). Identify different ways of achieving the objectives without compromising the quality of the session.

**Awareness:** You pay attention to what is not being said in the group, their unspoken needs and watch out for group dynamics that need attention. You are able to "read" the energy and level of the group and adjust your programme accordingly.

## Qualities of a facilitator

| Good | Bad |
|------|-----|
| Punctual and organised | Disorganised |
| Presentable | Messy, no care taken in presentation |
| Confident | Low self-esteem |
| Assertive | Passive |
| Friendly | Rude or impolite |
| Knowledgeable | Uninformed |
| Approachable | Intimidating |
| Creative and flexible | Rigid and unaccommodating |

## The difference between facilitation and presentation

| Facilitation | Presentation |
|--------------|--------------|
| Interactive process | One way process |
| Use of different methods of approach | More formal |
| Participants discover for themselves | Audience receive the message |
| Facilitator works with participants as a team | Presenter delivers the message |
| Use different ways of facilitating (e.g. role plays, debates, small groups etc) | Use one way of presenting – normal "lecture" style |

# Tips for being a good facilitator

- Remember that you are a role model. Do your best to practise the behaviour you are talking about

- Keep studying and researching, learn about the issues, develop leadership skills

- Share information, be open to new experiences – there is always something to learn

- Ensure that you give accurate and updated information

- Understand your target audience

- Use target/age appropriate activities

- Always strive to keep to time

- Use ice-breakers and energisers that add value to sessions (and where possible, link to the content presented)

- Keep your mind open and flexible

- Have fun, love and enjoy what you are doing

# OVERVIEW

Welcome to this facilitator's guide. This guide was developed to – Use media to advance the organisation (Level 4). The manual provides information that will help you to assist learners to develop skills and acquire knowledge to use media and communication tools effectively.

## What you will cover in this guide

This guide consists of the following:

1. Mission, goals and strategies

2. Target groups

3. Methods of communication

4. Information resources

5. Sample media assignment

# SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA

| Specific outcomes | Assessment criteria |
|---|---|
| *Competence in this standard means that the learner has clearly shown that s/he is able to…* | *Tasks and activities completed by the learner contain the following evidence of competence…* |
| 1.Describe and communicate the organisation's goals and strategies | • The organisation's mission and programmes are clearly described, either verbally or in writing<br><br>• The organisation's identity is explained (e.g. Organisational internal values, its' approach to its work and the kind of relationships it develops with stakeholders)<br><br>• Describe how the organisation wants to be seen by its stakeholders (public image)<br><br>• Briefly assess whether the organisations public image is consistent in its behaviour and its performance |
| 2. Define key target groups and appropriate means of communication with each group. | • The different groups that the organisation wants to reach are identified and analysed (beneficiaries, government, other NGOs, donors, local businesses, general public etc)<br><br>• The information needs of each group are identified<br><br>• Appropriate methods of communication are identified for each group from, among others:<br><br>    • Meetings<br>    • Newsletters |

| | |
|---|---|
| | • Annual report<br>• Brochure<br>• Fact sheet<br>• Media releases, articles interviews<br>• Publicity events |
| 3. Maintain a collection of information resources | • Organisational source documents such as mission statements, strategic plans, organisational policies and profiles etc. are accessible and up to date.<br><br>• Information and learning from activities, monitoring, stakeholder feedback, media articles, photographs, stories and quotations, letters of thanks etc. is accessible and up to date. |
| 4. Produce media to advance the organisational mission | • 2 pieces of sample media for the organisation for external use is produced. Examples could include a short newsletter, a brochure, a presentation, a facilitated dialogue with stakeholders, a press release, a local and national radio or television feature, an email newsletter, a newspaper article or any others, sms campaign etc<br><br>In each case :<br>the purpose is clearly defined,<br>the target group is identified and<br>what is required to produce this is listed( skills, information, financial requirements etc) |

**Note:** Tasks may be presented for an actual or hypothetical organisation but must be learner's original work and not copied from existing documents. Learners should be able to explain and justify their statements.

# USE MEDIA TO ADVANCE THE ORGANISATION:  LEVEL 4 COURSE PLAN

## Workshop – Day 1

| Time | Topic | Activity/Method | Aids/Materials | SO | AC |
|------|-------|-----------------|----------------|-----|-----|
| 09h00 | Welcome, expectations and introductions | **Welcome and introductions:** Do an introduction activity with the group to allow the group to get to know each other and the facilitator.<br>Allow the group to share their expectations for the course and what they hope to learn during the course.  Write the expectations on the newsprint and put it up in the training room – this can be used to gage how the learning is progressing and to confirm that expectations are covered.<br>Use this to introduce the different modules that will be dealt with and also to ensure that they know what will not be covered.<br>Explain the outcomes of this Level 4 course and the assessment process.<br>Briefly explain what the portfolio of evidence is about and that they must complete all the activities to the best of their ability. | Name tags<br>Koki's<br>Newsprint<br>Prestik | | |
| | Portfolio of | As part of this course you will be required to | Assignment | SO4 | Produce 2 |

| Time | Topic | Activity/Method | Aids/Materials | SO | AC |
|------|-------|-----------------|----------------|-----|-----|
| | evidence and overview of course | produce 2 pieces of media for your organisation for external use. This could be a newsletter, brochure, a press release, a local or national television or radio feature, an e-mail newsletter, a newspaper article etc. As you work through the different modules keep this in mind so that you can gather the necessary information for your project. Keep the following in mind throughout the course:<br><br>• What methods of media already exist in your organisation?<br>• What are the media needs of your organisation -?<br>• What info do you need to produce your organisational media? | sheet – Learner manual page | | sample media for organisation for external use. |
| 10h00 | Mission, goals and strategies | Explain to the group that the key to good media production is to understand and know your organisation well.<br><br>Every organisation needs a vision and a mission that explains what they do. Ask them how they would define a vision and mission.<br>Ask the group to discuss their vision for the | Newsprint Koki's Prestik<br><br>Learner manual | SO1 | The organisation's mission and programmes are described. |

| Time | Topic | Activity/Method | Aids/Materials | SO | AC |
|------|-------|-----------------|----------------|-----|-----|
| | | future and also to share what their organisation's vision is. | | | |
| **10h45** | | **Tea** | | | |
| 11h15 | Mission, goals and strategies | Let each learner look at their own organisation's vision and mission. If their organisation has a mission statement let them make sure that it meets the requirements set out in the learner manual. If the organisation does not have a mission statement let them develop one for their organisation. | | SO1 | The organisation's mission and programmes are described. |
| 12h00 | Mission, goals and strategies | The programmes and activities of an organisation are used to ensure that the vision and mission are implemented. Ask the group for examples of programmes that organisations may have. Share some examples with them.<br><br>Ask learners to make a list of the programmes in their organisation. Let them also look at how these programmes link to the vision and mission. | | SO1 | The organisation's mission and programmes are described. |
| **13h00** | | **Lunch** | | | |
| 13h45 | The identity of the organisation | The values of the organisation form the key to the identity. Ask the group what they think good values in an organisation are. | Newsprint Koki's Prestik | SO1 | The organisation's identity is |

| Time | Topic | Activity/Method | Aids/Materials | SO | AC |
|------|-------|-----------------|----------------|-----|-----|
| | | Divide them into smaller groups and ask them to discuss what they think the identity of an organisation is and what the principles or values are that an organisation should be based on. Let them write it down and give feedback to all<br><br>Ask the groups to look specifically at the following:<br>• How does the organisation approach its work?<br>• How do the values of the organisation impact on its work?<br>• How do the values of the organisation impact on the kind of relationships it develops with stakeholders?<br>• What are the challenges if there are problems with the values or identity of the organisation? | | | explained |
| **15h15** | | **Tea** | | | |
| 15h30 | Public image | It is important that the community, stakeholders and funders think about you in a positive way.<br><br>Ask the group to brainstorm what they think a public image is. | Learner manual | SO1 | Describe how the organisation wants to be seen by its stakeholders. |

| Time | Topic | Activity/Method | Aids/Materials | SO | AC |
|------|-------|-----------------|----------------|----|----|
| | | There are many ways in which an organisation can improve its public image. See examples in the Learner manual.<br><br>Ask the group to complete the activity in Learner manual.<br><br>Ask the group to complete the activity in the learner manual as homework. | | | Briefly assess whether the organisation's public image is consistent in its behaviour and its performance. |
| 16h45 | Closure for the day | Ask the group to give feedback about what they learnt during the session. Ask them to highlight anything that they did not like and any new information that they learnt.<br>Ask the group to write anything down on post-its, that they would like you to do differently tomorrow and stick in on the newsprint as they leave.<br><br>Ask learners to bring any examples of communication tools that they may have at their organisation e.g. newsletters, business cards, letterheads, pamphlets etc.<br><br>Remind learners of the assignment that they have to complete at the end of the course | Post-its<br>Koki's | SO4 | Produce 2 sample media for organisation for external use. |

| Time | Topic | Activity/Method | Aids/Materials | SO | AC |
|------|-------|-----------------|----------------|----|----|
|      |       | and bear in mind that some of the information they learnt today may be relevant for their assignment. |  |  |  |
|      |       |                 |                |    |    |

## Workshop – Day 2

| Time | Topic | Activity/Method | Aids/Materials | SO | AC |
|------|-------|-----------------|----------------|-----|-----|
| 09h00 | Recapping of Day 1 | Thoughts and ideas from the previous day | | | |
| 09h15 | Target groups | When planning how to use media as a way to promote an organisation one needs to identify who it is you want to reach.<br><br>Ask the group to identify all potential target groups that organisations work with and may aim their media at.<br><br>Once you have a list, ask each learner to make a list of the different target groups that they need to reach through the media and communication campaigns. Let them also identify the information that they want to give to each group. | Newsprint<br>Koki's<br>Prestik | SO2 | Different groups that the organisation wants to reach are identified and analysed.<br><br>The information needs of each group are identified. |
| 10h30 | | Tea | | | |
| 11h00 | Methods of communication – media tools | For each target group there are different methods of communication that you can use to get the information across to them.<br><br>Ask the group which methods of communication they can think of. Write their input on the newsprint. | Learner manual<br><br>Newsprint<br>Koki's<br>Prestik | SO2 | Appropriate methods of communication are identified for each group. |

| Time | Topic | Activity/Method | Aids/Materials | SO | AC |
|------|-------|-----------------|----------------|-----|-----|
| | | Add any other methods that the group may not have mentioned. Let the learners look at their own list of target groups and identify the methods that would be most useful for each group. | | | |
| 12h00 | Methods of communication – media tools | In the learner manual, you will find the information that explains each of the different communication methods. Bring your own examples of media tools for this session and also use the examples that learners might bring from their own organisations. See detailed activity in learner manual. | Examples of Newsletters; Business cards; letterheads; Posters; Pamphlets; Fact sheet; Annual report | SO2 | Appropriate methods of communication are identified for each group. |
| **13h00** | | **Lunch** | | | |
| 14h00 | Methods of communication – media tools | Now that the group has looked at all the different methods of communication that can be used to get information to  target groups, work through the following activity:<br><br>• Choose the right methods of communication for each of your target groups<br>• What information will you include in | Templates Newsprint Koki's Prestik | SO2 | Appropriate methods of communication are identified for each group. |

| Time | Topic | Activity/Method | Aids/Materials | SO | AC |
|------|-------|-----------------|----------------|-----|-----|
| | | each method, for each group? <br>• When would you use these different methods of communication? <br>• What will you put into each – what headings will you use? <br>NOTE:  To make this easier you can choose the most common methods and divide it between the group members so that each member can look at one method and then give feedback to all and they can all provide input. | | | |
| **15h00** | | **Tea** | | | |
| 15h15 | | Continue with previous activity | | | |
| 16h30 | Closure for the day | **Final thoughts:**  Share any final thoughts with the group. <br>**Brief evaluation:**  Ask the group for feedback about what they experienced and learnt during the day – what did they like, not like; or would like to change for tomorrow. <br><br>Remind learners of the assignment that they have to complete at the end of the course and bear in mind that some of the information they learnt today may be relevant for their assignment. | Post-its <br>Koki's <br>Newsprint | <br><br><br><br><br><br><br><br>SO4 | <br><br><br><br><br><br><br><br>Produce 2 sample media for organisation for external use. |

## Workshop – Day 3

| Time | Topic | Activity/Method | Aids/Materials | SO | AC |
|---|---|---|---|---|---|
| 09h00 | Recapping of Day 2 | Thoughts and ideas from the previous day | | | |
| 09h15 | Information resources | There are a number of important documents that can be used to access information about the organisation.<br><br>Give the group a list of the documents that can be used. See Learner manual. | | SO3 | Organisational source documents are accessible and up-do-date. |
| | | Ask learners to go through the records in their organisation and make sure that they can find them easily and that all records are up to date. This may be an activity that learners will have to do once they are back at their organisations. | | | |
| **10h00** | | **Tea** | | | |
| 10h30 | | Ask learners to work in groups and to think of the different ways in which information is gathered and produced in your organisations.<br>Discuss in your group how you can use these activities to gather information and keep it for later use. For example when people give feedback during team meetings of what is working in their programmes or | | SO3 | Information and learning from activities are accessible and up-to-date. |

| Time | Topic | Activity/Method | Aids/Materials | SO | AC |
|------|-------|-----------------|----------------|-----|-----|
| | | about what is not working, how can this be recorded for future use. Other information could be from<br>• Feedback from stakeholders<br>• Articles in newspapers<br>• Photographs of project activities<br>• Real-life stories of clients that have been helped through the services of the organisation<br>• Letters of thanks received for the work done by the organisation<br><br>Answer the following questions:<br>• How can you record this information?<br>• Where can you keep all the information so that it is easy to find and access when you need it?<br><br>Ask learners to use the information gained for the group discussion to implement ways to use the information sources better in their own organisations and ensure that the information is kept up-to-date and accessible. | | | |
| **13h00** | | **Lunch** | | | |
| 14h00 | Media to | With all the information that you have | Assignment | SO4 | Produce 2 |

| Time | Topic | Activity/Method | Aids/Materials | SO | AC |
|------|-------|-----------------|----------------|-----|-----|
| | advance your organisation | learnt throughout this course you are now ready to produce sample media for your organisation for external use.<br><br>Produce 2 pieces of media for your organisation for external use.  This could be a newsletter, brochure, a press release, a local or national television or radio feature, an email newsletter, a newspaper article etc.  Use the information from the different sections of the manual to assist you.   In each case you need to:<br><br>• Clearly identify the purpose of the media or communication tool<br>• Identify the target group that it is aimed at<br>• List what is needed to produce the media   i.e.   skills,   information, financial   requirement   or   other resources.<br><br>Use the following assignment sheet to assist you with completing this task.  This will form part of your portfolio of evidence. Learners can complete this activity outside of the time frame of the course.  Give them | sheet | | sample media for organisation for external use. |

| Time | Topic | Activity/Method | Aids/Materials | SO | AC |
|------|-------|-----------------|----------------|----|----|
| | | a deadline by when it needs to be completed. | | | |
| | **Closure** | **Final thoughts and closure:** Bring the session to a close with a reminder of how much knowledge and experience we already have to share among ourselves. This is also the last session of the workshop and so this is a time for each participant to say how they felt about the workshop and what they learnt during the course<br><br>Ask the participant to your right to share with the group "One new thing which I have learnt today is....."Then ask the next person to speak. Go round the circle, finishing with your own, so that everyone has made a contribution. Ask each participant to identify one thing that they will share with someone else.<br><br>Finish off by thanking everyone once more for coming to this session.<br><br>As this is the last session ask learners to complete the course evaluation form.<br><br>Explain the importance of feedback - that it will help to improve the way you facilitate as well as the content of future workshops | Course evaluation forms | | |

# ADDITIONAL INFORMATION

## Different communication tools – media tools

**Purpose:**

- To allow  learners to identify different communication and media tools that can be used to promote their organisation

- To learn how to use different media tools effectively

- To develop sample media tools

**Time required:**     2 ½ hours

**Materials:**         Examples of different media tools:

- Newsletters

- Pamphlets

- Posters

- Business cards

- Letterheads

- Annual report

Blank templates of different tools

Newsprint, koki's and prestik

1. Allow learners to share any of the examples of the media tools that they may already have in their organisation.

2. Divide the group into smaller groups and give each group one of the media tools to look at.  Ask them to answer the following questions about the tool:

- Do they have such a tool in their organisation?

- How would they use the tool in their organisation?

- Which of the tools do they think would be beneficial to their organisation – especially the ones that they do not already have?

Let each group report back to the bigger group about their tool and allow for discussion and questions.

## Assignment sheet:  Sample media

Type of media/communication tool: _____

Purpose of media/communication tool:

_____

_____

_____

_____

Target group for specific media:

_____

_____

_____

What information do you need for this specific media?

_____

_____

_____

_____

What skills do you need to put together this sample media?

_____

_____

_____

_____

_____

_____

What is the budget that you have available for this sample media e.g. printing costs etc.

| Item | Amount |
|------|--------|
| Printing costs | |
| Graphic designer | |
| Distribution costs | |
| Other resources | |

What information do you need to put together the sample media?

_____

_____

_____

_____

_____

Use all of the information and put together your sample media.  Remember this can be typed on a computer, but if you do not have access to a computer you can also do it by writing it neatly.

# Course evaluation form

Date: _____          Facilitator/s: _____

**What did you like about the course?**

_____

_____

_____

**What part of the content was most useful to you?**

_____

_____

_____

**What was not useful to you?**

_____

_____

_____

**What did you not like or would change about the course?**

_____

_____

_____

**Please rate the following (circle or underline your choice):**

| *Facilitation* | Excellent | Good | Not Good |
|---|---|---|---|
| *Pace* | Perfect | Too fast | Too slow |
| *Content* | Appropriate | Not appropriate | |

**Do you have any other comments or feedback for the facilitator/s?**

_____

_____

_____

**What support would you like in implementing the learnings from this course?**

_____

_____

_____