Staff developers are assuming new roles and responsibilities as facilitators. In this capacity, they use behaviors, skills, and practices which they did not use as frequently as a trainer. To be successful in this new role, staff developers will need to go beyond the application of new skills, knowledge, and practices—they will need to adopt the belief system of facilitators. In this article, we distinguish between training and facilitation, examine the belief system of a facilitator, and share a process for moving from the familiar mind set of the trainer to the zen of facilitation.

**Distinction between Training and Facilitation**

Learning how to facilitate groups rather than train people was new for us. As staff development trainers for a school district, we found ourselves on a journey from training to facilitation that required us to expand our skills, learn new strategies, and adopt new beliefs. We constantly asked ourselves what actually differentiated facilitation from training.

Initially our work with facilitation seemed to be no different than training. We found that the skills and strategies which we had learned about facilitation fit nicely into our training work. For example, we implemented team-building strategies, which we learned in facilitation workshops, to create a community of learners in our training sessions.

In many respects the line between training and facilitation seemed to be a fine one. However, as we became more experienced as facilitators, the differences between training and facilitation became clearer to us. We offer one view of these differences to help frame our discussion about the zen of facilitation.

**Training**

Training involves moving from the known to the known. It is focused by a set of specific outcomes or objectives established prior to the training. It focuses on a specific set of skills or knowledge that can be applied in the workplace. When designing and delivering training, a trainer determines clear...
outcomes and establishes a plan of action to achieve those outcomes with learners. Both the outcomes and the steps to achieve those outcomes are determined before training begins.

The trainer designs a tightly structured, sequential set of learning experiences to direct participants to achieve the outcomes in the timeframe prescribed. Based on a diagnosis of the participants, an understanding of their needs, and a set of desired outcomes of the training, the trainer develops a specific plan for moving toward these outcomes. For example, a trainer who is teaching cooperative learning to a group of high school teachers will develop a plan to teach the critical elements of cooperative learning and the skills that will enable teachers to apply cooperative learning in their various content areas.

Facilitation

Facilitation involves moving from the known to the unknown. A facilitator begins with information regarding the situation or the problem and the participants; however, the outcome or resolution is not set when the facilitator begins. The design and plan of action as well as the outcome emerge as the group works on the situation or problem. Facilitation requires orchestration of meaningful interactions which lead to changes in mindset (Oakley & Krug, 1992). Meaningful interaction is an open, honest discussion in a safe and respectful setting. This interaction can lead to problem solving, decision making, conflict resolution, and task accomplishment.

While learning may be a by-product of facilitation, it is not its primary goal. Facilitators choose from among various strategies and tools as the interaction evolves. The facilitator creates a nurturing environment for individuals to achieve whatever they are comfortable achieving in an undefined timeframe.

Distinctions

In essence, training involves using a set of a priori (beforehand) plans, while facilitation involves applying a set of decisions made in media res (in the middle of things; during the process).

We acknowledge that trainers make decisions in media res to adjust their delivery; however, they operate from a pre-established plan that directs participants toward the achievement of specified outcomes. On the other hand, facilitation decisions are made spontaneously and are driven by the nature of the interaction rather than by a set of specified outcomes.

Some of the distinctions between training and facilitation which we have identified from our experiences are listed in Figure 1. However, we recognize that the line between training and facilitation is not definitive. We have discovered that it is not what we do or how we do it that separates a trainer from a facilitator. Rather, it is the belief system driving the actions that makes the difference (Wing, 1986).

Zen of Facilitation

Zen is the practice of seeking the truth. Buddhists, who practice zen, seek enlightenment through direct intuition and reflection (Reps, n.d.). The zen of facilitation is not a religious practice, but rather a strong set of beliefs that drives our choices and actions and urges us toward discovering the "truth" through reflection. "It (Zen) has been described as: 'A special teaching without scriptures, beyond words and letters, pointing to the mind-essence of man, seeing directly into one's nature, attaining enlightenment.'" (Reps, n.d., p.3)

From our experiences, we have discovered that the beliefs we hold about our work are powerful and affect the actions we take. Our beliefs determine how we act as well as how we make sense of the experiences we have (Senge, 1990). We have identified three essential beliefs which influence our choices and actions as facilitators.

Belief 1: Facilitators trust the group’s ability to find its own direction and resolution.

Figure 1

Distinctions Between Trainers and Facilitators

<table>
<thead>
<tr>
<th>Trainers</th>
<th>Facilitators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Give information and skill</td>
<td>1. Provide nurturance</td>
</tr>
<tr>
<td>2. Direct learning</td>
<td>2. Guide interaction</td>
</tr>
<tr>
<td>3. Operate from specified outcomes</td>
<td>3. Operate from an overarching goal and a vision of possibilities</td>
</tr>
<tr>
<td>4. Have an established timeframe</td>
<td>4. Have an undetermined timeframe</td>
</tr>
<tr>
<td>5. Plan the sequence to achieve the outcomes</td>
<td>5. Have a repertoire to draw from, but no predetermined plan</td>
</tr>
<tr>
<td>6. Are cognitive</td>
<td>6. Are intuitive</td>
</tr>
<tr>
<td>7. Use an a priori design</td>
<td>7. Use an in media res design</td>
</tr>
<tr>
<td>8. Move from known to known</td>
<td>8. Move from unknown to known</td>
</tr>
</tbody>
</table>

"Remember that you are facilitating another person’s process. It is not your process. Do not intrude. Do not control. Do not force your own needs and insights into the foreground. If you do not trust a person’s process, that person will not trust you.” (Heider, 1985, p.33)

A facilitator believes that the group establishes its own purpose and is capable of achieving its own outcome. In every situation, the facilitator believes the solution is possible any time before, during, or after an event. The facilitator assumes the group’s perspective rather than maintaining his or her own.

By listening to the group’s discussion and particularly to the language used, the facilitator discovers both the surface and underlying issues in the group. Only after the issues are clarified does the facilitator make decisions about how to resolve the issues.

Using a variety of strategies, the facilitator guides the group in examining the issues, generating alternatives, and selecting a course
Asking questions and listening are the primary functions of an effective facilitator. These replace giving answers, assuming the group’s needs, or providing solutions.

Adjust the conditions for the group to be successful. Sometimes this means structuring communication systems or permitting adequate time for the group to establish the conditions. It might also mean acting as a catalyst to alter the conditions by speaking the unspoken, offering suggestions, or hypothesizing about the reasons for the group’s behavior.

Belief 2: A sense of community creates a forum for group work.

“Community is a group of people who have learned to communicate honestly with each other, whose relationships go deeper than their masks of construe, and who have developed some significant commitment to rejoice together,” and to ‘delight in each other, make others’ conditions our own’…”

(Peck, 1987, p. 59)

“Once a group has achieved community, the single most common thing members express is: ‘I feel safe here.’” (Peck, 1987, p. 67)

A facilitator believes that a community provides a forum for meaningful interaction, which in turn leads the group to its own solutions. When facilitators live by this belief, they do five things:

- Model attitudes and behaviors. Group members’ attitudes and behaviors are strongly influenced by the facilitator’s attitudes and behaviors. When the facilitator models the productive behaviors of respectful listening, maintaining personal safety, honoring various perspectives, sharing, trusting, risk-taking, and disclosing, then group members will mirror these behaviors.

The facilitator strives to create and/or maintain personal safety, honoring various perspectives, sharing, trusting, risk-taking, and disclosing, then group members will mirror these behaviors.

When the facilitator models the productive behaviors of respectful listening, maintaining personal safety, honoring various perspectives, sharing, trusting, risk-taking, and disclosing, then group members will mirror these behaviors.
Facilitators must go beyond knowledge and strategies to seek truth and enlightenment that come only from practice, reflection, and following their beliefs.


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