

INTERNATIONAL CONFEDERATION OF MIDWIVES



RESPECT

WORKSHOPS

**FACILITATOR'S
GUIDE**



International Confederation of Midwives 2020

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Recommended citation: International Confederation of Midwives, (2020) *RESPECT workshops: a toolkit*, The Hague: ICM



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Preparing to facilitate a RESPECT workshop

Introduction

This section will provide you with supportive information to facilitate the RESPECT workshop. Although this information is not essential, it provides you with the underpinning principles of facilitation, why it is important, how to become a facilitator, hints, tips and resources to help you. Included within this facilitation guide are activities to help you develop your facilitation skills. It is intended that this guide can be used by all at any level, whether you may have facilitated workshops before, or whether you are completely new to this role. The main point is you engage with the content and do so prior to organising a workshop.

Facilitation; A practical guide

You may not realise it but most of us are facilitators every day. Be it at work, or at home, if you have ever helped someone address a problem, then you have facilitation skills. In the broadest sense, facilitation helps others to identify their objectives and meet them. In relation to healthcare settings, facilitation makes certain that group meetings, discussions or workshops are well run and that participants reach consensus. Facilitating a group, no matter the size, can be challenging, although successful facilitation can be very rewarding. Facilitating events well, requires dedication, practice, and awareness of the obstacles to success, as well as knowing how to face challenges and barriers to achieving set objectives.

What is facilitation?

Facilitation is 'to make easy' or 'ease a process', in this case to facilitate the RESPECT workshop. A 'facilitator' plans, organises and guides a group meeting to ensure that objectives are met effectively. When facilitating an existing workshop, it is important that the facilitator is aware of any pre specified objectives so that planning can involve thinking how best to ensure that these are met. Alongside clear thinking, organised planning and good participation on the day, this section will provide you with the necessary information and resources needed to support you in these activities and achieving your goal of a successful RESPECT workshop¹.

Becoming a facilitator

To become an effective facilitator, you must be objective. This requires you taking a neutral stance, at least during delivery of the workshop. This does not mean you need to be separate from the organization or hospital in which you aim to deliver the workshop, rather it means that during delivery you will take a neutral stance aiming to leave any pre conceived ideas about what should happen, what could happen or what you would like to happen at the door.

¹ Please note this is a guide to facilitation and does not provide those engaging with the content with facilitation accreditation or official training nor any accreditation with the ICM. For any query's regarding the delivery of these workshops please contact the ICM via the contact information provided in the Respectful Maternity Care toolkit.

Maintaining a neutral stance in a healthcare context can be a complex task given the existing cultures, structures and roles that interplay in a maternity context. Being used to and adopting a practical approach to solving issues or addressing problems, healthcare workers find the concept of enabling skills hard to understand. These skills are concerned with providing participants with reflective tools enabling them to create their own ideas, solutions and discussions, opposed to being provided with tasks or jobs to achieve a set outcome. Many healthcare workers perceive practice development work as an additional task rather than an empowering way to impact upon their working conditions. As such, those that attend workshops have a pre-conceived idea that a facilitator will be providing them with answers rather than enabling them to do this themselves.

Those that have not facilitated before or have not engaged with the toolkit may unwittingly be leading and influencing decisions during delivery. If novices don't have access to or avail themselves to resources that help them build and develop self-facilitation skills, they are likely to lead activities opposed to actively enabling. Some people find this notion hard to grasp, however this does not mean that you are not the right person to facilitate, it merely means that you have insight into your own thoughts, feelings and beliefs - which is the first step. Stepping back from detailed content during delivery can sometimes be challenging if you have a strong view or beliefs. The first exercise in this guide relates to 'self-facilitation'.

[Following a framework for successful facilitation](#)

Having a framework from which to follow when planning a facilitation activity is vital. A framework provides a facilitator with the structure of the workshop and is provided within this toolkit. This information includes how the workshop begins and ends, the arrangement of activities and presentation of information and how the workshop aims to deliver this. In essence this toolkit is a working document that guides discussion and activities of the RESPECT workshop.

Even when facilitators have access to an established toolkit there is always a possibility of losing control of the process. Discussions during the workshop may alter from the original aim of the activity, as a facilitator it is important to be flexible and hold the ability to shift the direction of the discussion by using the tips and hints provided within this guide. The challenge is having the ability to realign the discussion track back into the original framework, whilst allowing flexibility and respect for participants' passion, emotions and opinions.

Setting the scene when facilitating is another skill we hope you will gain from this toolkit. Ensuring the tone and tenor of the workshop is integral in ensuring participants feel comfortable and safe. Having an overly formal approach to the day can prevent participants from engaging with the workshop, whereas in contrast, if the workshop has little focus or structure participants become distracted and end up veering off into wayward discussions. Humour has been used as a skill to capture participants' attention in difficult discussions, although this is usually used sparingly and often only works in the right context.

When working with groups of people facilitators will often be faced with reluctance from participants in relation to the dynamic of group interactions. Exercising judgment during the workshop and being mindful of group interactions in a fluid skill that is used constantly throughout the delivery of the workshop. This requires you to be mindful of tone, pace, interactions, feedback and reluctance as you facilitate the day. Most often it is noted that the approaches most acceptable to the majority of the participants is the one to use. with scope to engage others in a way most suitable to them.

Facilitation guides often recommend interaction and group participation when facilitating as a way of preventing attention tune out from participants. When participants are made to listen to lots of information or to an overly talkative facilitator, they are likely to disengage which impacts upon involvement, learning and meeting the objectives of the day.

The signs of a disengaged group are sometimes obvious and sometimes not. Pay close attention to body language and be mindful of eye contact, or lack of. As a facilitator it is important that you determine the level of engagement and be mindful of the questions posed by the group. The skill here is to know whether the group is genuinely engaged.

Self-facilitation

The practice of self-facilitation allows you to learn mindful action techniques aimed at raising your conscious awareness. This skill is all the more challenging when faced with a group situation as some groups can be quite dysfunctional, this is where self-facilitation skills become particularly useful. There are no set 'rules' when practicing self-facilitation, rather this is seen as ongoing learning in which you partake in a constant action-reflection cycle helping you to develop your facilitation skills. Below in each section a set of challenges you may be faced with when facilitating are presented, including ideas and tips on how you may build upon your self-facilitation skills to address these.

Power dynamics

Power dynamics are an important aspect to consider when planning to facilitate a RESPECT workshop. Before you think about how you will address this when you run the RESPECT workshop here are 4 points to remember about power in a facilitation context:

1. Power dynamics are always present even if we do not see them.
2. Every group dynamic is a chance to transform power dynamics. When facilitating the RESPECT workshop, you will be creating opportunities for power to be shared and openly discussed.
3. As a facilitator you should be mindful of and acknowledge your own power and enact it in a way that builds the power of the group rather than the individual.
4. Every element of facilitation needs preparation to make power and decision-making transparent.

Below are some top tips on ways to address issues of power when running your own RESPECT workshop:

Top Tips

Acknowledging power dynamics are ever present.

Plan your workshop to include lots of different voices and perspectives in a maternity context. During activities encourage participants to step forward to lead and participate during role play, especially if they have less power in the organization. This can be for a multitude of reasons, be it positional status, race, gender, or other factors. Encourage people with traditional forms of formal power to do more listening than speaking, for example the senior midwife to role play in a different position such as a junior member of staff.

Encouraging collaboration during the workshop.

See the RESPECT workshop as an opportunity to build communities of practice, learn from each other, share ideas and experiences and address unhealthy uses of power. Build your agenda using the toolkit and activities that first allow people to interact on a human level. An example of how you may do this is included in the supporting information provided on lecture slide notes. One example is by asking people a question that surfaces their personal and professional purpose, helping them connect to their role and personal motivations. Encourage honesty, vulnerability, and calling people to join in instead of calling people out for their opinions. Spread a little love around the room, ensuring people feel heard and noticed, creating a sense of belonging and interconnectedness.

Don't be afraid to discuss power during the workshop.

Naming power can often dissolve the potential for it to overbear a group dynamic. There are tips and hints in the facilitator's inspiration sections within each activity on how to set the scene of the workshop, including how to set ground rules. There are also other ways to address issues that may arise during delivery. Remind the group that power is not a finite, rather, it can be infinite, expanded, and always shared among people and leaders, this will be explored during the scenarios in which power is an overriding theme that runs through the scenario. It is important to ensure that discussions of power go beyond individuals of the room and amongst colleges to the women and communities you serve.

Remember – 'Power' is a social construct.

The RESPECT workshop enables you to create a space where individuals and the group are able to experience their own and others' power differently. This is done by creating meaningful dialogue and engaging in action learning role play. Be proactive about facilitating the power of those who are typically at the margins of the conversation and often at the margins of a maternity organization so that they have a safe space to contribute. Challenge the group to pay at least as much attention to the expertise that comes from lived experience (say of abuse and disrespect in the workplace) as from formal theories and data. Ensure that those who are affected by the issues you aim to address are at the centre of the conversation.

Use self-facilitation skills to reflect upon your own facilitation.

Always be self-aware. When facilitators hold passion and beliefs about a particular topic it can be challenging not to dominate a discussion. It is important that during activities that participation is facilitated but the knowledge and learning is generated by the participants themselves. Attempt to stay as impartial as possible. If you wish to contribute an idea or experience, tell the group you are switching from facilitator role to express your view as an individual and then step back into your facilitator role. Take time to reflect upon the workshop once you have delivered.

Unconscious bias

When planning to facilitate it is important you consider unconscious bias as a potential barrier. Unconscious biases are social stereotypes that you are not aware of, the biases that sit outside of your own conscious awareness. When asked, most people would deny any unconscious bias, which further makes the case for reflective action. Everyone holds unconscious beliefs with these biases stemming from our tendency to organize social worlds by categorizing. Research has shown that unconscious bias happens quite quickly when we meet people as our brains make quick judgments based on our own experiences and background. There are many courses, training and free online activities focused on addressing unconscious bias but most importantly the key is to be aware. Partaking in reflection is an important aspect of self-facilitation and can make the difference between an inclusive, supporting and rich learning environment or an exclusive and divisive one.

A little bit on 'theory'

The theory that underpins facilitation can be linked back to a psychologist named Carl Rogers.

Rogers curiosity for facilitation came from attempting to help people by counselling his patients by viewing the problem through their eyes, putting himself in their shoes. He then began exploring how this approach could be used in education to explore different ways of learning. Rogers names the two polar approaches to this as:

Rote learning: *delivering lectures / slides and relaying information to an audience so that they can memorize facts*

Experiential learning: *This approach aims to evoke meaning and personal relevant for participants. The experiential aspect of learning is a result of curiosity alongside a recognition of the importance of objectives set whilst facilitating. This vision is often acquired through facilitating active participation in the learning process, which is often self-initiated.*

This humanistic experiential learning approach is summarised as follows:

'We know ... that the initiation of such learning rests not upon the teaching skills of the leader, not upon his scholarly knowledge of the field, not upon his curricular planning, not upon his use of audio-visual aids, not upon the programmed learning he utilizes, not upon his lectures and presentations, not upon an abundance of books, although each of these might at one time or another be utilized as an important resource. No, the facilitation of significant learning rests upon certain attitudinal qualities which exist in the personal relationship between the facilitator and the learner²'

From his inquiry and experiments Rogers identified three core conditions for successful facilitation³:

REALNESS: Realness relates to the facilitator being mindful and self-aware. Being aware of your own feeling when facilitating or planning a workshop is a key skill for successful facilitation. This core conditions links back to sections above in which this guide addresses self-facilitation and partaking in mindful activities to address potential feelings that may impact upon your capability to facilitate to the best of your ability. Being real does not mean letting your own frustrations, anger or sadness dominate discussions. These feelings, if present, should be explored prior to ensure your motivations for delivering the RESPECT workshops link to the key aims, not a personal agenda. Being 'real' must be built upon attitudes of kindness, respect, understanding and connection.

PRIZING, ACCEPTANCE, TRUST: This core condition refers to the need for facilitators to care about participants. Accepting other people's feelings, trusting the facilitation process and prizing your capacity and ability as a human being is a core skill and quality of a facilitator. As a facilitator you should 'prize' all participants as human beings rather than their positive/negative contributions to the workshop. Prizing allows all participants to feel valued and acknowledged. Facilitation aims to encourage ideas, thoughts and feelings in a safe space to capture the essence of what is maternity care. This approach allows for authentic dialogue.

EMPATHY: Empathy when facilitating encourages you to walk in others shoes, see the world from another's eyes. Being able to understand another's perspective through an understanding, non-judgmental and empathetic approach to facilitation is key to engagement and trust in the social space of the RESPECT workshop. Practicing empathy when facilitating allows you to understand the reasons for certain behaviours, this is particularly important when exploring disrespectful care in maternity services. The emotional aspects of such discussions allow for those participating to connect to others on a human level, with these aspects needing to be addressed prior to any significant learning taking place.

² Rogers, C. Freedom to Learn. 1969.

³ Rogers, Carl R. The Interpersonal Relationship in the Facilitation of Learning. In Humanizing Education: The Person in the Process. Ed. T. Leeper. National Education Association, Association for Supervision and Curriculum Development, p1-18. 1967.

Behavioural change theory

Alongside theories that support the use of facilitation ‘*behavioural change theories*’ allow us to understand the best conditions that promote change in behaviours, in this instance, maternity care delivery. Not only is it important to change behaviours but it is also important to understand how and why these behaviours occurred in the first instance to help guide and identify change. This is where behavioural change theories play an important part in the design, development and delivery of workshops. Studying behavioural change can serve many purposes within many disciplines by trying to understand certain behaviours and attempting to identify and explore influences that determine how people, groups or organizations may act. In psychology the main conceptualisation of behaviour centres around the individual attempting to understand individual agency. This behaviour is then placed on a continuum in an attempt to predict how people may act in certain situations, working on the theory that if you can understand motivators, influences and contributors to certain behaviours you can tailor any interventions to produce a desired behaviour. This however is a complex approach when applied to influencing the behaviour change of groups, understanding that individuals have personal motivators and beliefs based on their own life experiences. It must not however be dismissed, as the theories that underpin behavioural change can often be applied to a majority with many research studies focused on adopting behavioural change approaches applied to organizations to enhance care practices, in particular within healthcare settings.

Other behavioural theories step away from the individual in an attempt to understand behaviour on its own, or the interrelation between behaviour, the individual and the social environments in which they form experiences. These theories are often referred to as ‘*Theories of planned behaviour*’ or ‘*Theories of reasoned action*’. One particular theory that is widely cited and applied is Azjen’s ‘*Theory of planned behaviour*’⁴. This theory adopts a cognitive approach centred on individuals’ beliefs and attitudes as motivations for behavioural change. In simple terms the more an individual intends to act the more likely the behavioural change will occur; in effect, intention is an outcome of a combination of attitudes and beliefs towards a certain behaviour. Azjens theory is more easily understood by breaking this down into three key components that make behavioural change more likely to happen:

1. **Attitudes towards behaviour.** This component refers to the beliefs about the behaviour outcome and the evaluation of the outcome: positive or negative evaluation of the behaviour and its expected outcomes.
2. **Subjective norms.** This component refers to the pressures exerted on an individual and their belief about what others think they should do and their individual motivation to comply with these.
3. **Perceived behavioural control.** This is the perceived ease or difficulty with which the individual will be able to perform or carry out the behaviour and is very similar to notions of self-efficacy – to what extent do I believe I can change.

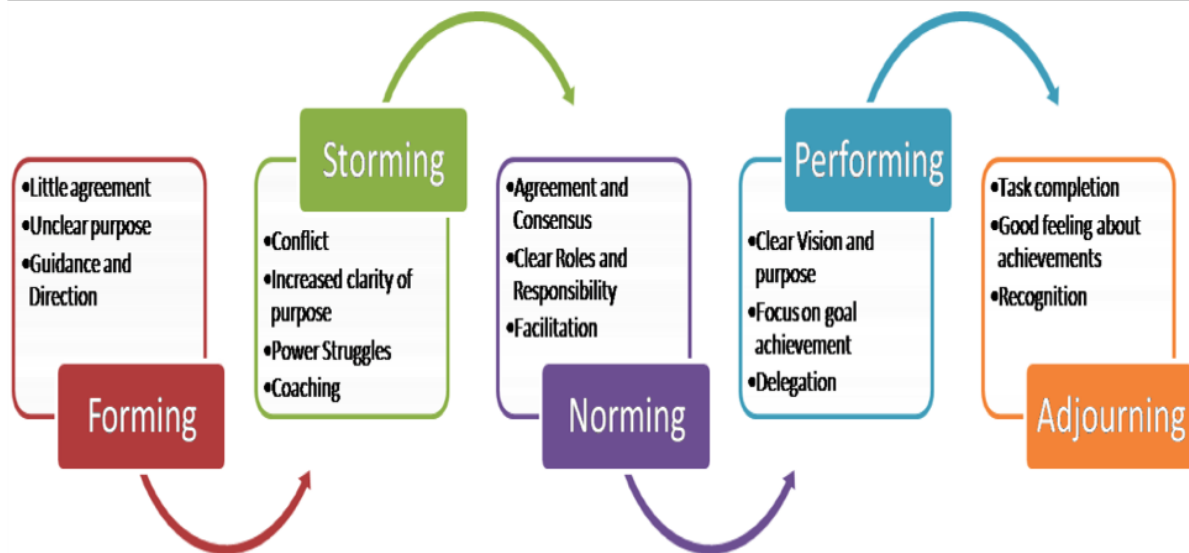
⁴ AJZEN, I. (1985). From intentions to actions: A theory of planned behaviour. IN KUHL, J. & BECKMAN, J. (Eds.) Action-control: From Cognition to Behaviour. Heidelberg, Germany, Springer.

Understanding group dynamics

Group dynamics refers to the system, behaviours and psychological processes those partaking or socializing in groups display. When facilitating, understanding group dynamics will help you maximise the groups potential, allowing you to have a deeper understanding of how groups interact, with tips and advice on how these may enhance or present challenges for you when running your own RESPECT workshop.

Stages of Group dynamics

Understanding the different stages involves in group development will help you normalise the challenges you may face when running your own workshops. The image below presents Tuckman's stages of group development stating there are 5 stages that a group go through of which each plays an important role in achieving set goals.



Tuckman (1965) Stages of group development

In the **Forming** stage of the group process, there is no true group yet formed. When running workshops this may refer to the beginning of your workshop where those in attendance may not know others in attendance. At this stage participants may be concerned with inclusion and feel a little nervous of what to expect. This is a normal stage of the group process and as a facilitator there are ways in which you can help the groups feel more comfortable. Within the toolkit each activity has facilitation inspiration ideas, tips and advice, on ways to connect the group. Although this stage is the start of nurturing interpersonal relationships, there are not yet any set action, values or norms of the workshop. As a facilitator this stage is an ideal opportunity to introduce yourself and set the scene for the workshop. This includes formalities of safety, confidentiality and expected conduct from all participants.

The second stage, **Storming**, is when group members often face conflict and disagreements. In this stage, Tucker notes how these disagreements usually serve as a rebellion against a task or opposing views. This stage relates back to the potential for power dynamics in the room, or when one person may feel intimidated or threatened by others. It is important to note that this stage can vary. Disagreements may be minor, or it may feel like the conflict is preventing the workshop from moving forwards. In this instance drawing on facilitation skills is vital. Referring to the toolkit and exploring facilitation tips on how to set assumptions and outline some ground rules for the workshop will be useful with hints on how to address conflict. Setting the scene for the workshops is crucial to ensure participants have a mutual respect prior to beginning. Of course, this may not always be the case, despite having set the ground rules for the sessions. As a facilitator your role here is to coach the group to stay focused on the objectives and aims of the session. It is normal and expected when facilitating to come across difficult groups or individuals – so preparation for these instances is key!

A challenging person in a group often displays the following:

- *Dominates conversations*
- *Openly questioning or challenging you as a facilitator*
- *Making inappropriate / personal insults to other participants*
- *Cynical and unwilling to participate*

In all these instances remember this: **STAY POSITIVE!** The fact that these challenging participants are acting and responding in such a way lets you know that ‘something’ in that session has made them feel and react a certain way. In most cases it is an unexpected outcome of an intended exercise.

Adopting any of the following strategies should help you to realign the participants focus which moves the group into the third stage of the process. First of all, it's important to identify what type of conflict you are dealing with, helping you to choose a strategy to combat this when delivering the workshop.

Here we cover 5 types of conflict followed by strategies to deal with these:

- 1.) **Value conflicts:** struggle over beliefs, principles, faith, logic. Value conflicts are often the hardest conflicts to resolve! The reason for this is that values are fundamental and arise from conditions such as upbringing, religion, faith or society. An example of this would be the debate on evolution. In relation to the RESPECT workshops these issues could cover things such as medicalization of birth / mode of delivery / what is RESPECT / beliefs about gender and the role of a woman in each society.
- 2.) **Tangible conflicts:** These conflicts arise over elements that can be measured, counted, divided. These conflicts refer to divided opinions on measurable things, such as money. In the context of maternity these issues could refer to things such as caesarean section rates, funding, resources. It is important to be aware of tangible conflicts as these may arise when participants speak out about resource depletion in relation to how this affects the care they feel able to give.
- 3.) **Interpersonal conflicts:** These types of conflicts are often aimed at the person facilitating the session and arise from existing or pre conceived ideas about a particular individual. This conflict may or may not arise when you deliver the workshop. This type of conflict could arise if you deliver the workshop to colleagues, relating back to power dynamics and the issues these may cause, discussed above. Introductions, pre workshop emails / phone calls could help dissolve any potential tensions, as could the welcome event. All these tips for creating your workshop have been developed to help alleviate any worries about the potential for interpersonal conflict, creating a safe, welcoming and respectful environment for participants and yourself.
- 4.) **Boundary conflicts:** This refers to when another individual or group is expecting you to increase your role boundary and you do not want to. This type of conflict could potentially occur when delivering the workshops. This is because as your role is likely to be working in maternity services, there is the potential for those in attendance to have expectations of your involvement during discussions. Acknowledging this potential conflict as a facilitator is an important preparation. This will ensure that you are aware and acknowledge potential triggers that cause interpersonal conflicts that could lead to boundary conflicts when delivering the workshop.
- 5.) **Perceptual conflicts.** These conflicts revolve around misunderstanding and are usually the easiest to resolve. Perceptual conflicts could also be seen as misunderstandings. These type of conflicts occur when participants interpret meaning or a message other than the way it was intended. These types of conflict happen in our everyday lives, much more now as we communicate via technology. An integral skill in being able to minimise the potential for perceptual conflict is being aware of your body language and tone. These simple skills can prevent the potential for constructive debates and discussions from veering into conflict.

Conflict resolution strategies

Below are conflict resolution strategies that can be adopted to address conflict with each skill mapped to the types of conflict, providing a useful guide on how to address and approach potential issues when facilitating.

Harvey & Drolet⁵ (2004) discussed the most common types of strategies adopted to address conflict based on the 5 types of conflict discussed above. The table below lists each strategy with a brief explanation on how each strategy may or may not support you when facilitating your workshop. In the intervention column each strategy is linked to the delivery of the RESPECT workshop providing hypothetical situations to provide an example of where that particular strategy may be helpful.

Strategies to address conflict during facilitation

Strategy	Intervention
Problem solving	This is the most widely used strategy to deal with conflict. This approach starts with carefully defining the nature of the problem. Next the group engages in data collection and interpretation to develop a variety of possible solutions. Lastly, through consensus the group chooses a mutually acceptable approach to solve existing problem. This approach is likely to be when participants are role playing with the audience and co facilitators partaking in a mutual discussion on how the situation could be improved and what issues may be present.
Expanding your resources	Essentially, this strategy relates to enhancing resources when legitimate demands are made. This approach is only effective in resource-rich environments. During the workshop, participants may highlight resource issues that they feel are affecting their ability to deliver respectful care. In this instance it is useful to do your research prior to running your workshop identifying any initiatives / policies that are relevant to your area to signpost participants who may wish to raise their concerns officially. Having these resources to hand will allow you to provide those in attendance with ideas on how they may highlight the issues in their workplace in the most appropriate and impactful way.
Establishing a superordinate goal	This strategy consists of getting the group to cooperate because of a higher-ordered belief or values. These are values, beliefs or goals that overarch the present conflict, in the case of the RESPECT workshop; respectful care. This strategy can only work if 1.) there are higher values than those under dispute and 2.) all parties in the dispute have a commonly held higher value. This strategy can be useful when the group are divided when discussing particular aspects of care. Connecting the group via higher order beliefs is a great strategy to re-focus the aims of the workshop. When adopting this strategy have the

⁵ Harvey, T.R. & Drolet, B. (2004). Building Teams, Building People – Expanding the Fifth Resource. Lanham, MD: Scarecrow Education.

	aims and objectives of the workshop to hand so that they can be used as a point of reference. Ask participants how their discussion of disagreement aligns with the aims of the workshop to bring the focus back to respectful care practices.
Interdependence strategy	Similar to superordinate goals, this strategy seeks to help participants realize a larger reality. In other words, a mutual need for one another is recognized. This approach helps participants acknowledge their interests are interdependent and they need each other for future success. To facilitate the interdependency strategy, providing participants with alternative clinical roles during role play can help others see the challenges from others perspective. For example, a midwife in attendance could play the role of the doctor if both are present in the workshop. A senior midwife could be given the role of a junior midwife during role play and visa versa, helping participants view care from different perspectives. Although this strategy does not attempt to solve an existing dispute, adopting the interdependency strategy when faced with conflict or challenging situations when facilitating can help create an environment where an agreement can be reached.
Compromise	The compromise strategy is one of the more common approaches when facilitating. Compromise assumes equal positions of power, acknowledging that when unequal power exists, equalized power must be established before compromise can work. This strategy is best adopted at the beginning of the workshop to ensue all participants are aware that their current role does not provided them with any power over those in the group who may not hold positions of authority in the workplace. This is a difficult strategy to adopt when working with healthcare professionals who may hold authoritative positions in the workplace over those attending the workshops. Adopting the interdependency strategy and drawing on the superordinate strategy can help connect all in a workshop to the same values, goals and beliefs to address potential issues of power, working towards compromise during potential disputes. Compromise works well as an intermediate solution and disputes surrounding moderately important goals.
Authoritative demand	This strategy is better known as the 'Do it because I told you to!' strategy. Though appealing and time-efficient in certain situations, this approach does not produce commitment because those involved in the dispute did not participate in the design of the resolution. Additionally, it leaves those involved disempowered. This type of strategy can potentially shift your role from 'facilitator' to 'dictator' and should be avoided when facilitating. This approach is usually only considered when resolution is critical, such as during emergency situations and time intensive situations.
Norm setting	Norms are generally expectations that govern the actions of a group of people. Conflicts when facilitating can often arise when no norms exist within a group.

	<p>Without group ‘rules’ individuals can create their own set of rules that rarely correlate with other participants. To attempt to dispel conflicts that arise from a lack of norm setting a set of norms must be created among conflicting group members and written down. To facilitate this strategy within you workshop, if faced with conflict, ask conflicting group members to write down a respectful action that they would expect when making a complaint in their workplace. Write these on the board and ask them to reply to questions upholding the values that have been set. Typically, the values that are listed are focused on compassion, listening skills, kindness and patience. Having these for all to see will help you as a facilitator refer to the norms set when conflict arises, encouraging participants to uphold the group norms when engaging in debate.</p>
<p>Communication and feedback</p>	<p>Though typically a strategy that should be intertwined with other techniques, communication and feedback can solve conflicts relating to general misunderstandings. The RESPECT workshop is designed to encourage communication and feedback at all stages. Active listening and asking open ended questions when facilitating encourages participants to engage in group dialogue, with feedback embedded within the activities throughout the day. Using the techniques listed within the template for activates will help you engage with this strategy throughout your workshop.</p>
<p>Smoothing and avoidance</p>	<p>This is one of the most overused strategies and also the least desirable. These techniques often only give the appearance of a resolved conflict and underlying issues tend to balloon creating more work later down the road. Avoid where possible smoothing over issues raised by participants as this can cause disengagement and conflict as participants do not feel engaged, involved and respected when offering their views and opinions.</p>

Following the storming stage, the **norming** phase is recognised by Tuckman as the next phase in group development. In addition to the development of solidarity and cooperation that the previous stages encourage, the roles of individual group members are clarified in the norming phase as members begin to establish group norms. This phase evolves through the process of individuals being facilitated and supported in voicing their opinion, being listened to, treated with respect and encouraged to listen to others. Reaching this phase during your workshop will be apparent as participants begin working together to address disrespectful care practices in maternity, minus issues of roles, responsibility’s and conflict. That is not to say that participants will not have disagreements, they may, but the aim at this stage is that those in the group have formed respectful relations with others acknowledging each person's role in working together to address issues in maternity care. The issues of respectful care during the norming phase will be a shared interest opposed to an individual, team, system or organizational issue. Each participant realising the important and vital role they play in addressing disrespectful care practice’s is realised in this stage.

The fourth stage is called the **Performing** stage. This is the point in which participants are focused on the completion of goals and members are concerned with effectively working together. This is an important stage in the groups journey as they are now beginning to accomplish things together. This is a crucial time for building team cohesion and creating a vision for maternity care. During the workshop, working through role play and discussing current practices allows participants to think critically about their own workplace and the struggles they may face. This will also help participants identify personal goals and shared ideas on how to influence practices.

The final stage, **Adjourning**, is seen as an important stage given that at some point participants will leave the workshop, maintaining that group dynamic and shared vision after the workshop will be dependent upon on how those that attended are supported to connect and build communities of practice. This is where the facilitator plays an important role in summarising the day and encouraging connections.

Below a summary of this section is presented by listing some positive actions of a facilitator and some negative actions.

<i>Some of the Best things a facilitator can do.....</i>	<i>Some of the worst things a facilitator can do.....</i>
<ul style="list-style-type: none"> Carefully assess the needs of participants Probe sensitively into people’s feeling Create an open and trusting atmosphere Help people understand why they’re there Create a respectful atmosphere Stay neutral Display passion and appropriate level of assertiveness Treat all participants as equal Know how to use a wide range of process tools Make sure that participants have ownership for what has been achieved End the facilitation on a positive and optimistic note 	<ul style="list-style-type: none"> Be unaware to what the group thinks or needs Dismiss ideas and emotions of participants Change the meaning of what was said Be defensive towards opinions they disagree with Passive attitudes Single people out Let discussions get side-tracked and don’t keep to times Be insensitive to cultural diversity issues Have no strategies on how to deal with conflict

Preparing for the workshop

Introduction

In this section of the toolkit we share ways to plan, coordinate and organise your own RESPECT workshop. Preparation is a crucial step and will help to ensure you reach the right audience and have the most impact on the day. If you have organised events and workshops before, you can draw on these experiences to ensure your RESPECT workshop runs smoothly. If you are new to workshop facilitation, then the following information will be useful and help to build your confidence and enjoyment of your event. We will share information alongside practical suggestions so you can feel well prepared and relaxed as you welcome people to your own workshop, whenever that might be.

Developing your goals and objectives

The RESPECT workshop has some pre-designed aims and objectives. As part of your preparation we recommend aligning these to your own specific objectives. It can be helpful to ask the following questions:

- Why are you hoping to develop and deliver a RESPECT workshop?
- What do you hope to achieve?
- What are your key priorities?

Whatever you answer to the questions above, it is helpful to turn your aspirations and goals into some meaningful objectives. Writing clear objectives are an essential step to help guide the development and evaluation of your workshop and associated actions. Most people are aware of the value of effective objectives but are not always clear about how they are written or defined. For some, goals and objectives are considered synonymous or used interchangeably to mean different things. As such it is helpful to consider a definition:

Goals: sets out the vision and aims, linking to the core philosophy and beliefs that underpin the vision. Where do you want to be? What are you hoping to achieve? They are generally the long-term outcome or impact.

Objectives: sets out, in practical terms, the actions needed to achieve your goals or aims. Developing effective objectives and the establishment of associated action plans are a critical step in the preparation for any programme of learning, development or intervention. So how do you articulate and write meaningful objectives?

S.M.A.R.T. objectives

Doran⁶ was the first to describe S.M.A.R.T. objectives, as a comprehensive way to write or conceptualise appropriate objectives. S.M.A.R.T. stands for:

S – Specific – identify a specific area that needs to be strengthened or addressed

M – Measurable – outline something that can be assessed or quantified/measured in some way to indicate progress

A – Assignable/achievable – specify who will do it

R – Realistic – suggest what results can be achieved given the available resources

T – Time-related – specify when and how the results will be assessed or achieved

Let's explore these a little further:

To create S.M.A.R.T. objectives you need to consider:

- Who is involved?
- What you want to accomplish
- Where you want to influence or impact
- Why you want to achieve the objective or goal

For example, you might write an objective that states you want to improve respectful care throughout your maternity service. This would work well as a goal but lacks specificity. A more S.M.A.R.T. objective would state: Increase the number of women reporting positive experiences of their birth and care provision. You could go further by specifying the percentage increase etc.

⁶ Doran, G. T. (1981). There's a SMART way to write management's goals and objectives. *Management review*, 70(11), 35-36.

Below the image provides you with an example of how to set SMART objectives and how this may look.



(source: <https://www.makingbusinessmatter.co.uk/create-smart-objectives/>)

Enlisting supportive peers

When planning and delivering a RESPECT workshop it is useful to adopt a team approach. This can help with sustainability and also ensure you have practical and emotional support before, during and after the event. As a team, it is helpful to clarify

- i. Create an event action plan
- ii. Set the date
- iii. Book your venue
- iv. Promote your event – publicity plan
- v. Plan the workshop activities
- vi. Confirm attendance and welcome participants

Key message

Prepare, prepare,
prepare.

Practice, practice,
practice

Practical steps to help prepare for the day

Before the day

Preparation is everything. If you have worked out your key messages, you understand your audience, you have a plan about how you want to take them from what is to what could be, you can then enter the room confident that you have the tools. We have included some practical suggestions that can be utilised and consider, helping you prepare to facilitate your own workshop and optimise the impact of the day.

Role modelling RESPECT

As participants enrol for the course, send them a message that you are thrilled they are coming. It may read something like this:

“Dear..... Thankyou so much for your lovely letter. We are delighted to put your name on the list of registrants for the RESPECT workshop. With your experience in/atyou will bring hugely valuable input and we hope that you will join us in the revolution to bring more RESPECT for women and midwives. And then details of

Date:

Time:

Venue:

Food situation:

Contact details:

Understand your audience

Take time to see who is coming to your training and find out as much as you can about them. Participants will like feeling ‘known’ when they arrive **and** if you have prior knowledge of their cultural perspectives and their work situations you will be far more on-point. If you are not able to do this, work hard as they arrive, to get to know something about each person or make a connection.

Do your homework

Review the evidence, practice the slides, know the local context and possible barriers and challenges. Speak to key people who can offer insight and contextual information if needed.

Involve key players

A collaborative and team approach to promoting and facilitating a RESPECT workshop will help to generate enhanced outcomes and impact. Communicate and involve key maternity care workers and leaders to help ensure your workshop is well attended and promoted. Engage with lead midwives, obstetricians, maternity workers and encourage a multi-disciplinary approach. This is everyone’s business.

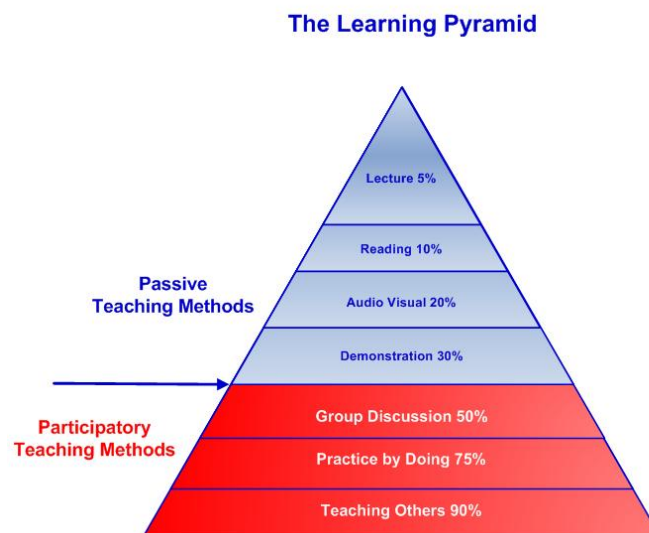
Understand the current evidence

All the evidence relating to respectful maternity care is included in the toolkit resources section. We advise that you familiarise yourself with this content prior to delivering your own workshop.

Remember how people learn

Beyond developing your facilitation style and approach, it is important to consider how people learn and familiarise yourself with approaches to learning. Whilst formal learning styles are not evidence-based, it is generally acknowledged that we all have learning preferences. Most importantly, it is vital that we select the most appropriate methods for the learning objectives set. For example, if you are teaching a skill – kinaesthetic teaching methods are recommended. The image below presents a useful visual on learning approaches.

Learning approaches explored:



This image shows that the least effective method of teaching is lecturing. Long-term retention rates from a lecture are thought to be about 5%. But if people get actively involved and collaborate with others, their retention rates dramatically increases. In this toolkit we will encourage the use of these participatory skills by using role play, action theatre, group discussion and critical thinking approaches.

HINTS to encouraging active participation during the workshop:

Set the scene and the depth that you wish to go to early in the workshop, this way participants have a sense for what is to come

Involve the audience early...you are not a TV!

Rehearse and rehearse and rehearse and rehearse and rehearse and rehearse....

Interesting insight:

A TED Talk is 18 minutes long—a length that was chosen by TED organizers based both on neuroscience and strategy. They understood that 18 minutes was long enough for a speaker to flesh out an idea, but short enough that a listener could take in, digest, and understand all of the important information. By forcing speakers who are used to going on and on to bring it down to 18 minutes, they really had to think about what they wanted to say. TED speakers also report that rehearsal time takes a lot of time. The average time TED speakers **rehearse** is 18 hours, over and above the preparation time

Communicating the RESPECT workshop vision

HINT: Be clear about what the one big idea is that you want to get across in the RESPECT workshop

Weave the vision through each topic. Close the loop. A lot of times, as the presenter, you know your material so well that you think you're making each key point clear. It's the 'why' around our ideas that make them spread, not the 'how'. Articulate the **why** so your audience understands what's magnificent about your big idea. Our BIG IDEA is that RESPECT, with all its complexities, is going to revolutionise maternity care for both women and midwives.

Self-reflection activity

We all carry baggage about public speaking and facilitation. What are your concerns? Write down things which you tell yourself about public speaking:

1. ...
2. ...
3. ...
4. ...

Key takeaway

Most people suffer from imposter syndrome. Trust that you are the right person to be leading this session

All presenters feel a bit of nervous excitement, this likely makes for a better presenter. A rush of adrenalin can result in shaking, blushing, a pounding heart, a quivering voice, shortness of breath and an upset stomach. Here are some things other midwives have done to manage this.

- *I said to myself “just get over yourself. This is not about you. It is about them. You have the skills to get them from A to B.”*
- *Swing your arms around and tell your brain “I can do this. I know my stuff. “This matters.”*
- *Better preparation equals better performance.*
- *Create connections asap by asking your audience to bring themselves to the session. This is best done by asking them to share with a partner, or with you, something about themselves, on the topic. It jolts them out of coming to a course expecting to be fed and you to be treated like a television.*
- *Become familiar with the venue.*
- *Don’t script it, know your key teaching points*

Write down three things you will do to manage your nervousness

1. ...

2. ...

3. ...

We hope these activities have helped you in preparing to deliver your own RESPECT workshop. Please access the RESPECT toolkit for all the resources you will need to facilitate a RESPECT workshop.

Summary

This facilitator guide has been developed to help you bring the best out of yourself and the group when running your own workshop. There are many resources to be found in the resources section of the toolkit to compliment this guide. Please refer to the RESPECT toolkit, to review specific facilitation Inspiration ideas. We hope you enjoy preparing, daring and sharing to facilitate your own RESPECT workshop. Thankyou and good Luck from the ICM team!



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Funded by: UNFPA



Recommended citation: International Confederation of Midwives (2020) *RESPECT workshops: facilitator's guide*, The Hague: ICM

