

adult training



Who is *Facilitating* for?

This module (number 28) is designed to give adults in Scouting the skills and knowledge they need to work with small groups and individuals in a learning environment.

What does this module contain?

This module contains approximately nine hours of learning that may be managed in a variety of ways.

How is this module validated?

The validation of this module is a competence based assessment of the participant's ability to facilitate learning experiences.

This means that participants will be required to put together a portfolio of evidence to meet the requirements of the module. The requirements can be found in the *Guide to Facilitating*.

It is possible to use some of the exercises in this training as evidence for module validation. The worksheets that apply to each objective are also outlined in the *Guide to Facilitating*.

It would, however, be a good idea for participants to keep all the work they do as it may be useful as evidence.

What information is provided?

Each module in this series is set out in the same manner. The objectives for the module are given followed by methods of training. The content is given in outline with key points expanded in more detail. Trainer's notes are also given to provide guidance on methods or other key points.

The information is not however a script for the session. Prior knowledge and/or research of the subject matter by the Trainer will be required before delivery of the training.



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Editor's note

Although in some parts of the British Isles Scout Counties are known as Areas or Islands and in one case Bailiwick, for ease of reading this material simply refers to County or Counties.

Session details

Session	Page	Timing (hrs)
1 Introduction to facilitating	4	0:25
2 Introduction to the competence based approach (optional)	7	0:30
3 Working with individuals *(plus 10 mins per participant)	9	0:55*
4 Working with small groups	13	1:30
5 Communication	17	3:00
6 Motivation	22	1:22
7 Problem solving	26	1:05

Planning considerations

Session two is an optional session for participants who are new to competence based assessment and building portfolios. It is recommended that some research is done prior to the course to find out which participants (if any) require this session and the best way of delivering it if not required by all. For example, those that do require this session could complete it with their Training Adviser before they attend the course.

Because this session involves each participant building a portfolio, a decision needs to be made as to whether the participants are to bring their own ring binder or if they are to be issued with one. If they need to bring their own, this needs to be communicated to the participants before the session.

Session five requires participants to have done some pre-course work in which they are required to grade themselves against the objectives of the course. This can be completed either prior to, or at the start of the course.



Trainer



Learner



Group



Report back



Visual aids



Trainer's notes



Handout notes



Timing

Facilitating

Aim

To provide the skills, knowledge and attitudes to facilitate individuals and small groups.

Objectives

There are five overall objectives for this module:

- 1 Relate with others in a learning situation.
- 2 Communicate effectively with others in a learning situation.
- 3 Work with a small group.
- 4 Work with individuals.
- 5 Help individuals to solve their own problems.

As the validation for this module is by assessment of competence, these objectives are supplemented by second level objectives. These relate directly to the knowledge and understanding needed for the performance indicators. These objectives are given at the beginning of each session.

Methods

A series of sessions

The module is designed to run as a series of sessions for a course, either over a number of evenings or a weekend.

Small groups

The module could be run for a small group, in effect running the sessions for one tutor group. In this instance some of the tasks may need to be adapted.

Trainer's notes

A guide to achieving the competence for facilitating is also available. The Guide to Facilitating details the performance levels required and the validation method.

Resources

To carry out the module in its entirety, you will need the following resources:

- Copies of relevant handouts
- Copies of relevant worksheets
- Copies of relevant factsheets
- OHP and OHTs
- Copies of the module
- Copies of the *Guide to Facilitating*
- Cards with different emotions written on each one
- Evidence summary sheet (optional)
- Ring binders (optional)
- Copies of completed portfolios (optional)
- Hole punches and/or plastic wallets (optional).

Resources by session are summarised at the start of each set of Trainer's notes.



Worksheet



Factsheet

Facilitating: **session 1**



Introduction to facilitating

Key objectives

FAC/1

- 1 Explain and accept the method and potential outcomes of the learning experience.
- 2 Identify the purpose of facilitating and the benefits of small group work.

Resources

For this session you will need the following resources:

- Copies of the factsheet: *The Purpose of Facilitating* (FS 625032).



Trainer input

Explain that this module is aimed at those adults in Scouting who support group and individual learning. This is likely to be tutors or facilitators on a learning experience and possibly Training Advisers.

Almost all adults in Scouting are involved in facilitating other adults or groups of adults at some time. Indeed all the areas explored in this module are transferable to all aspects of working with adults. However, the focus of this module will be on the facilitation that takes place in a learning environment and while facilitating learning.

Explain that both inside and outside Scouting we regularly use small groups. They are used primarily in meetings, committees, working groups and on training courses.

Explain that we use small groups for a number of reasons. In particular, they offer a secure environment and allow greater opportunity for discussion. They also allow the group members to get to know each other better. As a result they allow the members of the group to work to their strengths and skills.

Having identified where we use small groups and their advantages, point out that the group needs a purpose and a clear understanding of what needs to be achieved. The group also requires someone to co-ordinate its

activities or discussion. Therefore, the skills that this person requires is the ability to:

- adjust the style of their approach
- create a secure and caring atmosphere
- observe actions and behaviour
- identify and analyse what is happening in a group
- put learning into practice
- listen effectively.

Trainer input

Working with a group or individual is an opportunity to increase their learning. Understanding learning objectives is therefore essential. A number of different methods of working with others may be used.

Ask the question 'what do we mean by facilitating?' Explain that there are a number of different meanings and that these can be clarified by using the following terms:

- Facilitation - This is about supporting the group process that will be looked at in a later session.
- Tutoring - Tutoring is one step beyond facilitation. A tutor not only supports the group process, but also steers the group by imparting knowledge, making suggestions and so on.
- Coaching - This is structured, regular, one to one contact over time.
- Mentoring - This is one to one support often provided by someone in the same role. For example in Scouting, a Training Adviser often mentors the adults that they support through the Adult Training Scheme.
- Observer - This role is detached from group participants. It is used in review either in a tutoring role (inputting information) or a facilitator role (inputting factual information without judgement).

None of the roles are fixed however. During a learning experience, you may, for example, tutor at the start, facilitate in the middle and merely observe at the end. It is important to clarify on each occasion what your role is, and what you are trying to achieve.

The choice of role for each occasion will also be influenced by how you feel the group will learn best. That may not always involve achieving the task. If a group or individual is overconfident, you may choose to observe their performance, letting them fail if necessary and draw out the learning in the review.



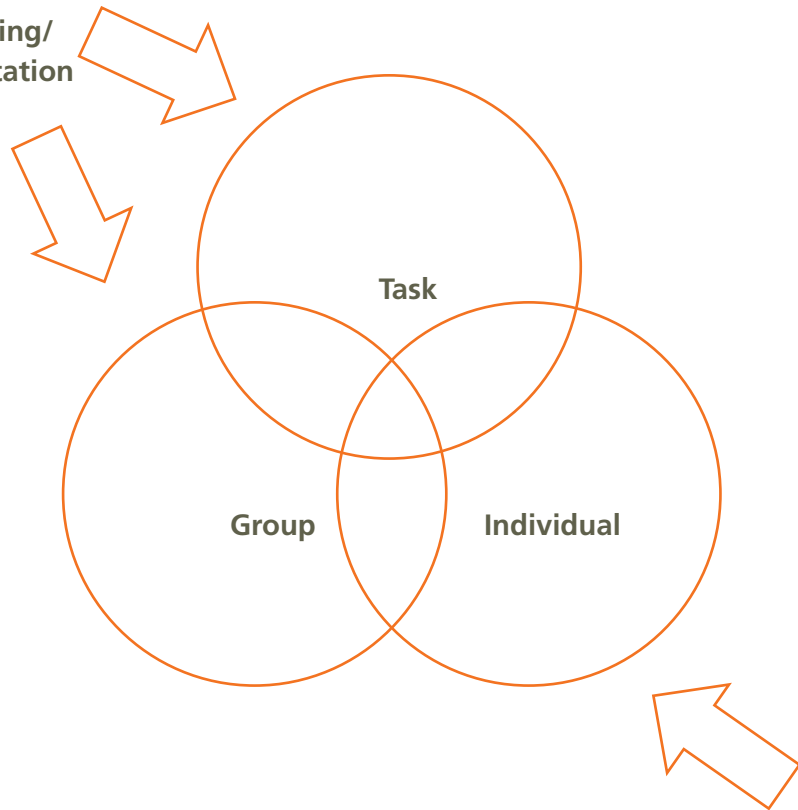
The choice of role is not simply what you feel best doing. It is what will maximise the learning at each point.



Trainer input

Relate the different types of facilitation to how they fit in with Adair's model of Action Centred Leadership:

**Tutoring/
facilitation**



**Coaching/
mentoring**

Explain that tutoring and facilitation are aimed at supporting the Group and the Task (with facilitation being aimed more at the Group and the Group process). Coaching and mentoring are aimed more at supporting the Individual. Observation covers the whole model.

Facilitating: session 2

Introduction to the competence based assessment



This is an optional session that can be used for participants who are new to competence assessed modules and to constructing portfolios of evidence.

Resources

For this session you will need the following resources:

- OHP and OHTs
- Copies of the module
- Copies of the *Guide to Facilitating*
- Evidence Summary Sheets
- Ring binders (if to be provided by course staff)
- Copies of completed portfolios
- Hole punches and/or plastic wallets.

Trainer input



Explain that that validation for this module is competence based. This means that to complete the module, participants must show evidence of their competence in the form of a portfolio of evidence.

The reason why The Scout Association uses competence based assessment for those in training roles is to ensure that adults provide high quality and relevant training experiences. Because training is a practical skill it is appropriate that adults involved in training can actually demonstrate they can do it.

Most participants use an A4 ring binder or lever-arch binder in which to keep their evidence.

Issue copies of the *Guide to Facilitating*, which contains the standards for the module and enough copies of the Evidence Summary Sheet (which can be photocopied from the back of the *Guide to Facilitating*) for each element of the module. If participants are being issued with ring binders, they should be distributed at this point. If they have been asked to bring them with them, they should get them out.

Explain that each of the competence assessed modules is split into smaller sections called **elements**. Each element is then split into two further sections, the **Performance indicator**, which is what you have to do and





Underpinning knowledge and understanding, which is what you have to know. Take the participants through the simple competence example on OHT **2a**.

The way in which we check both that the participant can both meet the performance indicator and has the necessary knowledge and understanding, is to ask them to record what they have done. This record is called **evidence** and is kept for ease of reference in a portfolio – usually an A4 ring binder.



Task

It is helpful at this point to show participants a completed portfolio of evidence, preferably for this module. Any completed portfolio however, will allow them to see how it is constructed and what other people have included.



Trainer input

Explain that following the module, participants will need to record evidence of what they do to demonstrate how they can meet the performance indicator and have the relevant knowledge and understanding. They will need to record and index their evidence using an Evidence Summary Sheet for each element. Outline how this is done using OHT **2b**.

Check that participants understand how to complete competence assessed modules and answer any questions they may have.



Trainer's notes

Further information can be found on evidence and how elements are constructed in the Guide to Facilitating.

Remind participants that they should keep any work they do during this module as it could be valuable evidence for their portfolios.

Facilitating: session 3

Working with individuals

Key objectives

FAC/1

- 1 Identify appropriate styles of working with individuals and groups.
- 2 Recognise the value of their strengths and experience.

FAC/4

- 1 Examine ways of helping individuals to identify their strengths and needs.
- 2 Discuss ways of helping adults to identify their individual learning needs.
- 4 Describe the importance of knowing the learner's situation including support and resources.
- 5 Help individuals to identify opportunities for learning.

Resources

For this session you will need the following resources:

- Copies of Worksheet 1.

Trainer's notes

This session requires participants to grade themselves against the objectives of the course before the course begins. This is done by working through Worksheet 1. Participants should complete the worksheet and either submit it before the course, or bring it with them to the course.

Objective FAC/1 (1) 'Identify appropriate styles of working with individuals and groups' has been split into two. Individuals will be dealt with in this session and groups in session four.

Trainer input

Explain that all individuals have different and varying learning needs. Even though there might be a group of individuals taking part in the same learning experience, they will have different needs within the experience. It is therefore important that we work to establish what needs individuals



+10 mins
per participant



have. We can then build on their prior experience and learning to make the learning experience relevant to them. Point to the example of the worksheet that participants were asked to complete before the course as one method of identifying needs.



Task

In groups, discuss ways in which the needs and prior experience of individuals can be identified:

- before the learning experience
- during the learning experience and
- after the learning experience.

Trainer's notes

The types of answers that participants should identify are:

Before the learning experience - Questionnaires, application forms, speaking to the participant and speaking to others (such as the Group Scout Leader, District Commissioner or Training Adviser).

During the learning experience - Observation of the participant, discussion with the participant and the product of the participant's work (if they have done well or poorly at certain tasks).

After the learning experience - Discussion with participant at the end of the learning experience, observation of the participant in their role, speaking to the participant and others.



Trainer input

Acknowledge the work that the participants have done and mention any of the above points that they may have missed. Highlight the fact that the learners' home situations can give clues to their needs. Some of this information is often readily available such as:

- their Scouting role
- the Section in which they work
- the Group/District/County in which they work
- the number of years that they have been involved in Scouting.

Where possible, this information should be built into the planning stage of the learning experience. Also point out that at the end of the learning



experience it is often a good idea for a member of the training staff to hold a one to one meeting with each participant. The purpose of this is to look at what has been learnt and plan to meet any ongoing needs.

Explain that the role of the facilitator will need to change depending on the needs of the participants. Refer back to session one which looked at the different definitions of facilitating (mentoring, coaching, observing etc.). Explain that the style the facilitator takes with individuals in a group may be different. For example, if a participant clearly understands a subject, then it may be that the facilitator turns to mentoring/coaching in order to further develop their skills, perhaps by asking them to take a certain role in the group or supporting certain other participants. Alternatively, the facilitator may notice a participant who is struggling with the subject. If this is the case, they may choose to offer mentoring/coaching support in order to help the participant develop their understanding.

Task

Complete Worksheet 1 again and compare it to the first time.

Trainer's notes

The task is intended to identify which of the participants' needs have been met by the course and what needs are still outstanding. Participants should be able to mark their grades higher for the objectives that the course has already covered. It will need to be acknowledged that some objectives have not been covered by the course yet, so it is unlikely that the grade will have changed.

Task

Speak to a member of the course staff about what you have learnt on the course so far. The conversation should focus on the objectives that have been covered by the sessions. Make a plan to meet any outstanding needs.

Trainer's notes

The purpose of this task is to review the participants' learning so far on this course. It should give them the experience of identifying their own needs and opportunities for learning. It is an opportunity for participants to plan to meet further needs that are not covered by the rest of the course. Remember to concentrate the discussion on the objectives that have already been covered. This is also an opportunity to show participants that learning can be achieved by a number of different methods and not just through formal courses. Therefore, where possible and practical, the development



per participant



plan that the participants agree should contain a range of learning opportunities/methods of meeting needs.

It may be appropriate for the participants to conduct this review with each other rather than the course staff. If this is the case, it is advisable that each participant gives feedback to a different participant to the one that gave him or her feedback.

The timing of the task will need to be managed to prevent participants being inactive for a significant length of time. To counter this, participants could be asked to look in more depth at team roles or learning styles for example.



Trainer input

Acknowledge that during this session only two methods of identifying needs were used (the questionnaire and the discussion). Explain that we often use others such as those mentioned earlier in the session (observation, product of work etc.). Stress that needs identification does not need to be complicated or marked against the objectives of the course as it has been in this case. It could be done using simpler questionnaires or wants/expectations sheets.

Explain that during their one to ones, participants will have identified opportunities for learning with the member of the course staff. Lead a brainstorming exercise to identify as many different opportunities for learning as possible. The list should include:

- attending a course (both within Scouting and outside)
- having a discussion with someone (Trainer; someone in the role; an 'expert')
- reading a book/article/magazine
- practice
- asking someone to coach them.

Facilitating: session 4

Working with small groups



Key objectives

FAC/1

- 1 Identify appropriate styles of working with individuals and groups.

FAC/3

- 1 Describe the stages of group development.
- 2 Describe the roles played within groups.
- 3 Understand how facilitation styles need to be adapted for different groups.
- 4 Identify methods by which people learn.
- 5 List conditions for effective learning in small groups.
- 6 Identify ways to provide objective feedback to a small group.

Trainer's notes

For reasons of copyright, this training material does not explicitly cover objective 2 of this session. It is essential that some research is done on group roles and the work of Dr R. Meredith Belbin is the recommended point of reference. Information can be found on the website www.belbin.co.uk



Trainer input

Explain that we all work in different types of groups and teams. During the course, different theories will be examined and the realities of group dynamics and the role of facilitating these groups discussed.



Trainer input

Introduce or re-state the Tuckman theory of group development. Tuckman summarised the phases that groups go through into four stages:



Forming

This is the initial stage of group development. There may be anxiety, and dependence on a 'leader'. Group members will be testing the nature of the situation to find out what behaviour is acceptable. Individuals are concerned with finding out the nature of the task, the purpose of the group and how they as individuals can contribute and profit from belonging to the group. During this phase, discussion tends to be polite, impersonal and guarded, as individuals are watchful of others and dependent on the 'leader' for direction.

Storming

As some members begin to perform more functions and to show less dependence on the leader, two kinds of reaction will probably begin to occur. The leader and some of the members may perceive those who are taking on responsibility and performing all the member functions as too aggressive. Some members may complain, saying that the leader should be allowed to lead. The leader may be tempted to quash such disagreements and any attempts by individuals to share the leadership. This is the Storming stage. Some individuals may opt out of the discussion while others may feel that the group process is stuck. Others will appeal to the leader to mediate between individuals or subgroups with differences. It is not unusual for the group to become dissatisfied with the leader, the task, the group's performance, or all three. In this phase, it is important for the leader to work to persuade the group to keep trying. It is inappropriate for the leader to provide too much direction at this point – encouragement and persuasion are needed as the group attempts to sort out its differences in individual values, understanding and interests.

During the Storming stage, individuals become less guarded and more direct in expressing their ideas and opinions. This candour and appreciation of the now revealed needs of others sets the stage for the next phase.

Norming

During the Norming stage the group begins to work together and form a cohesive team. The members of the team have started to identify each other's strengths and weaknesses. The group now encourages individuals to take an active and positive role within the group. Members of the group start to focus on how they can work together more effectively and need little input from the leader.

Performing

The Performing stage is the stage of high productivity. The group has become a closely-knit and effective unit. The group tends to solve its own internal working problems. Work patterns become flexible according to need and the team may sub-divide in order to complete certain tasks. It will then come back together to consolidate them.

Task

In small groups, discuss and feedback where you have seen examples of group dynamics working. What types of groups/teams do you work in yourselves?

What are the practical ways that you as a facilitator can influence group development?



Report back

Ask groups to report back on their discussion.



Task

In small groups, discuss and feedback on how the different styles of facilitation (facilitating, tutoring, mentoring etc.) link with the different stages in Tuckman's group development process. For example, what style is appropriate when the group is in the Forming stage and so on?



Report back

Trainer's notes

It is suggested that at this stage in the session, you look at the work on individual team roles.



Trainer input

Explain that although different people learn in different ways, there is no right or wrong way. Peter Honey and Alan Mumford identified four ways in which people learn which, they are:

- **Activist** - jumping straight in and having a go
- **Reflector** - being given all of the information and then taking time to consider where they stand
- **Theorist** - considering the information in a structured and logical manner
- **Pragmatist** - understanding the context and usefulness of the information being given to them.



It is important to appreciate and be aware of these different styles. People who learn in different ways are likely to respond differently to different learning methods and environments. While it is unlikely that the entire group of people you are facilitating will share the same learning style, it is still worth giving some thought to the target audience.



Trainer's notes

Honey and Mumford's learning styles are dealt with in detail in the training material for Module 31, Planning a Learning Experience. Further information can be obtained from the website www.peterhoney.com



Task

In small groups, discuss how learning styles may impact on group dynamics. Also discuss how the facilitator's own learning style may have an affect on the group.



Report back

Ask groups to report back on their discussion.



Trainer input

Explain that as facilitators, they will be required to give the group feedback on their performance. The type of feedback that is given can be linked to the Task, Group and Individual model. The facilitator will need to look at if and how the task was achieved, how well the team worked together as a group and if the group looked after the needs, or used the skills, of individuals within it. It is important for the facilitator not to single any individual out for criticism. It is also important that the group review and learn from their experience both during and at the end of it. This enables them to look at what they have learnt and to help them to begin to make plans for next time. The key is for the facilitator to get the individuals in the group to 'own' the group dynamics and recognise their contribution to it.

A useful tool for a facilitator is to feed any negative comments back to the group by asking for example, 'Was everyone involved?' or 'Why do you feel that happened?'

Facilitating: session 5

Communication



Key objectives

FAC/2

- 1 Describe a model for effective communication.
- 2 List possible barriers to communication and ways to overcome them.
- 3 Understand how to interpret verbal and non-verbal communication.

FAC/5

- 1 State the importance of listening skills.

Resources

For this session you will need the following resources:

- Flipchart
- Flipchart paper and pens
- Copies of Handout A
- The factsheet *Communication Model: The Six Step Approach* (FS 310508)
- Cards with different emotions written on each one.

Task

Go through the exercises on Handout A



Report back

Ask participants what difficulties they encountered while completing the exercises. What do they think the key problems were?





Trainer input

Explain that there are many theories of communication, one of which is the Six Steps to Communicating. These are as follows:

- 1 Get an idea - have in mind that you want to communicate.
- 2 Code the message - put the message into words.
- 3 Decode the message – the receiver hears the message.
- 4 Understand the meaning of the idea – know what is being said.
- 5 Decide on a method to use - how to communicate (written/verbal).
- 6 Decide on a channel to use for communication e.g. face to face, telephone, letter, meeting.



Trainer's notes

This model of communication is outlined in the factsheet: Communication Model - The Six Step Approach (FS 310508), available from the Scout Information Centre.

Explain that when communicating, the non-verbal aspects are just as important as the words that are said. Non-verbal communication includes body language, facial expressions and gestures. Given this, it is important that we recognise what can be interpreted by learners' body language, facial expressions and gestures. In the same way, a Trainer needs to think about their body language when they are standing in front of a group of people.



Task

In small groups, discuss the following. Be prepared to report back to the rest of the group.

How do you sit when you are:

- a) being interviewed?
- b) out with a friend in the evening?
- c) at home in front of the television?
- d) eaves-dropping on a conversation in a restaurant?

What do you do when you meet:

- a) a neighbour who doesn't know you very well?
- b) a person who is introduced to you that you've never met before?
- c) a good friend?
- d) your partner?

What kind of body language do you employ when:

- a) two of you are talking and a stranger that you don't want to be involved joins in?
- b) two of you are talking and you want to get away?
- c) someone is trying to get your attention across a room and you don't want it?

What can be interpreted by the following examples of body language?

- Touching hands or stroking chins
- Touching nose or covering mouth
- Touching ear
- Scratching head
- Winking
- Flicking hair
- Talking to the sky
- Looking away while talking
- Holding a gaze.

Report back

Gather the thoughts of the groups on the questions posed during task. Handout B summarises possible responses.

Trainer input

Remind the participants that communication is also about listening to the spoken word and interpreting the message correctly. The aim should be to become an 'effective' or 'active' listener. This takes practice as it does not necessarily come naturally. The skills to learn include the ability to:

- listen with an open mind – don't assume or prejudge
- see the whole picture – spoken message alongside the unspoken (body language) in context
- respond/show interest
- ask open questions
- use prompts/acknowledgements
- give people time/allow for silence
- clarify
- summarise
- answer – if it is a question within your area of responsibility
- encourage them to find their own options or solutions if it is within the learner's area of responsibility.





Trainer's notes

For the next task, each group will need a set of cards with a different emotion written on each one. Emotions could include happy, sad, angry, confused, depressed, excited, scared, shocked, surprised etc.



Task

In small groups, select a card and try and mime the emotion to the rest of the group. You should only use your face. The group should try and guess the emotion.



Trainer input

Explain that non-verbal communication adds emotion to the words being spoken. The emotion added to the words has the ability to change the emphasis and meaning. The more you know someone, the more you use open rather than closed body language. By the same token, the more you know someone the easier it is to interpret the non-verbal signals.



Task

Go through the exercises on Handout A again.



Report back

Highlight the differences between doing the exercises the first time and the second time.



Task

On a piece of flipchart paper, list what conditions are needed for effective communication. Identify the barriers to communication on another piece of paper.

Task

In groups, discuss and prepare a short report back on how you would apply the communication model, non-verbal communication and conditions and barriers for effective communication in a learning environment.



Report back

Each group should report back on the application of effective communication in the learning environment.



Facilitating: **session 6**



Motivation

Key objectives

FAC/4

- 1 Discuss factors that motivate or de-motivate individual learners.

Resources

For this session you will need the following resources:

- Flipchart
- Flipchart paper and pens.

Trainer input

Introduce the task.

Task

In two groups pick two famous people (dead or alive) – one good, one bad. As a group, list the things you believe motivated these people to do the things they did.

Report back

Go through the lists and compare the information. Did the same things motivate those who were good and those who were bad?



Trainer input

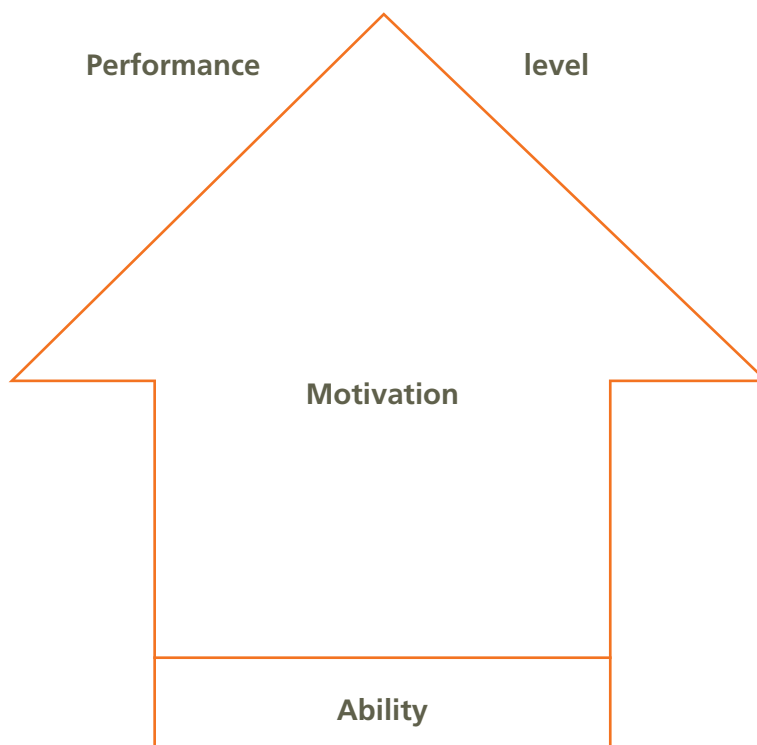


Explain the meaning of motivation and leadership to participants:

Motivation This is the incentive that causes an individual to act in a particular way at a particular time.

Leadership This is the ability to motivate others to achieve a common purpose by communicating certain values and beliefs.

Point out to participants that motivational factors will affect the performance levels of both leaders and non-leaders. Ability alone will generally contribute only 20-30 per cent to a given performance level. Effective motivation can significantly increase this level upward to 80 - 90 per cent. The following diagram can be used to illustrate this point:



Needs are a primary motivating force. Our behaviour is aimed at satisfying needs. Once needs are satisfied, they are no longer motivating. We then develop other needs, and move on to satisfy those needs. As long as this process is occurs, we are always growing.

It is important to understand this process because every adult is different and each adult is motivated differently. Therefore, what motivates one team member may not motivate another. A good leader will seek to identify the motivations of each team member and utilise that knowledge.

Introduce or re-state Maslow's hierarchy of needs. Maslow identified a variety of needs which he arranged hierarchically. The order ranges from lower security needs to higher levels that concern personal satisfaction. Leaders motivate individuals to move higher up the hierarchy by placing more emphasis on personal satisfaction.



Discuss the lists of famous people that participants produced earlier. Ask where their motivation fits into this model.

Remind participants that motivation and leadership are interrelated. Motivation is the incentive that causes an individual to act in a particular way at a particular time. Leadership is the ability to motivate others to achieve a common purpose by communicating certain values and beliefs.

As facilitators, participants need to ensure that the basic needs are fulfilled. They will need to know what motivates the individuals in their group/team.

Some common motivators available to facilitators include:

Encouragement Most individuals at some level respond to encouragement. This can be pre-task, expressing your belief that they can achieve the task (even if they are questioning their own ability) during the task in terms of

praising the work to date, or at the end of the task in terms of praise and genuine thanks.

Enjoyment Most people enjoy some aspect of their work and it does no harm to remind them of those areas. For them to identify these for themselves and acknowledge them takes them to a higher level of personal satisfaction.

Enlargement Some people are motivated by personal challenge. It may be motivational therefore, if the tasks that they are working on are enlarged or the responsibilities they are given increased. This often applies to new team members.

Enrichment Giving a team member more of what they would like to do (and less of what they don't, which distinguishes it from enlargement) enriches their role. It often increases the enjoyment factor as well.

Enhancement This is not always within the control of a facilitator, or in Scouting generally, but increasing the tangible benefits in terms of salary or promotion for example, is a motivator for most people.

Task

As individuals, think about what motivates you. Then in small groups list how as a facilitator you could motivate the individuals in the group, and the group as a whole.



Report back

List the responses from the buzz groups on flipchart paper and discuss.



Task

As a group, discuss what motivates people to learn. How does the learning and training that Scouting offers adults fit into Maslow's hierarchy of needs?



Facilitating: **session 7**



Problem solving

Key objectives

FAC/5

- 1 Discuss the ethics of counselling.
- 2 Describe the basic principles of counselling.
- 3 Explain the need for referrals and list possible agencies which could help.

Resources

For this session you will need the following resources:

- OHP and OHTs
- Copies of Handout C
- Copies of Worksheet 2.



Trainer input

Introduce the session and explain that it will look at how we can help other people solve their own problems. This is sometimes referred to as 'first aid counselling'. Explain that sometimes, someone will have a problem with which they need help. This may be a participant on a course, someone else they know in Scouting, or someone from outside of Scouting such as a member of the family or a work colleague.

Highlight the fact that facilitators are not counsellors and are not being trained as such. They do however need to know what to do if someone comes to them with a problem and that is the focus of this session. Other agencies that can help will be looked at later on in the session.

Introduce the Diamond Approach to Problem Solving outlined in Handout C and on OHT **7a**. Explain each of the diamonds in the model.

Facts

To solve the problem, you need to start at diamond number one. Go round the diamond until you are sure that you have all the facts you need. Areas of the problem that normally need exploring are people, places, events, and the timescales. All too often the problem seems large because we don't

understand the detail. The larger the problem seems, the more we worry which makes the problem larger still, so make sure you have all the available facts.

Problems

Having examined the facts, move on to diamond number two. Make sure you fully understand the problem. To do this, you often need to step back and try to look at the problem without involving your feelings. Acting on emotions is often the simplest solution, but rarely the best. Sometimes it can be helpful to state the problem in writing, or to describe it to someone else.

Having looked at the problem go back to diamond one and check it against the facts. When people are emotional, they very rarely tell you the whole problem or all of the facts at the first attempt. They select the facts that support their story or points of view, like politicians!

At this stage it is also important to ask yourself if the problem you are being told is the real issue, or if you need to question it further. For example, a young Scout in tears who tells you that the Scout Leader hates them has probably just been severely told off. The real problem is that the Scout doesn't like being shouted at and is in need of some sympathy. Only by establishing the real facts will you discover the actual problem.

Solutions

Having established the facts and examined the problems, move on to diamond three. Explore as many possible solutions as you can. What you may regard as silly options can always be disregarded later. It is worth remembering that almost every great inventor or problem-solver in history had their ideas laughed at – until they worked. It is important to remember that to decide to wait, or to decide to do nothing are both possible solutions.

The next step is to choose your best solution and check back with diamonds two and one that it will actually solve the problem. The temptation now is always to rush away and try it, but first try to predict the...

Consequences

Having chosen your solution, spend some time predicting the consequences of your action. Often you will find you have chosen your solution because it satisfies your feelings or it appears to be the easiest option. If, however, the consequence of your action is to create another problem, you will have achieved nothing, so make sure your solution will produce the right end result. When considering the consequences, always be aware that, if you are dealing with other people, they may not react as you first expect. You must consider all of the possible ways in which they might react.

Finally, check the whole process through and put your solution into effect.



Task

Using the scenarios on Worksheet 2, help each adult to solve their own problems. You should work in groups of three with each person taking it in turns to be:

- the person with the problem
- the person they have come to talk to about it
- an observer who can offer feedback at the end of each scenario.

The timing is 10 minutes for each scenario and five minutes for feedback.



Trainer input

Acknowledge and discuss any issues that arose during the previous tasks. Explain that it is not always possible to help people to solve their own problems as the problems may require specialist attention. It is helpful however, to have an idea of the sort of people who are available to help. Brainstorm a list of referral agencies. The list should include:

- The Samaritans
- Alcoholics Anonymous
- local drugs helplines
- marriage and relationship helplines such as Relate
- debt helplines such as the National Debtline
- doctors and hospitals.



FAC/2 Communicate effectively with others in a learning situation

Performance indicator

Evidence must be provided that:

- a** the conditions for effective communication are created
- b** effective communication skills are demonstrated
- c** observation skills are demonstrated and then acted upon, according to the group's needs.

Underpinning knowledge and understanding

Learners who demonstrate competence should be able to meet the following requirements:

- 1** Describe a model for effective communication.
- 2** List possible barriers to communication and ways to overcome them.
- 3** Understand how to interpret verbal and non-verbal communication.

Evidence should include:

Evidence should include:

Module 28 Facilitating



2b

Element reference: **FAC/2**

Element title: **Communicate effectively with others in a learning situation**

Date	Evidence no.	Description	Performance criteria								Knowledge																												
			a	b	c	d	e	f	g	h	1	2	3	4	5	6	7	8																					
14/7	1	Observation by Assessor	✓	✓	✓													✓																					
04/12	2	Discussion with Assessor		✓														✓	✓	✓																			



This questionnaire is designed to check your knowledge against the objectives of Module 28, *Facilitating*.

Work through the statements. For those that you agree with, mark them with an 'A'. For those that you are not sure about, mark 'B' and for those that you disagree with, mark with a 'C.'

FAC/1 – Relate with others in a learning situation	I can explain and accept the method and potential outcomes of the learning experiences in which I am involved.	<input type="checkbox"/>
	I can state the purpose of facilitating in a learning environment and the benefits of small group work.	<input type="checkbox"/>
	I am aware of different styles of working with individuals and groups and can use them where appropriate.	<input type="checkbox"/>
	I can recognise the value of the participant's strengths and experience.	<input type="checkbox"/>
FAC/2 – Communicate effectively with others in a learning situation	I can describe a model for effective communication.	<input type="checkbox"/>
	I can list possible barriers to communication and ways to overcome them.	<input type="checkbox"/>
	I understand how to interpret verbal and non-verbal communication.	<input type="checkbox"/>
FAC/3 – Work with a small group	I can describe the stages of group development.	<input type="checkbox"/>
	I can describe the different roles that people play in groups.	<input type="checkbox"/>
	I understand how facilitation styles can be adapted for different groups.	<input type="checkbox"/>
	I can identify the different methods by which people learn.	<input type="checkbox"/>
	I can list the conditions for effective learning in small groups.	<input type="checkbox"/>
	I can provide objective feedback to small groups.	<input type="checkbox"/>
FAC/4 – Work with individuals	I can help individuals identify their strengths and needs.	<input type="checkbox"/>
	I can help adults identify their learning needs.	<input type="checkbox"/>
	I am aware of factors that motivate or de-motivate learners.	<input type="checkbox"/>
	I am aware of the importance of knowing the learner's home situation.	<input type="checkbox"/>
	I can help individuals to identify further opportunities for learning.	<input type="checkbox"/>
FAC/5 – Helping individuals to solve their own problems	I am aware of the ethics of counselling.	<input type="checkbox"/>
	I can state the importance of listening skills.	<input type="checkbox"/>
	I can describe the principles of basic counselling (or problem solving).	<input type="checkbox"/>
	I am aware of the need for referring people to other agencies and those agencies that can help.	<input type="checkbox"/>



The following exercises will need to be done in pairs.

Exercise 1

Sitting facing each other, take it in turns to talk about your job.

Exercise 2

Sit shoulder to shoulder, facing opposite directions. Discuss your hobbies. Do not look at your partner.

Exercise 3

Sit facing each other. One of you should talk about your favourite book, TV or radio programme. The other person should listen without reacting in any way.

Exercise 4

Sitting as you would if you were talking to someone, hold a normal conversation about your memories of school. The non-speaker can only talk once they have summarised what has just been said. ('So what you are saying is...')



How do you sit when you're:

- | | |
|---|---------------------------|
| a) being interviewed? | (up straight/attentively) |
| b) out with a friend in the evening? | (relaxed) |
| c) at home in front of the television? | (slumped) |
| d) eaves-dropping on a conversation
in a restaurant? | (still/leaning forward) |

What do you do when you meet:

- | | |
|---|---------------------|
| a) a neighbour who doesn't know
you very well? | (nod/shake hands) |
| b) a person who is introduced to you
that you've never met before? | (shake hands) |
| c) a good friend? | (hug/kiss on cheek) |
| d) a partner? | (kiss/hug) |

What kind of body language do you employ when

- two of you are talking and a stranger joins in that you don't want to be involved? (face away from the stranger)
- two of you are talking and you want to get away? (keep distance/try and turn away/closed body language)
- someone is trying to get your attention across a room and you don't want it? (turn back on them/do something else)

What can be interpreted by the following examples of body language?

- Touching hands or stroking chins (I'm thinking/deciding)
- Touching nose or covering mouth (I'm lying/telling a secret)
- Touching ear (I don't need to/want to listen to you)
- Scratching head (I'm thinking/confused)
- Winking (reassurance, friendly, interested)
- Flicking hair (preening/nervous)
- Talking to the sky (not really interested/patronising)
- Looking away while talking (detract from the speaker/lying/boredom)
- Holding a gaze (to gain attention/communicate interest)



The diamond approach to problem solving



The diamond approach to problem solving



You can be sure that if someone says to you there are no problems, only opportunities, they are about to give you an opportunity to solve a problem for them.

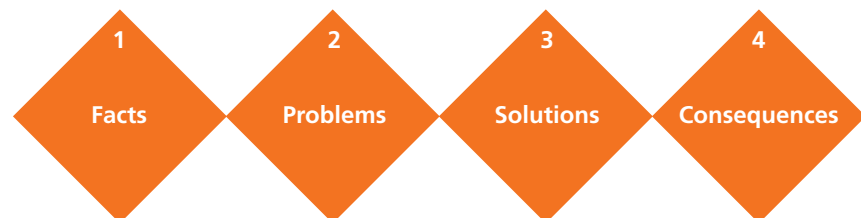
The difficulty of trying to find one approach to solving problems is that there are so many different types of problem. A Cub Scout Leader may find running Pack nights a problem, but the Cub Scout who can't get the lid off the biscuit tin will think his problem far more important!

Most problems can be divided into one of two categories:

practical problems concerned with doing things and people-based or **emotional problems** to do with how people feel and react together. Both types can be approached in the same way but the second requires far more sensitivity.

The diamond problem-solving process

One approach to solving problems is to employ the model set out below. It can be used to tackle any sort of problem.



Each diamond represents a separate stage in dealing with the problem and each must be completed before moving on to the next.

Establish the facts

To solve the problem you start at diamond number one and go round the diamond until you are sure that you have got all the facts you need.

Problem areas which normally need exploring are people, places, events, and the time-scale of events. All too often the problem seems large because we don't understand the details of it. And the larger the problem seems, the more we worry which makes the problem larger still. So make sure you have all the available facts.

Examining the problem

Having examined the facts, move on to diamond number two and make sure you fully understand the problem. Often to do this you need to step



back and try to look at the problem without involving your feelings. Acting on emotions is often the simplest solution, but rarely the best. Sometimes it can be helpful to state the problem in writing, or to describe it to someone else.

Having looked at the problem go back to diamond one and check it against the facts. When people are emotional, they very rarely tell you the whole problem or all of the facts at the first attempt. They select the facts that support their story or point of view, just like politicians!

At this stage it is also important to ask yourself if the problem you are being told about is the real problem, or if you need to question further. For example a young Scout in tears who tells you that the Scout Leader hates him/her has probably just been severely told off. The real problem is that the Scout doesn't like being shouted at and is in need of some sympathy. Only by establishing the facts will the actual problem be revealed.

Explore the solutions

Having established the facts and examined the problems, move on to diamond three and explore as many possible solutions as you can think of. What you may regard as silly options can always be disregarded later. It is worth remembering that almost every great inventor or problem-solver in history had their ideas laughed at - until they worked.

It is important to remember that to decide to wait or to decide to do nothing are both possible solutions.

The next step is to choose your best solution and check back with diamonds two and one that it will actually solve the problem. The temptation now is always to rush away and try it, but first . . .

Predict the consequences

Having chosen your solution, spend some time predicting the consequences of your action. Often you will find you have chosen your solution because it satisfies your feelings or it appears to be the easiest option. If, however, the consequence of your action is to create another problem you will have achieved nothing, so make sure your solution will produce the right end result. When considering the consequences always be aware that, if you are dealing with other people, they may not react as you expect them to. You must consider all the possible ways that they may react.

Finally, check the whole process through and put your solution into action.



Situation 1

You are a Scout Leader, aged 42, in a city-based Troop.

You have great problems in retaining the older Scouts in your Troop. You get on very well with the young people aged 11 and 12, but rarely seem to keep Scouts after that age. On a recent training course, you met some Leaders whose Patrol Leaders were 14 years old.

You don't know what to do and you are hoping your DC will give you some advice.

Situation 2

You are an Assistant Cub Scout Leader, aged 19, in a rural Pack.

Your CSL always does everything. He will not let you or the other Assistant share in programme planning and only gives you last minute instructions for your part in the Pack meeting. As a result, you do not have the chance to prepare adequately. The CSL has been there for 15 years and has fixed ideas on how things should be done. He is reluctant to introduce any new programme ideas. You feel frustrated at the thought of continuing in the Pack, but you don't really want to leave.

You want your Group Scout Leader to solve your problems for you.

Situation 3

You are an Explorer Scout Leader, aged 34, with a District Unit.

You accept the ideals represented by the Promise and Law, but you find that your Explorer Scouts think the whole idea is out of date. They are a very active Unit, regularly running caving, hillwalking, expeditions on so on, but do not take part in the spiritual side. You don't know how to convince the Explorers that this is an important part of being a Scout.

You ask the District Explorer Scout Commissioner what you should do.

Situation 4

You are a Beaver Scout Leader.

The DC has asked you to become ADC (BS) but you are not sure whether you want to take on this role. You do not know who will take over the Colony or if you want to be an ADC.

You want your Group Scout Leader to tell you what to do.

