



TRAINING for TRAINERS

Baku, 15-18 April 2013

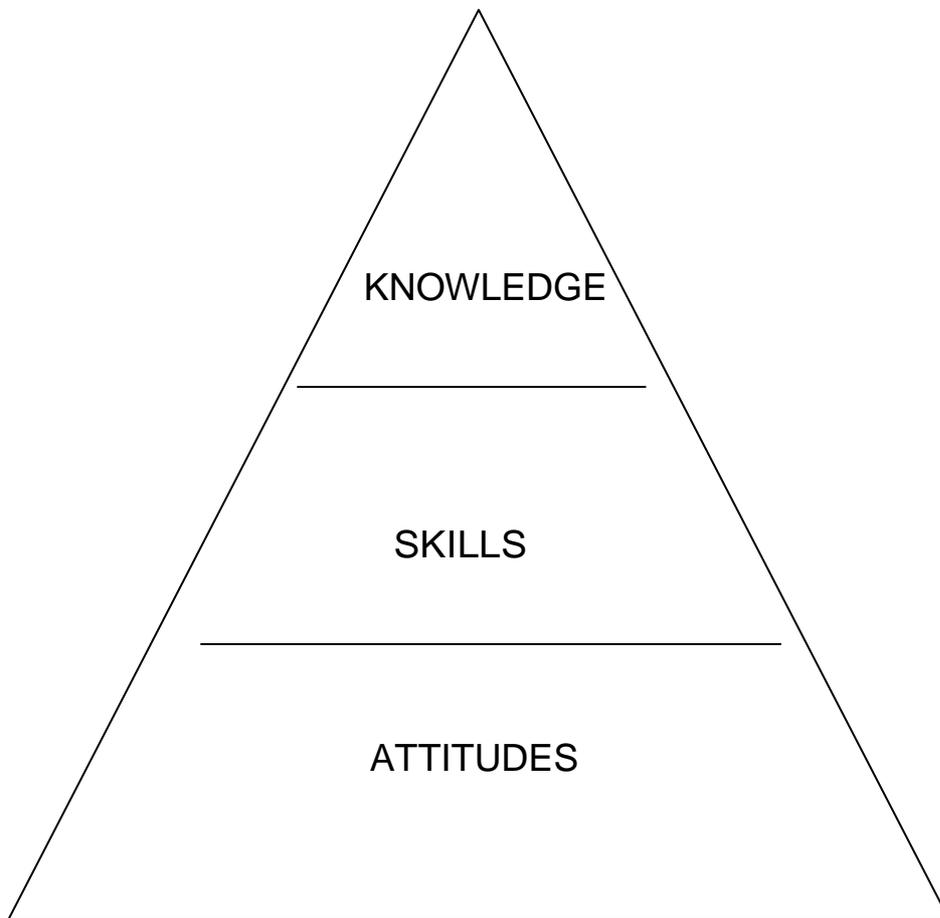


Trainer - Kiry Noémi Ambrus

FORMS OF EDUCATIONAL SERVICES

Characteristics	Lecture	Workshop	Training	Consultation
Goals	Transfer of knowledge	Deepening knowledge	Learning / Exchange	Problem solving
Content	Information Theory	Information Theory (skills)	Theory and practice, skills, attitudes Group work	Identifying and solving problems
Participants	Unlimited	15-30	8-16	Individual
Time Period	Max. 2 hours	2-4	Min. 6 hours – several days	1-2 hours
Communication	One way (Lecturer)	Two ways (Lecturer + group)	Three ways (also within the group)	Two way (consultant + individual)
Role of the trainer	Teacher	Teacher and facilitator	Teacher and facilitator	Counselor
Addressing issues	Answer to questions	Answer to questions	Modeling situations	Concrete situation
Preparation	Information	Structure Information	Structure Information Exercises Pre-assessment	Previous interview
Feed back	Not a must	Verbal Written On the spot	Verbal Written On the spot Follow up	Continuous

THE TRAINING PYRAMID



The Training Pyramid reflects the levels of transfer that should happen in a training situation. For effective learning, a recognition and change in the attitudes (approaches) of the learner are indispensable – this is the foundation to acquire any skills. Skills development is also important, as the training provides a safe environment to experiment and learn new ways of work. The transfer of the abstract knowledge is an integral, but necessarily limited part of the training; limited because of time and the capacity of the learner to internalize the information delivered.

ADULT LEARNING

How do adults learn?

1. What is learning?

Learning is:

- A continuous process which happens throughout life
- Individual – no one can learn on your behalf
- About gaining knowledge and new insights
- About acquiring new skill or refining or improving skills that we already possess
- About attitude changes
- About behavioural changes
- About letting go of fixed attitudes, mindsets and habits
- About observing yourself and the world more closely

2. How do adult learners differ from child learners?

- Adult learners bring with them a wealth of varied life experiences (both good and problematic ones) whilst children are in the process of building up their own life experiences.
- Adult learners perform a multitude of different roles i.e. learner, friend, citizen, worker, family member etc. which they use interchangeably whilst children only need to perform one or two roles.
- Adult learners come with a deeply entrenched form of self concept (good or problematic) shaped by our families and society. Children are still in the process of shaping their self concept. Adults have a lot to lose in terms of position, stature and security. Learning can challenge what is comfortable and familiar.
- Many adult learners have some form of formal education experience (both good and problematic), which shape their views of learning.
- Adults need to know why they need to learn something.
- Adults need to learn experientially.
- Adults approach learning as problem-solving.
- Adults learn best when the topic is of immediate value.
- Adult view learning is an active process in the construction of meaning.

“I hear and I forget. I see and I remember. I do and I understand.”
(Confucius)

3. What helps the learning process?

- The learner must want to learn (a keenness to learn will help the learner to overcome difficulties)
- The learner must have an objective or goal which he or she is working towards
- The learner must trust and have confidence in the learning process (setting, facilitator, content)
- The learner must feel free to influence the process
- The facilitator should be sensitive to the whole process, inclusive of needs, feelings, anxieties and tension of the learner. A moment of tension or crisis with accompanying pain might be an indicator of readiness to learn and a willingness to accept change.

THEORIES OF LEARNING

Kolb's experiential learning cycle

Kolb's learning theory sets out four distinct learning styles (or preferences), which are based on a four-stage learning cycle. (which might also be interpreted as a 'training cycle'). In this respect Kolb's model is particularly elegant, since it offers both a way to understand individual people's different learning styles, and also an explanation of a cycle of experiential learning that applies to us all.

Kolb includes this 'cycle of learning' as a central principle his experiential learning theory, typically expressed as four-stage cycle of learning, in which 'immediate or concrete experiences' provide a basis for 'observations and reflections'. These 'observations and reflections' are assimilated and distilled into 'abstract concepts' producing new implications for action which can be 'actively tested' in turn creating new experiences.

Kolb says that ideally (and by inference not always) this process represents a learning cycle or spiral where the learner 'touches all the bases', e.g. a cycle of experiencing, reflecting, thinking, and acting.

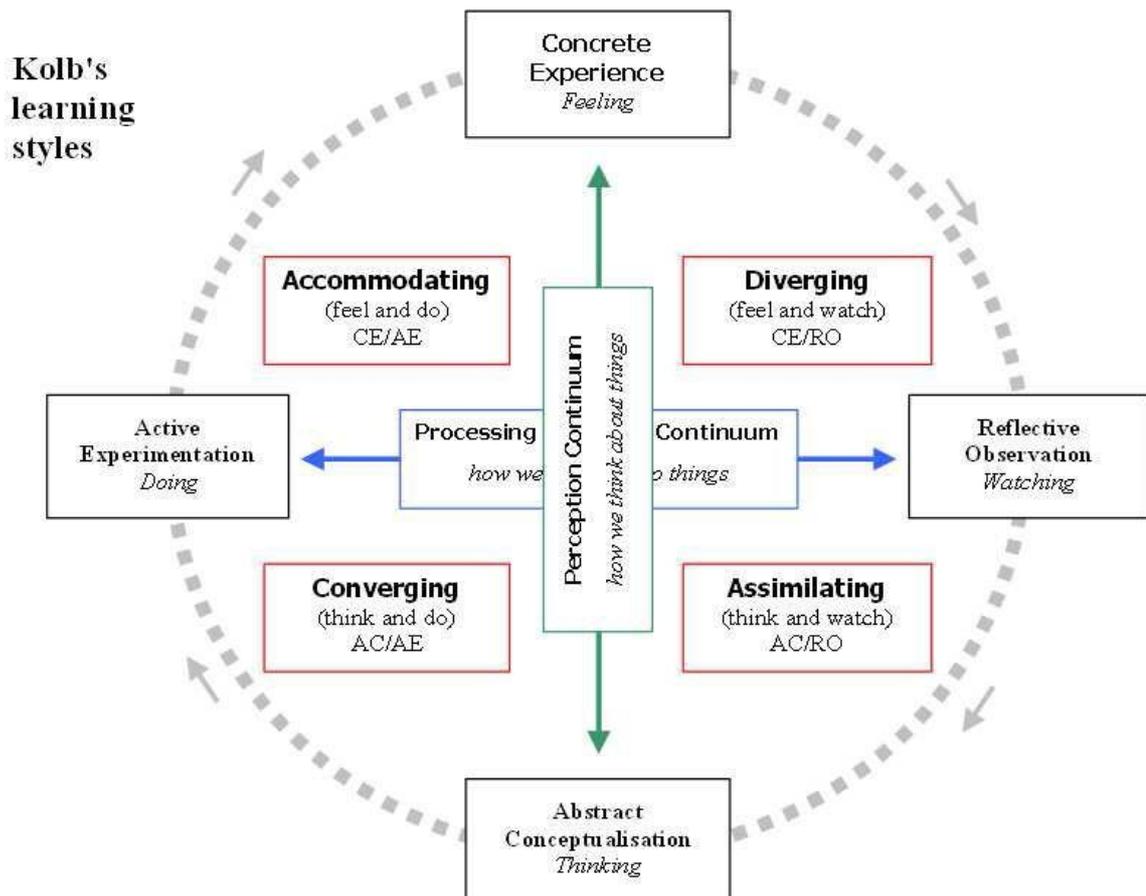
Immediate or concrete experiences lead to observations and reflections. These reflections are then assimilated (absorbed and translated) into abstract concepts with implications for action, which the person can actively test and experiment with, which in turn enable the creation of new experiences.

Kolb's model therefore works on two levels - a four-stage cycle:

1. Concrete Experience - (CE)
2. Reflective Observation - (RO)
3. Abstract Conceptualization - (AC)
4. Active Experimentation - (AE)

and a four-type definition of learning styles, (each representing the combination of two preferred styles, rather like a two-by-two matrix of the four-stage cycle styles, as illustrated below), for which Kolb used the terms:

1. Diverging (CE/RO)
2. Assimilating (AC/RO)
3. Converging (AC/AE)
4. Accommodating (CE/AE)



© concept david kolb, adaptation and design alan chapman 2005-06, based on Kolb's learning styles, 1984
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Kolb explains that different people naturally prefer a certain single different learning style. Various factors influence a person's preferred style: notably in his experiential learning theory model (ELT) Kolb defined three stages of a person's development, and suggests that our propensity to reconcile and successfully integrate the four different learning styles improves as we mature through our development stages. The development stages that Kolb identified are:

1. Acquisition - birth to adolescence - development of basic abilities and 'cognitive structures'
2. Specialization - schooling, early work and personal experiences of adulthood - the development of a particular 'specialized learning style' shaped by 'social, educational, and organizational socialization'
3. Integration - mid-career through to later life - expression of non-dominant learning style in work and personal life.

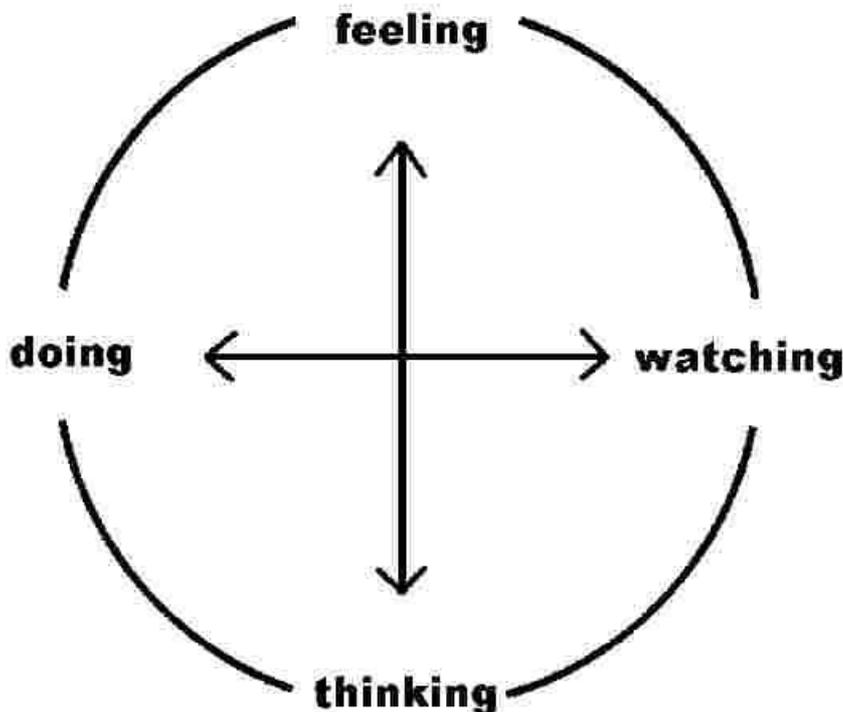
Whatever influences the choice of style, the learning style preference itself is actually the product of two pairs of variables, or two separate

'choices' that we make, which Kolb presented as lines of axis, each with 'conflicting' modes at either end:

Concrete Experience - CE (feeling) -----V----- Abstract Conceptualization - AC (thinking)

Active Experimentation - AE (doing) -----V----- Reflective Observation - RO (watching)

A typical presentation of Kolb's two continuums is that the east-west axis is called the Processing Continuum (how we approach a task), and the north-south axis is called the Perception Continuum (our emotional response, or how we think or feel about it).



The word 'dialectically' is not widely understood, and yet carries an essential meaning, namely 'conflicting' (its ancient Greek root means 'debate' - and I thank P Stern for helping clarify this precise meaning). Kolb meant by this that we cannot do both at the same time, and to an extent our urge to want to do both creates conflict, which we resolve through choice when confronted with a new learning situation. We internally decide whether we wish to do or watch, and at the same time we decide whether to think or feel.

Here are brief descriptions of the four Kolb learning styles:

- Diverging (feeling and watching - CE/RO) - These people are able to look at things from different perspectives. They are

sensitive. They prefer to watch rather than do, tending to gather information and use imagination to solve problems. They are best at viewing concrete situations several different viewpoints. Kolb called this style 'Diverging' because these people perform better in situations that require ideas-generation, for example, brainstorming. People with a Diverging learning style have broad cultural interests and like to gather information. They are interested in people, tend to be imaginative and emotional, and tend to be strong in the arts. People with the Diverging style prefer to work in groups, to listen with an open mind and to receive personal feedback.

- Assimilating (watching and thinking - AC/RO) - The Assimilating learning preference is for a concise, logical approach. Ideas and concepts are more important than people. These people require good clear explanation rather than practical opportunity. They excel at understanding wide-ranging information and organizing it a clear logical format. People with an Assimilating learning style are less focused on people and more interested in ideas and abstract concepts. People with this style are more attracted to logically sound theories than approaches based on practical value. These learning style people are important for effectiveness in information and science careers. In formal learning situations, people with this style prefer readings, lectures, exploring analytical models, and having time to think things through.
- Converging (doing and thinking - AC/AE) - People with a Converging learning style can solve problems and will use their learning to find solutions to practical issues. They prefer technical tasks, and are less concerned with people and interpersonal aspects. People with a Converging learning style are best at finding practical uses for ideas and theories. They can solve problems and make decisions by finding solutions to questions and problems. People with a Converging learning style are more attracted to technical tasks and problems than social or interpersonal issues. A Converging learning style enables specialist and technology abilities. People with a Converging style like to experiment with new ideas, to simulate, and to work with practical applications.

- Accommodating (doing and feeling - CE/AE) - The Accommodating learning style is 'hands-on', and relies on intuition rather than logic. These people use other people's analysis, and prefer to take a practical, experiential approach. They are attracted to new challenges and experiences, and to carrying out plans. They commonly act on 'gut' instinct rather than logical analysis. People with an Accommodating learning style will tend to rely on others for information than carry out their own analysis. This learning style is prevalent and useful in roles requiring action and initiative. People with an Accommodating learning style prefer to work in teams to complete tasks. They set targets and actively work in the field trying different ways to achieve an objective.

Honey and Mumford's variation on the Kolb system

Various resources (including this one in the past) refer to the terms 'activist', 'reflector', 'theorist', and 'pragmatist' (respectively representing the four key stages or learning steps) in seeking to explain Kolb's model. In fact, 'activist', 'reflector', 'theorist', and 'pragmatist' are from a learning styles model developed by Honey and Mumford, which although based on Kolb's work, is different. Arguably therefore the terms 'activist', 'reflector', 'theorist', and 'pragmatist' effectively 'belong' to the Honey and Mumford theory.

In summary here are brief descriptions of the four H&M key stages/styles, which incidentally are directly mutually corresponding and overlaid, as distinct from the Kolb model in which the learning styles are a product of combinations of the learning cycle stages. The typical presentation of these H&M styles and stages would be respectively at north, east, south and west on a circle or four-stage cyclical flow diagram.

1. 'Having an Experience' (stage 1), and Activists (style 1): 'here and now', gregarious, seek challenge and immediate experience, open-minded, bored with implementation.
2. 'Reviewing the Experience' (stage 2) and Reflectors (style 2): 'stand back', gather data, ponder and analyze, delay reaching conclusions, listen before speaking, thoughtful.
3. 'Concluding from the Experience' (stage 3) and Theorists (style 3): think things through in logical steps assimilate disparate facts into coherent theories, rationally objective, reject subjectivity and flippancy.

4. 'Planning the next steps' (stage 4) and Pragmatists (style 4): seek and try out new ideas, practical, down-to-earth, enjoy problem solving and decision-making quickly, bored with long discussions.

There is arguably a strong similarity between the Honey and Mumford styles/stages and the corresponding Kolb learning styles:

- Activist = Accommodating
- Reflector = Diverging
- Theorist = Assimilating
- Pragmatist = Converging

The VARK model (sometimes VAK)

One of the most common and widely-used categorizations of the various types of learning styles are Fleming's VARK model (sometimes VAK) which expanded upon earlier Neuro-linguistic programming (VARK) models:

VAK is derived from the accelerated learning world and seems to be about the most popular model nowadays due to its simplicity

1. visual learners;
2. auditory learners;
3. kinesthetic learners or tactile learners.

Fleming claimed that visual learners have a preference for seeing (think in pictures; visual aids such as overhead slides, diagrams, handouts, etc.). Auditory learners best learn through listening (lectures, discussions, tapes, etc.). Tactile/kinesthetic learners prefer to learn via experience—moving, touching, and doing (active exploration of the world; science projects; experiments, etc.).

Hints for Recognizing and Implementing the three VAK Styles

Auditory learners often talk to themselves. They also may move their lips and read out loud. They may have difficulty with reading and writing tasks. They often do better talking to a colleague or a tape recorder and hearing what was said. To integrate this style into the learning environment:

- Begin new material with a brief explanation of what is coming. Conclude with a summary of what has been covered. This is the

old adage of “tell them what they are going to learn, teach them, and tell them what they have learned.”

- Use the Socratic method of lecturing by questioning learners to draw as much information from them as possible and then fill in the gaps with your own expertise.
- Include auditory activities, such as brainstorming, buzz groups, or Jeopardy. Leave plenty of time to debrief activities. This allows them to make connections of what they learned and how it applies to their situation.
- Have the learners verbalize the questions.
- Develop an internal dialogue between yourself and the learners.

Visual learners have two sub-channels - linguistic and spatial. Learners who are visual-linguistic like to learn through written language, such as reading and writing tasks. They remember what has been written down, even if they do not read it more than once. They like to write down directions and pay better attention to lectures if they watch them. Learners who are visual-spatial usually have difficulty with the written language and do better with charts, demonstrations, videos, and other visual materials. They easily visualize faces and places by using their imagination and seldom get lost in new surroundings. To integrate this style into the learning environment:

- Use graphs, charts, illustrations, or other visual aids.
- Include outlines, concept maps, agendas, handouts, etc. for reading and taking notes.
- Include plenty of content in handouts to reread after the learning session.
- Leave white space in handouts for note-taking.
- Invite questions to help them stay alert in auditory environments.
- Post flip charts to show what will come and what has been presented.
- Emphasize key points to cue when to take notes.
- Eliminate potential distractions.
- Supplement textual information with illustrations whenever possible.
- Have them draw pictures in the margins.
- Have the learners envision the topic or have them act out the subject matter.

Kinesthetic learners do best while touching and moving. It also has two sub-channels: kinesthetic (movement) and tactile (touch). They tend to lose concentration if there is little or no external stimulation or movement. When listening to lectures they may want to take notes for the sake of moving their hands. When reading, they like to scan the material first, and then focus in on the details (get the big picture first).

They typically use color high lighters and take notes by drawing pictures, diagrams, or doodling. To integrate this style into the learning environment:

- Use activities that get the learners up and moving.
- Play music, when appropriate, during activities.
- Use colored markers to emphasize key points on flip charts or white boards.
- Give frequent stretch breaks (brain breaks).
- Provide toys such as Koosh balls and Play-Dough to give them something to do with their hands.
- To highlight a point, provide gum, candy, scents, etc. which provides a cross link of scent (aroma) to the topic at hand (scent can be a powerful cue).
- Provide high lighters, colored pens and/or pencils.
- Guide learners through a visualization of complex tasks.
- Have them transfer information from the text to another medium such as a keyboard or a tablet.

The Four Stages of Learning

The learning process has often become more difficult than necessary because of the bad feelings people get when they make mistakes in learning. The bad feelings come from judgments like, "not doing it right," "not good enough," "can never learn this," etc.

Ironically, not doing it right and making mistakes are vital steps in the learning process. Yet too often our attention goes to trying to avoid the bad feelings, rather than to the learning at hand. Understanding the four stages of learning a skill can help keep the learning process focused on learning to do something, and not feeling bad about ourselves for not already knowing how. Here are the four stages of learning as uncovered by Abraham Maslow:

1. Unconscious Incompetence

"I don't know that I don't know how to do this." This is the stage of blissful ignorance before learning begins.

2. Conscious Incompetence

"I know that I don't know how to do this, yet." This is the most difficult

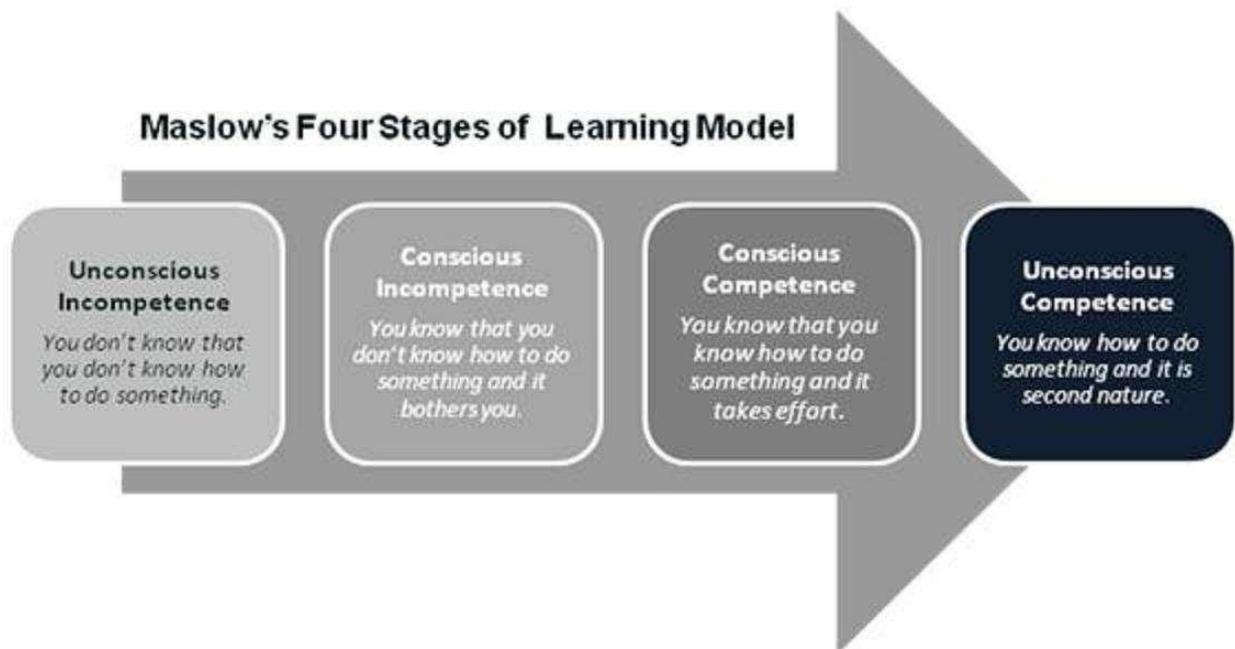
stage, where learning begins, and where the most judgments against self are formed. This is also the stage that most people give up.

3. Conscious Competence

"I know that I know how to do this." This stage of learning is much easier than the second stage, but it is still a bit uncomfortable and self-conscious.

4. Unconscious Competence

"What, you say I did something well?" The final stage of learning a skill is when it has become a natural part of us; we don't have to think about it.



GAMES AND EXERCISES

First of all - use your imagination - you can simplify, adapt, shorten and lengthen most games and exercises. To turn a long complex game into a quick activity or warm-up, scale down the materials, shorten the time allowed, and make the exercise easier. The number of members per team affects activity time and complexity - teams of four or more need a leader and tend to take longer than a pair or team of three. Increasing or reducing team size, and introducing or removing the team-leader requirement, are simple ideas for increasing or reducing game complexity and exercise duration.

Whatever you choose, as the facilitator, practice it yourself first so you anticipate all the possible confusions, and so that you have a good idea of how best to do it (you'll generally be asked by the delegates after the exercise). Think carefully about team sizes - pairs or teams of three are best for short 'construction' exercises, unless you want a leadership element in the game. Without a leader, too many team members causes non-participation and chaos, so avoid this (unless the purpose of the exercise is to demonstrate why teams need leadership).



What do they affect/mobilize?

What are they
good for?

Body (physical effect)

Energizing

Mind (cognitive effect)

Learning
knowledge

Emotions (emotional effect)

Learning/
Internalizing
skills/attitudes

How do we choose games and exercises?

Planning:

What is most the important part of the theory?

Which is the most useful skill?

Which attitude do we wish to change?

What is the best way to help the group learn these?

Improvising:

What does the group need at that moment?

When should the trainer take part in the games?

If:

- there are odd numbers in the group and it is important to have even numbers (e.g. to form pairs)
- the trainer notices a distance between him/herself and the group and decides to bridge it
- the trainer can ensure that nothing bad will happen to the group since he/she is ready to take part in it as well (when building trust is needed)
- when there is a tension in the trainer he/she can introduce a game to be able to deal with it without the group focusing just on his/her problem (e.g. garbage-can game)

- in case of longer work together it is important that the group members get to know the trainer as a real, physical person (man or a woman)
- the group expresses their wish to involve the trainer

Game or exercise?

Games are primarily affecting the physical and emotional level, while exercises are mainly aimed at the cognitive level.

Although it is hard to determine exactly, some games can also be used as exercises – e.g. a round of associations can be both, whereas some exercises can never be used as games only – e.g. role plays or case studies.

The trainer may want to use the word “exercise” if s/he wants it to sound more seriously as well.

Golden Rules

Games are not to be used just for their own sake - they need to fulfill one of the three main goals (i.e. energizing / learning knowledge / internalizing skills or attitudes).

There is no game or exercise that affects only one of the three areas.

Training should include games and exercises of all the three types but the emphasis will be different each time.

Use of a game or exercise depends on what the group can bear.

You should not use a game/exercise without exactly knowing its outcome and effect - these are not magic tricks to show off!

The game or exercise used should be in concert with the personality of the trainer (credibility).

Own experience is important: a trainer should not use a game or exercise that he/she has not tried before or is not willing to try.

Things to consider when using energizers

- Use energizers frequently during a training session, whenever people look sleepy or tired or to create a natural break between activities.
- Try to choose games that are appropriate for the local context. Think carefully, for example, about games that involve touch, particularly of different body parts.
- Try to select games in which everybody can participate and be sensitive to the needs and circumstances of the group. For example, some games may exclude people with disabilities.
- Try to ensure the safety of the group, particularly with games that involve running. For example, make sure that there is enough space and that the floor is clear.
- Try not to use only competitive games, but also include ones that encourage team building.
- Try to avoid energizers that go on too long. Keep them short and move on to the next planned activity when everyone has had a chance to move about and wake up.

Based on: *100 Ways to Energize Groups: Games to Use in Trainings, Meetings and the Community*. London: International HIV/AIDS Alliance, 2002.

List of types of games and exercises

- | | |
|---------------------------------------|---|
| • warming up / icebreaker / energizer | • relaxation |
| • statue / sculpture | • guided imagination |
| • nonverbal expression | • simulation |
| • role play | • case study analysis |
| • drawing | • creativity technique |
| • association exercises | • self-reflection, personal development |
| • tension-reliever | • closing |
| • group-building | • videos |

FACILITATION

Meaning of the word from the latin facil = easy, making it easy.
Helping a communication process and focusing on achieving the goals of a group.

Relations between a group and the facilitator

Hierarchical	In this case the facilitator is the leader of the team/group, and his/her position is the highest within the organization or among the group members.
Cooperative	The facilitator is a member of the group, this means that s/he has a horizontal relation with rest of the group and an equal say in the decisions.
Autonomous (Independent)	In this case the facilitator is invited from outside and has no formal relationship to the others.

General tasks of the facilitator

Helping the group to achieve its goals by

- Providing structure and process: a framework that helps the facilitator and the group to reach their objectives, i.e. to be effective. As a facilitator you have to make sure that the goals are met and everyone felt good about the process.
- Good leadership: taking responsibility and empowering people at the same time. As a leader of the process, you may not be responsible for the content of the results but you are responsible to produce results.
- To provide for an equal opportunity for group members to communicate and be involved by creating an open and safe environment, building trust through fairness, sensitivity, active listening, info sharing etc.
- A major distinction can be made depending on whether the facilitator is leading a meeting (coordination and moderation roles get the emphasis) or a workshop/training, where the element of transferring content (teaching) is also included.

Issues for facilitation

Neutrality

The facilitator is responsible to the whole group, not a particular individual or faction. Generally the role demands that s/he is neutral on the substance of the discussion, and does not express a personal opinion. If the facilitator must make a substantive comment, it should be clear that s/he is stepping out of the facilitator role. It must also be clear when the role is resumed. Stepping in and out is to be avoided.

Expertise

The facilitator generally has to be an expert in facilitation, not in environmental management or child abuse or human resource management. There are cases, however, when - in order to be able to further the discussion - a basic understanding of the special expertise is necessary. In case of a trainer, the expertise is considered of the primary importance but facilitation skills are indispensable as well.

Values

Generally, facilitation is effective when the values and principles of the group are close to those of the facilitator. The facilitator sometimes has to decide to undertake or continue with a job or to decline it based on value conflicts. It is important to be able to clarify this at the beginning of an assignment.

Directing

There is an inherent tension in the role of the facilitator by having to achieve a result and having to make everyone happy at the same time. It is unavoidable that the facilitator has to take on a leadership role in the process, which includes influencing the direction of how things are decided. The facilitator, however, must never manipulate people, nor direct the group towards a solution which is not in line with the "spirit of the group" (the sense of the majority).

Facilitating meetings

A. Planning the meeting

Why? (The goal of the meeting)

What? (Topics of the meeting)

Who? (Participants of the meeting e.g. staff, president of the board, expert, any guest)

When? (The most suitable time)

Where? (The physical circumstances of the meeting often has a big impact on atmosphere of the discussion as well as outcomes)

B. During the meeting

Opening	<ul style="list-style-type: none">• welcoming, clarifying general expectations• defining framework, contracting if necessary• clarifying expected results• giving information on agenda• agreement on memo / documentation
Implementation	<ul style="list-style-type: none">• moving the process along• keeping time• involving people• keeping breaks if necessary• summarizing between different topics on agreements, decisions etc.
Closing	<ul style="list-style-type: none">• closure• summarizing conclusions, results• evaluation of the process and results• discussing satisfaction of group members if necessary• agreement on follow up

Different types / levels of meetings and tasks of the facilitator

A. Exchange of information

The group does not need to make a decision; the goal is to inform each other. Some people would like to give information, others need to know important details.

Main tasks:

- providing equal opportunity of exchanging information for everyone who want to be involved - making sure the relevant information is being shared
- keeping time
- making it interesting

B. Sharing experiences and ideas

In this case the group may stay at the level of discussion or may want to agree on a common standpoint.

a) Giving information and theoretical discussion

Main tasks:

- providing equal opportunity to speak
- keeping time
- mapping out the possible misunderstandings

b) Creating a common statement

Main tasks:

- providing equal opportunity to speak
- keeping time
- mapping out the possible misunderstandings and problems
- helping to resolve problems and misunderstandings

C. Solution of problems, tasks, including decision making

In this case the group will have to define the ideal situation when the problem has been solved as well as the process of decision-making.

Main tasks:

- structuring time
- clarifying roles and responsibilities and rights in decision making
- providing work methods and helping the group in implementation
- helping the process from clarifying the task until the solution

D. Clarifying personal individual values / feelings, dealing with conflicts

In this case the facilitator and the group have to define the type of the meeting, e.g.: conflict resolution, team building, staff building, staff retreat, clarifying the organizational culture etc. Many times in these types of meetings, the situation changes according the actual needs of the group, so a greater flexibility in facilitation is required.

Main tasks of a facilitator

- structuring the time
- achieve group agreement on work methods (inform group about methods)
- providing a safe environment for the group
- ensuring equal opportunity to speak and to be involved
- point out changes in situations and agree on new framework
- reach resolution that is comfortable for everyone

Helpful attitudes for a facilitator

- Belief that each person in the group may have something worthwhile to say.
- Faith in the group's ability to solve its own problems.
- Respect for the diverse interests and needs of people in the group.
- Belief in the importance of a good process

When are you ready to be a facilitator?

If you:

- Are able to listen well.
- Have the skills to move the group along by making procedural suggestions.
- Are capable of dealing with intense emotions.
- Understand procedures for making decisions by consensus.

Behaviors to avoid as a facilitator

- Criticizing group members or debating their issues.
- Making a decision for the group without asking for its agreement.
- Forcing a process on the group.
- Talking too much.
- Attempting to pressure the group into a decision.

Facilitation techniques

- Develop and review an agenda
- Focus discussion
- Clarify
- Summarize
- Encourage others
- Accept people and ideas
- Explore ideas
- Enforce ground rules
- Keep a positive tone

Group process techniques

Brainstorming

Put out whatever comes to your mind about the topic, no self-censoring, no comments from others, put all ideas up on newsprint, no matter how seemingly wild or weird, build on what others say, don't discuss, take turns, limit the time, have fun with it.

Or other idea generation techniques (e.g. Rohrbach)

Equal Time

You can use this method on a controversial issue, where each person gets to speak for a limited but equal number of minutes on the topic before the discussion. Often the group as a whole will put out all the pros and cons in an impressive way through this process, so no one has to feel it is up to him/her to say everything.

Go-around

When things get heated and/or the meeting becomes a dialogue between 2-3 people, raising a lot of feelings, you can call for a go-around (each person speaking on the topic until they are finished). This gives everyone a chance to be heard. It allows the heated ones to cool off, while they listen to other people's thinking. It allows everyone to listen more since they know they will get their turn.

Twice-Once Rule

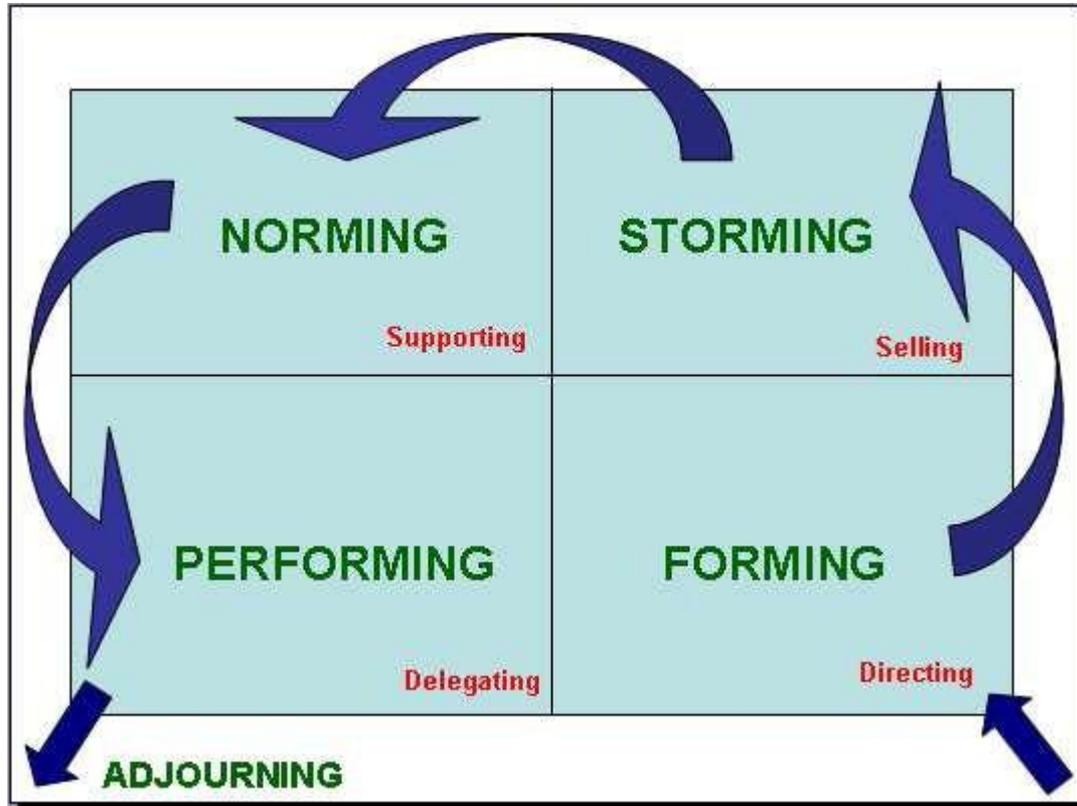
No one speaks twice before everyone has spoken once (and nobody speaks four times before everyone has spoken twice). Everyone has important things to say and the group needs a structure that allows everyone's thinking to be heard.

Opening and closing question

Makes the frame, the focus of the meeting and helps the evaluation and creates a group memory.

GROUP DYNAMICS

Stages of Group Development



Stage 1: Forming

In the Forming stage, personal relations are characterized by dependence. Group members rely on safe, patterned behavior and look to the group leader for guidance and direction. Group members have a desire for acceptance by the group and a need to know that the group is safe. They set about gathering impressions and data about the similarities and differences among them and forming preferences for future sub grouping.

Rules of behavior seem to be to keep things simple and to avoid controversy. Serious topics and feelings are avoided.

The major task functions also concern orientation. Members attempt to become oriented to the tasks as well as to one another. Discussion centers on defining the scope of the task and how to approach it, and similar concerns. To grow from this stage to the next, each member must relinquish the comfort of non-threatening topics and risk the possibility of conflict.

Stage 2: Storming

The next stage, which Tuckman calls Storming, is characterized by competition and conflict in the personal relations dimension and an organization in the task-functions dimension. As the group members attempt to organize for the task, conflict inevitably results in their personal relations. Individuals have to bend and mold their feelings, ideas, attitudes, and beliefs to suit the group organization. Because of "fear of exposure" or "fear of failure," there will be an increased desire for structural clarification and commitment. Although conflicts may or may not surface as group issues, they do exist. Questions will arise about who is going to be responsible for what, what the rules are, what the reward system is, and what criteria for evaluation are.

These reflect conflicts over leadership, structure, power, and authority. There may be wide swings in members' behavior based on emerging issues of competition and hostilities. Because of the discomfort generated during this stage, some members may remain completely silent while others attempt to dominate.

In order to progress to the next stage, group members must move from a "testing and proving" mentality to a problem-solving mentality. The most important trait in helping groups to move on to the next stage seems to be the ability to listen.

Stage 3: Norming

In Tuckman's Norming stage, interpersonal relations are characterized by cohesion. Group members are engaged in active acknowledgment of all members' contributions, community building and maintenance, and solving of group issues. Members are willing to change their preconceived ideas or opinions on the basis of facts presented by other members, and they actively ask questions of one another. Leadership is shared, and cliques dissolve. When members begin to know-and identify with-one another, the level of trust in their personal relations contributes to the development of group cohesion. It is during this stage of development (assuming the group gets this far) that people begin to experience a sense of group belonging and a feeling of relief as a result of resolving interpersonal conflicts.

The major task function of stage three is the data flow between group members: They share feelings and ideas, solicit and give feedback to one another, and explore actions related to the task. Creativity is high. If this stage of data flow and cohesion is attained by the group members, their interactions are characterized by openness and sharing of information on both a personal and task level. They feel good about being part of an effective group.

Stage 4: Performing

The Performing stage is not reached by all groups. If group members are able to evolve to stage four, their capacity, range, and depth of

personal relations expand to true interdependence. In this stage, people can work independently, in subgroups, or as a total unit with equal facility. Their roles and authorities dynamically adjust to the changing needs of the group and individuals. Stage four is marked by interdependence in personal relations and problem solving in the realm of task functions. By now, the group should be most productive. Individual members have become self-assuring, and the need for group approval is past. Members are both highly task oriented and highly people oriented. There is unity: group identity is complete, group morale is high, and group loyalty is intense. The task function becomes genuine problem solving, leading toward optimal solutions and optimum group development. There is support for experimentation in solving problems and an emphasis on achievement. The overall goal is productivity through problem solving and work.

Stage 5: Adjourning

Tuckman's final stage, Adjourning, involves the termination of task behaviors and disengagement from relationships. A planned conclusion usually includes recognition for participation and achievement and an opportunity for members to say personal goodbyes. Concluding a group can create some apprehension – in effect, a minor crisis.

The termination of the group is a regressive movement from giving up control to giving up inclusion in the group.

The most effective interventions in this stage are those that facilitate task termination and the disengagement process.

For a group to develop properly through the stages of group development, it needs to do the following.

1. Rotate the responsibility of group facilitation.
2. The purpose/mission of the group must be clear to all members and the purpose/mission should be periodically revisited.
3. Ground rules should be established and monitored.
4. Help group understand that “conflict” (conflict in a positive way) is a normal and perhaps necessary part of group development.
5. Group must be reminded to “listen” to each other.
6. Wrap-up at the end of each session should be comprised of meaningful and constructive comments relative to group process.
7. Everyone must contribute and work to make the group a “learning team.”

(From <http://www.gmu.edu/student/csl/5stages.html>)

Group dynamics are all the relationships, events, phenomena and feelings, being in constant motion and transformation, which can be observed during the being together or cooperation of a number of people.

1. Framework

Every group has a framework (explicit or implicit contract) that identifies and helps the operation of the group:

- the goal of the group
- place
- time
- other issues in the group (e.g. smoking, being on time, interactive methodology etc.)

This framework changes over time as the session progresses. The group will continuously probe the borders of the framework. (Example: place: let's go out in the garden; time: being late - new agreement on breaks being 5 minutes longer - being late again anyway etc.)

The trainer has to decide where to be flexible and where to be strict in this process. Whichever way, s/he has to be consequent in order not to lose credibility.

2. Roles

Different types of roles are being formed in every group. Some of them help the group to achieve its goals and push the process forward ("gate openers": supporter, listener, summarizer etc.), some of them hinder the process and group work ("gate keepers": passive resistant, open opposition, challenger of the trainer etc.)

People can change their roles in the group, and the trainer has to deal with the meaning of these roles, rather than rewarding or sanctioning the persons themselves. The trainer can decide to validate a gate-opener and oppress or confront a gate-keeper, but also to ignore a gate-opener and turn the gate-keeper over, to win that person to the process. But it should serve the goals of the group and should not be out of sympathy or antipathy towards the person in that role.

People usually act those roles that somehow helped them to achieve their goals in past experience. It can happen that the trainer occupies his/her role (he or she is a leader in another group). See also Rivalization.

3. Influence

People have different levels of influence on what is happening in the group. It depends on their skills, knowledge, style of communication, position in the community etc. The group has its own life and the trainer has to intervene in this process, if somebody dominates others and the influence of someone is so high that the goals of the group will be endangered. (Ex. if none dares to speak out in front of the boss.)

The trainer may also want to intervene when s/he sees that some people are neglected by the group and finds it important to involve them in the process. In this case s/he can use facilitation techniques to increase their influence (e.g. a go-around).

4. Relations

Within the group a web of relations is formed that takes expression in several forms: who likes to work with whom in pairs or small groups, who are competing with each other, who exchange nonverbal signs during the sessions, who talk and don't talk to each other during the breaks etc. The trainer needs to be aware of this web but needs to intervene only when the relationships are hindering the group process and the progress in achieving the goals. Such can be the formation of strong cliques, total ignorance toward a group member, two people constantly whispering during the session, alliances against or for something (seemingly with no logical reason) etc.

The actual relationships in the group can be best made seen through the socio-metrics.

5. Norms

Certain norms are followed in every group, which are formed spontaneously over time. They may or may not be verbalized at a later point.

There are two main types of group norms:

- rules that affect behavior in the group
 - E.g. can someone be late, is it allowed to laugh, is it allowed to criticize the leader or the methodology, does everyone get heard etc.
- values and traditions

-E.g. tolerating lateness: nothing important happens until everyone arrives; rewarding aggressiveness: those who interrupt are never shut down; equal chances to talk: none talks twice before everyone talked once etc.

There may be competition around whose norm will prevail.

The strength of the norms can be tested when a new member comes: how easily he/she can become part of the group.

6. Rivalization

Rivalization or competition is a typical thing in most groups. It happens among group members or between a group member (or more) and the trainer.

Competition among group members is usually for being favored by the trainer. As an example, when a trainer starts the session, s/he already has an agenda in her/his mind and therefore will be supportive towards those who agree with and accept the agenda for the day and will weaken the expressions of dissent (both verbal and nonverbal in both cases). This shows the group who gave the right answers and who gave the wrong ones and therefore provides a clue for gaining the favors of the trainer (or to provoke him/her).

Competition with the trainer can originate in the fact that the person has a leadership role outside the training room which is now occupied by the trainer; or because the trainer reminds the participant of a previous relationship (a parent or a boss) and projects those feelings onto him/her (see Projection).

When there are two trainers, the group might make an effort to separate them by nominating one of them to be the “good guy” (supporting, more competent), the other one the “bad guy” (confrontative, incompetent).

7. Resistance

Resistance can have different reasons. Sometimes a person is arriving to the training with a - probably subconscious - determination to act in resistance. In this case s/he is likely to become a passive or open opposer (see Roles). In other cases, resistance is produced by the group as a normal reaction to the inappropriate conduct of the trainer, irrelevance of the topic etc. Therefore resistance can be a good feedback to the trainer!

8. Competence

Levels of competence are usually varied within the group. The trainer has to find the middle range so as not to make the whole group adapt to the lowest or highest competence (expertise, speed of learning etc.).

At the same time, the level of the competence of the group as a whole is also changing as they become involved in the process. While in the beginning the trainer can tell them how things are going to be, later on it there will be a need to share the process and involve the group in decisions.

9. Projection

This is a phenomenon where one person subconsciously identifies the other not as who s/he is, but as an earlier person they had relation with.

ROLES

Task Roles

The INITIATOR suggests or proposes to the group new ideas. S/he offers a novel point of view concerning problems, procedures, goals, or solutions.

The INFORMATION SEEKER asks for clarification of suggestions made in terms of their factual adequacy, for authoritative information and facts pertinent to the problem being discussed.

The OPINION SEEKER asks primarily for a clarification of values pertinent to what the group is undertaking or values involved in various suggestions that have been made.

The INFORMATION GIVER offers facts or generalizations which are "authoritative" or relates his/her own experience pertinent to the group problem.

The OPINION GIVER states his/her belief pertinent to a suggestion made. The emphasis is on what s/he believes should be the group's view of pertinent values, not primarily upon relevant facts or information.

The ELABORATOR spells out suggestions in terms of examples or developed meanings, offers a rationale for suggestions previously made, and tries to deduce how an idea or suggestion would work out if adopted primarily upon relevant facts or information.

The COORDINATOR shows or clarifies the relationships among various ideas and suggestions, tries to pull ideas and suggestions together or tries to coordinate the activities of various members of sub-groups.

The ENERGIZER prods the group to action or decision, attempts to stimulate or arouse the group to "greater" or "higher quality" activity.

The PROCEDURAL TECHNICIAN expedites group movement by doing things for the group, e.g. passing out materials or setting up chairs.

The RECORDER writes down suggestions, makes a record of group decisions, or writes down the product of discussion. The recorder fills the role of "group memory."

Maintenance Roles

The ENCOURAGER praises, agrees with, and accepts the contribution of the others. S/he indicates warmth and solidarity in her/his attitude toward other group members, offers commendation and praise and in various ways indicates understanding and acceptance of other points of view, ideas, and suggestions.

The HARMONIZER mediates the differences between other members, attempts to reconcile disagreements, relieves tension in conflict situations through good hearted jokes, a soothing attitude, etc.

The COMPROMISER operates from within a conflict in which his/her idea or position is involved. S/he may offer compromise by yielding status, admitting his/her error, by disciplining him/herself to maintain group harmony, or by "coming halfway" in moving along with the group.

The GATE-KEEPER expedites attempts to keep communication channels open by encouraging or facilitating the participation of others ("we haven't gotten the ideas of Mr. X yet," etc.) or by proposing regulation of the flow of communication ("why don't we limit the length of our contributions so that everyone will have a chance to contribute?" etc.)

The STANDARD SETTER expresses standards for the group. These standards apply to the quality of the group process, or set limits on acceptable individual behavior within the group.

The GROUP OBSERVER keeps records of various aspects of group process and feeds such data with proposed interpretations into the group's evaluation of its own procedures.

The SUMMARIZER defines the position of the group with respect to its goals by summarizing what has occurred, points to departures from agreed upon directions or goals, or raises questions about the direction which the group discussion is taking.

The REALITY TESTER subjects the accomplishment of the group to some standard or set of standards of group- functioning in the context of the group task. Thus, s/he may evaluate or question the "practicality," the "logic," the "facts," or the "procedure" of the suggestion or of some unit of group discussion.

Each of these roles is part of the leadership process. Which roles a person plays depends on his/her abilities, personality and preferences. Some may fill more than one role, at the same time or over a period of time. There may be one person who fills several of these roles and is considered to be the group "leader," but without the leadership contributions made by others in the group, the group would function less effectively, if at all. Roles are also often shared, with, for example, many people serving as initiators or encouragers.

Looking at leadership in this way, we can see that it is not a limited or exclusive possession. Quite the contrary, for the more leadership capacity and expression within a group, the more effective and alive the group will be. When leadership is seen as a set of mutually re-enforcing roles, the better your leadership becomes, the more my leadership is empowered and encouraged.

As we identify more clearly the roles we each play in the group processes, we can see our individual strengths in the overall pattern. The challenge is for each to take as many different roles as are appropriate to the group's need in the various phases of its movement toward achieving its purposes.

Blocking Roles

Members of a group obviously have their own individual desires, needs, and agendas, some of which may be in harmony with the group's purpose and some not. In any case, these must be recognized and dealt with, and either explicitly brought into the group's process or consciously set aside. Ignoring or suppressing these needs often result in individual as well as group frustration. This frustration is frequently expressed through behaviors that tend to block the effective functioning of the group. For example:

The **AGGRESSOR** may work in many ways – deflating the status of others, expressing disapproval of the values, acts, or feelings of others, attacking the group or the problem it is working on, joking aggressively, showing envy toward another's contribution by trying to take credit for it, etc.

The **BLOCKER** tends to be negativistic and stubbornly resists, disagreeing and opposing without or beyond "reason" and attempting to maintain or bring back an issue after the group has rejected or by-passed it.

The **RECOGNITION-SEEKER** works in various ways to call attention to her/himself, whether through boasting, reporting on personal achievements, acting in unusual ways, struggling to prevent being placed in an "inferior" position, etc.

The **SELF-CONFESSOR** uses the audience opportunity which the group setting provides to express personal, non- group oriented "feeling," "insight," "ideology," etc.

The **PLAYBOY-PLAYGIRL** makes display of his/her lack of involvement in the group's processes. This may take the form of cynicism, nonchalance, horseplay, and other more or less studied forms of "out-of-field" behavior.

The **DOMINATOR** tries to assert authority or superiority in manipulating the group or certain members of the group. This domination may take the form of flattery, of asserting a superior status or right to attention, giving directions authoritatively, interrupting the contributions of others, etc.

The **HELP-SEEKER** attempts to call forth a "sympathy" response from other group members or from the whole group, whether through expressions of insecurity, personal confusion or depreciation of him/herself beyond "reason."

The **SPECIAL INTEREST PLEADER** speaks for the "small business man," the "grass roots" community, the housewife, "labor," etc., usually cloaking her/his own prejudices or biases in the stereotype which best fits his individual needs.

What can be done when members of a group play these blocking roles? First, take it as a message that perhaps the group has not given enough space and recognition to normal personal agendas. Take time for this so that individuals can be freed-up to contribute their energy to the group. Second, while giving these individual needs time, maintain a balance. The group as a whole must be willing to set limits on acceptable individual behavior, and to enforce those limits in an equitable and sensitive manner. Finally, the group must be willing to exclude an individual whose personal needs and hidden agendas threaten to disrupt and derail the entire group process.

The range of roles within groups is much richer than just "leaders" and "followers." By opening our eyes to this diversity, and stretching our own capacities, we can develop skills of group process that will enable us to work together in ways that are joyous and empowering.

Dealing with difficult people

- Name what is happening
- Describe how the situation is affecting you
- Ask the person or others in the group for suggestions on how to proceed
- Offer your own process suggestions and check them out
- Refocus on interests
- Allow people to save face
- Keep in touch- talk with the person in private or ask a friend to check it out
- Expect them to be reasonable
- Use ground rules

CONFLICTS AND INTERVENTIONS

The circle of conflicts was created by Christopher Moore.

When analyzing conflict it is important to realize that it can be divided into 5 varying categories depending on its nature. Why bother breaking conflict in categories and give it labels? It is important, be it as the mediator or negotiator, to be able to figure out what kind of conflict is present because if the issue(s) cannot be diagnosed properly, how do you expect to find a worthy solution?

The five types of conflict are:

- Data /Information
- Interest
- Value
- Structural
- Relationship / Interpersonal



Remember, preparation is important when getting ready for a mediation/negotiation, so being able to properly identify the conflict will help you move towards a viable solution. Don't forget, many times the conflict can also be a combination of the categories.

Possible interventions

Data/ Information	Clarifying information needs, communication channels, back-up solutions, monitoring systems etc.
Interest	Harmonizing interests, negotiating, facilitating compromise or consensus
Value	Creating clear mission, analyzing organizational culture, clarifying the core values of the organization
Structural	Redesigning the organizational structure, work redesign, clarifying the competencies and responsibilities
Relationship/ Interpersonal	Clarifying and sharing emotions, team building, staff building, retreats

Common ground rules

- ✓ respecting each other, even when you disagree
- ✓ wanting to participate actively
- ✓ having the right not to participate in an activity that makes you feel uncomfortable
- ✓ listening to what other people say without interrupting them
- ✓ using sentences that begin with 'I' when sharing values and feelings (as opposed to 'you')
- ✓ not using 'put-downs' (i.e., snubbing or humiliating people on purpose)
- ✓ respecting confidentiality
- ✓ being on time
- ✓ turning off cell phones

and many more depending on the needs of the group..

HOW IS THE GOOD TRAINER?

*Teacher? Coach? Psychologist? Priest? Scientist?
The answer is: all in one!*



Teacher, because participants want to learn and develop.



Coach, because participants do not only need theoretical knowledge, but exercising as well.



Psychologists, because we have to understand participant's thoughts, feel their feelings, have to handle different processes given by group dynamics.



Priest, because we are credible only if we ourselves believe in what we are doing, and through this participants will understand, accept the messages of the training.



Scientist, because we have to be able to answer all questions, and our professional knowledge has to be accepted by participants.