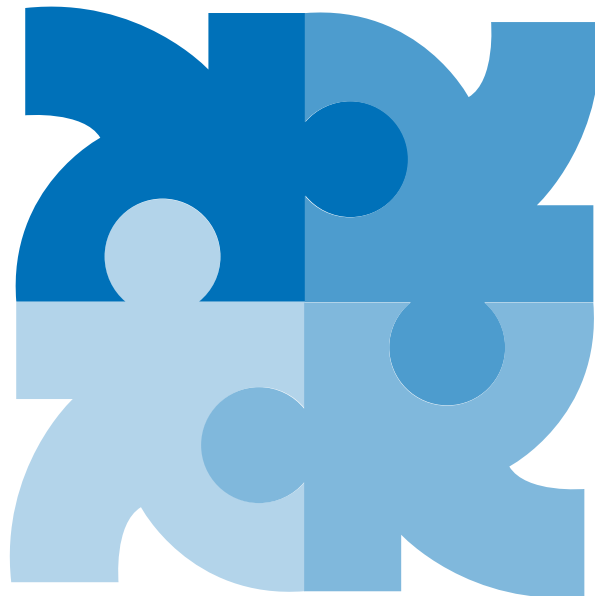World Association
of Girl Guides
and Girl Scouts
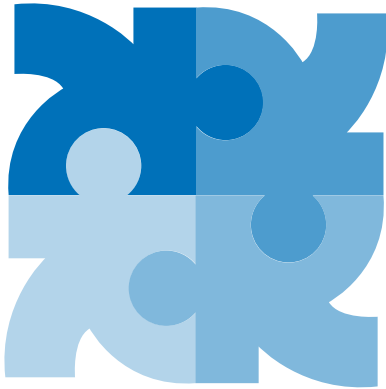
WAGGGS LEADERSHIP
DEVELOPMENT PROGRAMME

Facilitation Guide

World Association
of Girl Guides
and Girl Scouts

WAGGGS LEADERSHIP
DEVELOPMENT PROGRAMME

The WAGGGS' Leadership Development Programme (WLDP) is a learning framework that supports the development of current and potential leaders.

The WLDP Programme:

- **provides opportunities** for existing leaders to develop international leadership skills and experiences to meet their needs and the needs of the organization at national, regional and world level.

- **actively develops** potential leaders, specifically young women, for current and future roles.

WAGGGS has **four** characteristics as an organization, which in combination provides an opportunity to consider international leadership from a unique perspective. They have become central to the programme and are:

that WAGGGS is a values based organization
delivering non-formal education
with an inter-generational perspective
and in a cross-cultural setting

The WLDP programme supports the vision of WAGGGS as a Learning Organization and the strategic goals

Leadership Development
Strong and Growing Membership
The Voice of Girls and Young Women
based on narrative experiences from members, leaders and member organizations from all five WAGGGS regions.

There is the expectation that in the future the WLDP will be an internationally recognised programme, attracting participants from external organizations.

The WLDP has been developed through a consultative process with the regions, the target audience for the programme and educational specialists. The programme has been designed to address needs at organizational and individual level but the core content is a programme of eight modules designed to meet the needs of the individual. There is no expectation that anyone will be required to undertake all eight modules, though this is an option. The modules are:

- **Understanding Leadership**
- **Personal Development**
- **Leading Teams**
- **Diversity**
- **Management Skills**
- **Communication**
- **Advocacy**
- **Setting Direction**

The content of these modules is only one aspect of the WLDP. The delivery of the material is crucial to learning and may involve facilitated workshops and seminars, coaching/mentoring, the use of learning logs and journals, applied project based learning and assessment.

All modules consist of

Theoretical information on the subject
Individual exercises – easy to copy and use
Group exercises – easy to copy and use
Discussion questions – for group and plenary debates, or for individual reflection
Bibliography and references for further reading

It is proposed that in a phase 2 of the WLDP, further pathways for development may be offered, designed to provide more specialist opportunities for the development of leadership skills – such as active leadership, strategic leadership, innovative leadership and social change leadership.

Further updates will be provided as the programme develops.

CONTENTS

CONTENTS (contd)

1. INTRODUCTION TO FACILITATION AND LEARNING IN WAGGGS

The WAGGGS Leadership Development Programme (WLDP) has been devised to be a unique and specific programme from WAGGGS to develop international leadership skills and experiences of adult members. It is designed to bring benefits both to individuals, and to the organization (MOs, regions, world level).

The WLDP has been developed as a programme package, and is most effective when this package is delivered according to the set criteria.

The WLDP's success is reliant on the delivery of a quality Programme consistently across the organization. It must build on WAGGGS strength in developing leaders and be of the highest standard.
Through delivering a quality product that meets the needs of the organization and individuals, the WLDP will deliver real benefits to WAGGGS, and the wider world.

As a Learning Organization, WAGGGS has built the WLDP on the most current and relevant theories on learning and leadership as practised within the organization and its member organizations..

The programme focuses on the "learning leader" and her experiences in an international environment of other learning leaders, supported by a WLDP facilitator.

In order to ensure the quality of WLDP, there are specific criteria to define what constitutes a WLDP activity, so members are able to differentiate between WLDP and the other leadership developing activities that will continue to be delivered across the organization.

The focus on WLDP is on global leadership – and therefore on those who want to or need to develop this skill-set.

The WLDP also recognises that there are many skilled and experienced leaders within our organization. The WLDP is designed to draw out and share those competencies and experiences, and to apply them in a different context of an international arena.

The shared learning aspects of the Programme are very powerful in bringing groups together in different settings.

Therefore, the WLDP is designed to build on experiences already existing within WAGGGS, in a global and inter-generational setting and in line with the newest leadership theories.

(Introduction to the criteria set for WLDP seminars and facilitation)

The following pages are extracts of the documented criteria for a WLDP programme and a WLDP facilitator, followed by a section about the appointment and development of a WLDP facilitator.

2. LEADERSHIP DEVELOPMENT IN WAGGGS

In order to facilitate and support the WLDP the structure and intentions as well as the background story of the concept the following information should give an overview of the strategies of Leadership Development.

Goal 1: Leadership Development

CELEBRATE!

- Years of innovative leadership work are being consolidated into a global leadership programme, validated with recognized academic institutions.
- Emphasis on developing women under 30

2002-2005
- Need for stronger consistent leadersihp identified
- Goal adopted

2006-2008
- Extensive leadership coaching in regions and World Centres
- Develop WLDP framework
- Greater awareness of strategic leadership needs

2009-2011
- WLDP implemented through regions and World Centres
- High quality consistent relevant leadership programmes

2012-2014
- Multiplier impact seen with WLDP
- Global leadership forum
- External WLDP participants
- Strong leadership across MOs, regions and globally

The Next Century

2. LEADERSHIP DEVELOPMENT IN WAGGGS (Contd)

2.1 Goal 1 Leadership Development

Definition of leadership development in WAGGGS will include the following elements

1. What is the common understanding of leadership development in WAGGGS?

2. How is leadership perceived at the different levels of the organization, local, national, regional and world level

3. How are leadership development and learning connected

2.1.1 Strategy

NATIONAL LEVEL

GLOBAL LEVEL

LEADERSHIP DEVELOPMENT IN WAGGGS

REGIONAL LEVEL

WAGGGS LEVEL

2.1.2 Priorities

1. Provide skills, competences and experiences to build strong leadership at:
   - national level
   - regional level
   - WAGGGS world level
   - global level

2. Update and strengthen the system of leadership development at the different levels in WAGGGS

3. Work with Educational Institutions and other INGOs (International Non-Governmental Organizations) to:
   - ensure that WAGGGS continues to provide leadership development that is relevant and meets the needs of its members in the face of a changing world
   - enhance the quality of leadership development

4. To build capacity so that WAGGGS becomes a point of reference in global leadership among INGOs

2.1.2.1 National level

Priority 1
   - to provide relevant support in the training of national board members (use existing and developing new resource materials)
   - trainers/facilitators

Priority 2
   - support more MOs to have their Training Schemes updated and accredited by WAGGGS

Priority 3
   - ask MOs to include in their Training schemes the partnership they have and potential partners in the area of leadership development
   - MOs work towards an accredited/recognized leadership training for volunteers (Governmental and non Governmental organizations in the country)

2. LEADERSHIP DEVELOPMENT IN WAGGGS (Contd)

2.1.2.2 Regional level

Priority 1
- provide support in the training for trainers
- create on line platform to share approaches and tools in the training trainers

Priority 2
- define a structure to support the different levels of trainers (competences, skills, knowledge, attitudes, methods and techniques)
- identify trainers to be trained as facilitators for the WLDP

Priority 3
- regions share best practices regarding the accreditation/recognition of training of volunteers
- regions continue to build partnerships with other NGOs and key partners in leadership development

Priority 4
- Regions spot opportunities for WAGGGS to showcase its Leadership Development programme.

2.1.2.3 WAGGGS World level

Priority 1
- Enhance the skills and competences through WAGGGS world events, WLDP , Regional and World Centres events

Priority 2
- Develop a coaching and mentoring system
- Work on succession planning as key element in the development of the organization at all levels
- Create and nurture a pool of facilitators, coaches and mentors
- Develop an on line system as a tool to support the learning of facilitators, coaches and mentors.

Priority 3
- Develop and strengthen partnerships with Educational Institutions and other INGOs
- Constantly update the WLDP in line with the needs of members as well as the changing trends in this field

Priority 4
- Communicate and promote the WLDP to key stakeholders eg, MOs, WAGGGS Committee, OBPS and Friends
- Develop modules on female leadership and global leadership

2.1.2.4 Global level

Priority 1
- Provide opportunities for young women to experience leadership in other organizations
- Invite young women from different INGOs to experience WAGGGS leadership.

Priority 2
- Explore the possibilities of official recognition of competences by an authorized organization

Priority 3
- Share WAGGGS leadership development experiences and expertise with targeted partners

Priority 4
- Strategic positioning of the WLDP by communicating it to the Alliance of the biggest Youth Organizations (Big Six) and relevant INGOs and UN Agencies
- Share expertise with identified organizations in female and global leadership

Leadership is defined in many different terms but it is basically the ability to motivate a group of people towards a common goal. The ability to lead others can be a learned skill; to do it well requires some basic values such as integrity, respect for others, the desire to empower others and a vision to lead towards.

2. LEADERSHIP DEVELOPMENT IN WAGGGS (Contd)

A good leader possesses:

- a vision of the future
- ability to encourage others to enter the experience of learning
- love of self improvement for self and others
- ability to empower others (delegating)

Leadership in a Learning Organization is:

- Providing experiences that create (individual as well as social) Development leading to Learning in many levels and for all involved persons and bodies

- Leadership is facilitating the development by providing an environment of experiencing activities

In a WAGGGS setting, leadership also has contributing elements of :

- Intercultural and intergenerational diversity and co-operation
- An appreciative approach to the individuals and groups
- Relation rather than position
- The leadership is shaped among those involved rather than one person (leader) taking decisions for everybody
- In Girl Guiding/Girl Scouting, leadership is systemic and team related
- The imagination of the organization, the groups and individuals is shaped by the sharing of different perspectives in a social construction and as a result of many ways of communication

---

What makes it a WLDP?

It is the package...

- Accredited facilitators (cross regional)
- Identification of needs
- Parts of the 8 modules
- 4 elements
- Follow up and implementation

2.2 Why is WAGGGS Leadership Important?

WLDP is a different – and now articulated – approach to global female leadership within WAGGGS:

- Designed to meet the long term needs of Member Organizations (MOs) and WAGGGS through the development of a clear programme
- Drawing on the experiences of MOs and expert trainers and writers to develop the materials
- Designed to deliver a consistent programme of learning across WAGGGS
- Valuing input from other institutions
- Research project to validate the Leadership Development Programme
- Consistency and quality of facilitators

In the development of WLDP, four elements that are unique to our organization have become clear and these are central to the program. These elements are:

- Values Based
- Non Formal Education
- Inter-generational
- Cross Cultural

These aspects are evident throughout the WLDP, in content, delivery and application of learning.

The purposes of the WLDP is to

- provide a framework for leadership that will ensure quality and consistency in any WAGGGS leadership training at regional and world levels
- realize capacity building
- develop and show potential
- provide necessary skills and competences
- develop and grow leaders with a vision to take the movement forward

Trained facilitators, who deliver the modules and support the development of the individual participants, are vital to the success of WLDP in providing the high level and consistency WAGGGS is expecting as a result of this leadership program.

The WAGGGS leadership tradition is developed through a centenary of female leadership in all parts of the world, where women, no matter what their origin, age, faith, education or profession, have shared and discussed their experiences and have impacted each others lives through the many leadership seminars...

As the corporate world is taking in more and more benefits from the leadership developed in female cultures, WAGGGS can be a leading star and role model. Our well trained leaders can be appreciated for and use their competences in their education and career all over the world.

2.2.1 Competent leadership is the foundation of healthy organizations

Leadership has been a concern for WAGGGS for the past 100 years and now we are building on the past and embracing the present in preparation for the future.

The strength of each national organization and WAGGGS as a world organization is determined by the strength of leadership to move the organizations forward.

In the WAGGGS Leadership, Programme and Membership team, the task is to define leadership development in WAGGGS and to determine a strategy to strengthen WAGGGS and its member organizations.

From the strategy we are looking at developing global leadership skills related to our uniqueness as a female volunteer organization.

Competent national leaders will meet and share their leadership experiences and by that impact and continually develop the leadership within the world organization.

2.3 Facilitating Leadership Development

WLDP Facilitators are trained in order to implement activities to reach *WAGGGS Strategic Goal 1* – Leadership as defined by the WAGGGS Leadership and in the optimal setting and environment to create and maintain the potential of the leaders within the organization and throughout the world.

Facilitating the personal leadership development for women is a privilege and a learning process for all involved.

Reference to the WLDP modules related to this section:

- Understanding Leadership – all parts
- Personal Development section 2 – Myself as a leader
- Management Skills section 2 – Leadership and Management, what is the difference?
- Setting Direction section 2 – The Mission, Vision and underpinning Values of WAGGGS

References are also made to
- WAGGGS Constitutions and Bye-laws
- Introduction to WAGGGS Leadership (pending)

Supplementary information to this section can be found on the website www.wagggsworld.org

3. FACILITATION

3.1 What is Facilitation?

This is the process through which a task is 'made easy': to undertake learning, to solve a problem or to be innovative. It empowers and supports a person or group through special skills and process tools known and used by the facilitator, in accordance with expressed expectations and needs of the group. Outcomes as well as the process content are fully owned by the individuals and the group.

> *As a common term, facilitate means 'to make it easy for a process or activity to happen'* (Longman's Contemporary Dictionary).
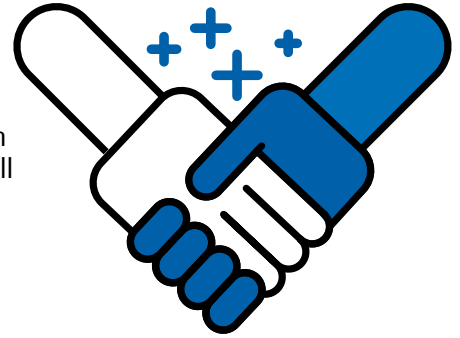
In corporate and organizational contexts, facilitation is used for the support of meetings, seminars and events. Also within WAGGGS the term is being used for workshops and group discussion with a person to ensure the process and the outcome leaving as much of the responsibility for the content to the participants as possible.

Facilitation is a process which enables individuals, groups and teams to work to reach a verbalized goal or target. Facilitation focuses on the process of how people work together to reach a goal or target. An effective facilitator gets the balance between process (how) and task (what), using a range of different methods and skills to achieve the results in interactive events to bring the best out.

The approach to both the learning and the facilitation process is the WLDP basic philosophy for leadership

- Positive/appreciative
- Holistic
- Equal/peer
- Systemic – taking in different points-of-view of the subject and the learner
- Learning among adults is a social construction formed by the relations within the groups

And building on the four elements of the WLDP

- Values based
- Inter-cultural
- Inter-generational
- Non-formal educative

Using a metaphor from natural sciences, facilitation is like a catalyst – something that optimizes the process without interfering more than needed.

The facilitators watch, empower and support the actions and the processes more than they direct or participate in these.

Simplicity and Complexity are complementary keywords when facilitating – *the trick is to make it appear and feel simple but understand the complexity of individuals and group dynamics*

Facilitation Guide

3. FACILITATION (Contd)

3.1.1 How Does Facilitation Differ From Teaching and Training?

They both involve the learning process but use very different means. The table below offers a quick comparison of these different approaches.

Quick Comparison of Teacher, Trainer, Facilitator

AREA	TEACHER	TRAINER	FACILITATOR
Objectives	Educational	Training	Learning
Focus	Curriculum	Training content	Processes,outcomes
Knowledge base	Self	Self	Individual & group
Control Session plans	Total Detailed Curriculum	Predominant Detailed Session design	Flexible Session design, Flexibility in methods used
Communication	One way	Participation in specific areas	Very interactive
Questions	Few	Some	Many
Decisions Feedback Outcomes	Solo Nil 'Taught'	Solo, some Group Discouraged 'trained'	Group consensus Encouraged 'learned'

3.1.2 What facilitation is NOT

To avoid confusion about the many interpretations of the term facilitation, it should be underlined that

Facilitation is not being a:
- peer participant in the learning process – although a facilitator should also be learning
- team leader
- team organisator or administrator
- negotiator on behalf of the learner(s)
- servant who simply does the bidding of the learner(s)

3.2 Facilitation approaches

A facilitator has to focus on the learning process related to the learner's situation and motivation – and step back concerning the content of the learning.

A good attitude to take and repeat is:

The people I work with are:

- talented (even if they don't recognise it)
- have done and do good (even if they can't remember)
- have the potential to do great (even if they can't see it)

Facilitation focus

- To help people
- To become the best they can be
- To dare to dream
- To make a difference
- To have good lives
- To be resourceful
- To take action

Facilitation key issues to consider

- the learner
- the subject
- the method
- own motivation and mental condition

> *Helpful attitudes and values for facilitation*
> - *My mind-set won't help them*
> - *Everybody is human, unique with potential*
> - *It's OK to teach – if this is the need*
> - *No one best way*
> - *People never argue with their own data*
> - *Facilitators can't win arguments*
> - *Silence is OK*
> - *Don't push the river*
>
> *(Townsend, J.E Donovan, P (2009)*
> *Facilitation Handbook, p.101-9)*

3.3 Who is a facilitator?

The profile of a facilitator candidate is that she should

- Have some experience of working with adults in a learning environment
- Be willing to learn and share
- Be interested in personal development
- Be open to new approaches to learning and facilitation
- Observe and be part of development and evolution
- be positive and trust in people
- Enthusiastic

Therefore, there is specific training and a process of review before an appointment as a WLDP facilitator is made. The criteria for WLDP programmes and facilitation will be mentioned in the next section of this guide.
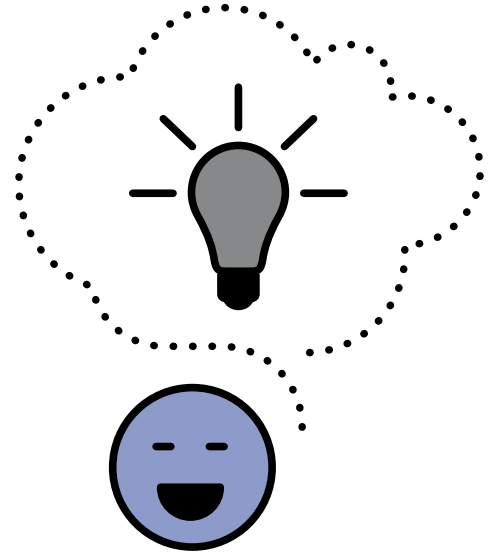
3.4 Facilitation Skills

The many facilitation skills to be trained can be categorized after the main facilitation purpose. Some of these techniques will be described in details in the Techniques Appendix:

Intervention techniques
- Effective Questioning
- A supply of energizers
- Application of the group agreement to resolve conflict
- Stop and wait and possibly ask "what is going on here?"
- Negotiation
- Conflict Resolution
- Cultural awareness and sensitivity
- Debriefing

Coaching skills/techniques
- Assess developmental needs
- Be able to ask if the individual would welcome coaching
- Framing questions to lead the individual to finding solutions
- Active listening
- Provide honest feedback in a way in which the individual is able to see growth opportunities in a positive way
- Help the individual to determine one's own developmental plan.

Feedback skills/techniques
- Evaluate what happened
- Articulate what happened in a tactful way
- Be specific regarding the action or behavior
- Acknowledge and communicate the impact on you or the group.
- Communicate praise or positive statement of the behavior action being sought.
- Provide positive affirmation and do it in a sincere, genuine way.

When deciding which skill to develop and use, remember what you are trying to accomplish
- Be clear about the purpose and outcomes of the intervention, coaching or feedback.
- Be sensitive to timing
- Be well prepared, regarding the people, the processes and the plan
- Be empowering, involving an active learning process for each person
- Be aware of opportunities for learning and development of the group
- Move between staying ahead, staying in touch and the big picture view (the different positions of a facilitator)
- Stay focused on achieving learning outcomes
- Remember you are there to help others learn....and if you stay focused on this, you will also learn something in the process.
- Encourage innovation and creativity, experimentation and risk-taking, and fun when appropriate to enhance learning

3. FACILITATION (Contd)

- Build on suggestions and avoid missing key information/points by moving on too quickly or not involving less assertive people
- Sense of timing-when to provide factual information, when to introduce a process to move the group forward, when to push for more information or consensus and closure
- Encourage group development and team behavior
- Give empowering feedback to individuals and group
- Support struggling members
- Coach those in need of help in their learning
- Assist the group in setting boundaries and rules for safe engagement
- Provide clear structure for discussion and decision-making
- Be analytical and logical
- Remain positive

3.4.1 What are the Benefits of Facilitation Skills?

If you possess facilitation skills and use them appropriately, you will be able to:

- Empower the learner with responsibility for her learning
- Undertake sessions relevant to our rapidly changing world
- Have a high degree of freedom and flexibility in session management
- Engage and empower people through high level communication skills
- Enjoy high energy sessions
- Achieve greater creativity and innovation
- Enjoy high energy session
- Be part of a continuous self-motivated learning process

With practice and perfection of facilitation skills, you will be able to avoid the concerns of control of the group, confusion of roles and responsibilities, risks inherent in managing a highly charged environment, problems of time management and the maintenance of neutrality over content.

Discussion

CHARACTERISTICS OF A FACILITATOR?

What are the discrete characteristics and competencies that distinguish exemplary facilitators?

3. FACILITATION (Contd)

3.4.2 Facilitation competences

Referring to the section 'Discover your potential' on competences, intelligences and learning - in the WLDP Personal Development module, every facilitator should be aware of her own competences, potential and preferred interests in facilitation.

Also her competence level and wishes/intentions of improving from one to other levels should be a matter of reflection and self awareness.

Interpersonal skills/basic facilitation skills
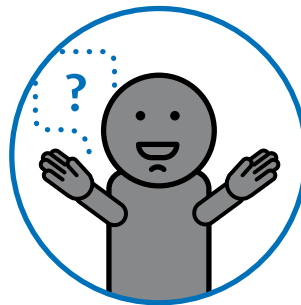
listening • language and communication • questioning • confict handling • using feedback

3.4.3 What are the Behavioural Criteria for Good Facilitation?

Following is a checklist for your own behaviour inventory.
Of course **the key is flexibility**. Understand the impact on others and choose to best meet the needs of the group at any specific time.

- Nonjudgmental about ideas, comments, questions
- Nonjudgmental about behaviour-offer feedback on type of behaviour and consequence or outcome of it
- Patience
- Build a safe and trusting environment and atmosphere
- Maintain neutrality on content
- Unemotional - calm at all times!
- Tolerance for ambiguity - look at all viewpoints
- Maintain clear direction and focus on group objectives
- Question appropriately to explore issues and draw out learning opportunities

3. FACILITATION (Contd)

3.5 The different roles of a facilitator

As mentioned in the previous section, there are many ways to facilitate – or many facilitating roles to play.

A facilitator has to match the learner's learning style and the subject more than her own personality and preferred learning style. This of course means that the facilitator has to be very conscious of her own style and behaviour, and also to consider possible reactions from the learner to different facilitating roles and methods.

Guide   Mentor   Coach   Lecturer   Facilitator

Educationalist   Consultant   Supervisor   Leader

Mediator

Interviewe   Teacher   Counsellor   Advisor

Mother   Tutor

Therapist   Boss   Talent spotter

Friend

Miss Curious   Supporter   Entertainer
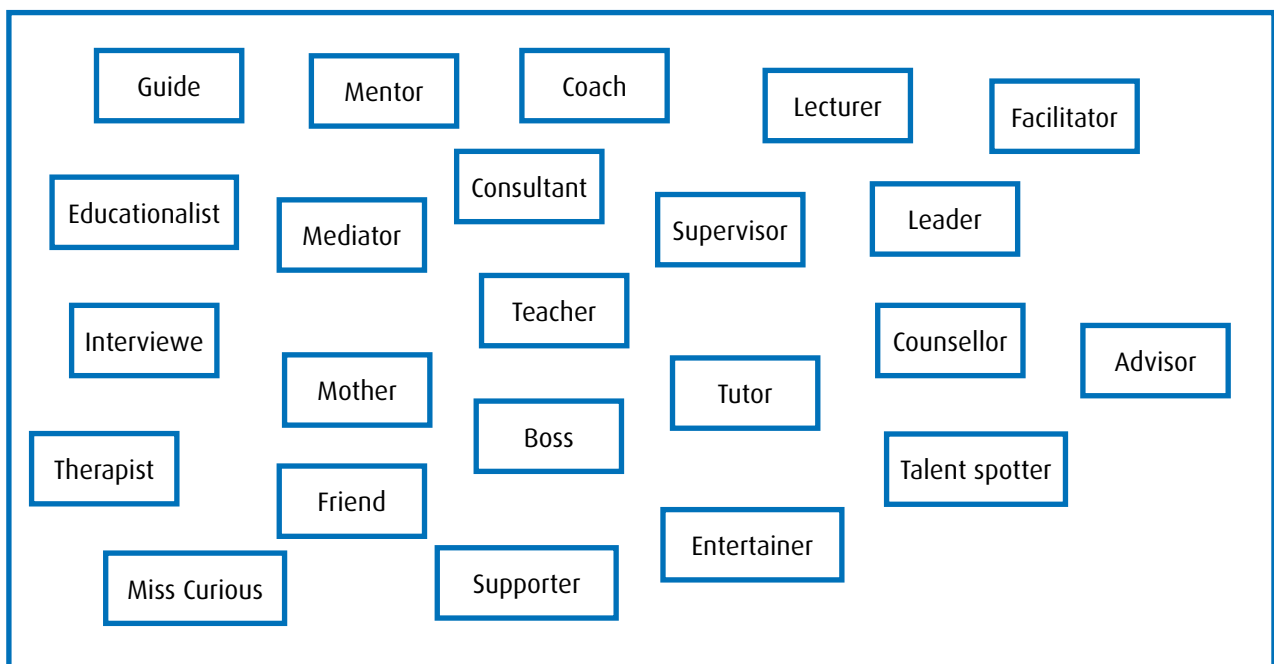
Discussion
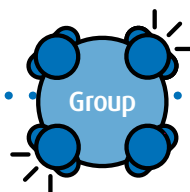
DISCUSSION   **Group**   **EXERCISE**

If you stand on a line between to wall of a room, where one end represents the learning method where the facilitator is giving the answers, and the other end, where the facilitator is asking the questions, for the learner to answer the best she can – where would you place the different roles above?

You could write the different roles on papers and move them back and forth on the line, while discussing and giving narrative examples)

3. FACILITATION (Contd)

3.5.1 Facilitation as intervention in a learning process

There are many ways to support – intervene in or facilitate – a learning process

- Challenging
- Mentoring
- Coaching
- Instructing
- Teaching
- Inducing
- Testing
- Guiding
- Advising

- Counselling
- Role Playing
- Playing games
- Visioning
- Modelling
- Discussing
- Reflecting in teams or groups
- Acting

All are OK processes when they meet the needs of

- the learner (her personality, expectations, learning style)
- the subject (skill, knowledge, task) to be learned or developed the facilitator (facilitation competences, personality, and facilitation style)

We could illustrate these functions of facilitation as a stage – or a three dimensional 'room' for the learning process – in which the learner(s) and the facilitator operate:

Sharing the learning process
Facilitator and learner

Interpersonal relationships

Level of motivation for learning/facilitator

Subject competences
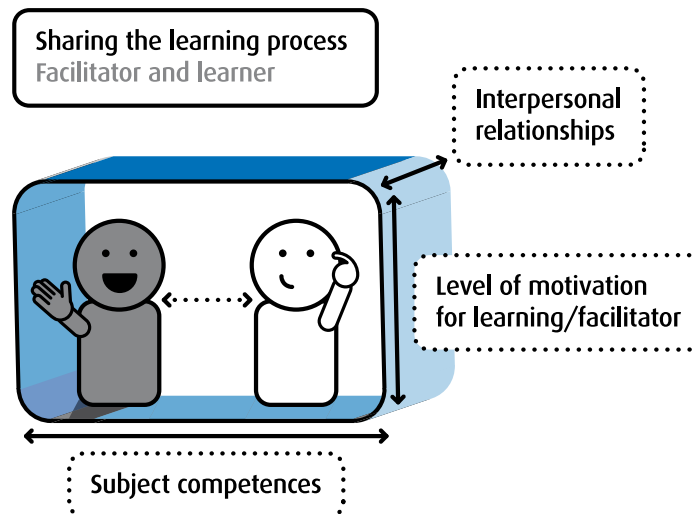
When we are involved in the facilitation process we should therefore consider

- the competency the learner has about the subject the grade of interference / disturbance needed the span and the width of the subject
- the motivation the learner shows for the learning procedure the grade of support /empowering needed – and the motivation of the facilitator
- the self esteem and psychological state at both learner and facilitator the relationship between learner and facilitator – this is also a matter of how much we can intervene in the process to speed up, intervene or even slow down the process if we regard this needed.
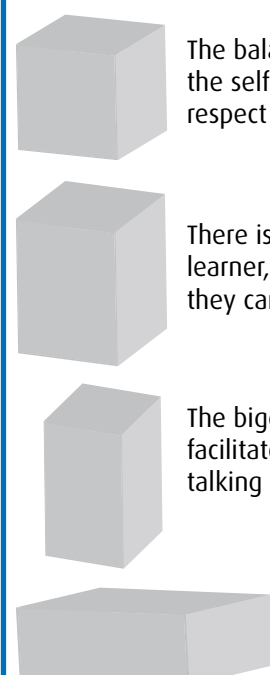
3. FACILITATION (Contd)

The more each dimension is adjusted to the expectations and needs, the more space there is in the 'learning room' and the less risk of stepping off the side.

Let us have some examples of different 'rooms for facilitation' where the 3 dimensions are different and influencing the facilitation focus:

The balance between the subject competence, the motivation for learning and sharing, and the self esteem is high - the facilitator and the learner have room for a good experience with respect of the individuals.

There is a big focus on the subject which is large and interesting for both facilitator and learner, and they are motivated for the process. However, the self esteem is rather narrow, so they can get scared of the risk of falling the task ('falling down from the wall').

The biggest dimension is the interpersonal - the subject is of little interest, and the learner and facilitator are unsure of each other (the esteem dimension) - so they tend to keep on small talking of other subjects out of focus.

The subject is the main focus; the learner and facilitator are not much interestesd in the process and not sure of each other. They tend to go directly to the task without interacting - which can result in lack of balancing expectations and less feedback.

We often tend to name this fulfilment of the social and interpersonal relationship as the 'chemistry' between the people involved – and it is the relationship and the communication between the facilitator and learner that shapes and determines the outcome for all parties involved.

Some learning theorists and coaching techniques suggest a facilitator to be 'dis-respectful' when supporting the learning process. This does not mean to be rude, but to be alert and observing the process, in the aim of insuring the best learning possible, by intervening, questioning, suggesting other perspectives – so the learner herself sees more than one solution.

The level of intervention and disruption in a learning process has to be carefully followed, taking in each of the 3 above mentioned dimensions at a situational moment.

Using the model from Peter Hansen Skovmoes[1] in connection to the WAGGGS facilitation definition (page 7), we would say that

Facilitation is the learning intervention chosen to be the best suitable for covering the needs of the learner – so in some cases, the facilitator can be instructing, and in others she can be coaching the learner.

[1]Translated graphic from Stelter (editor) (2002): Coaching: Learning and Deveopment. Page 29

3. FACILITATION (Contd)

Learning interventions
according to relationship and communication

Questions

Tool

Coaching

Supervision

Counselling

Mediation

Mentoring

Advising

Instruction

Relationship

Answers

Power resides with deliverer

Power resides with receiver
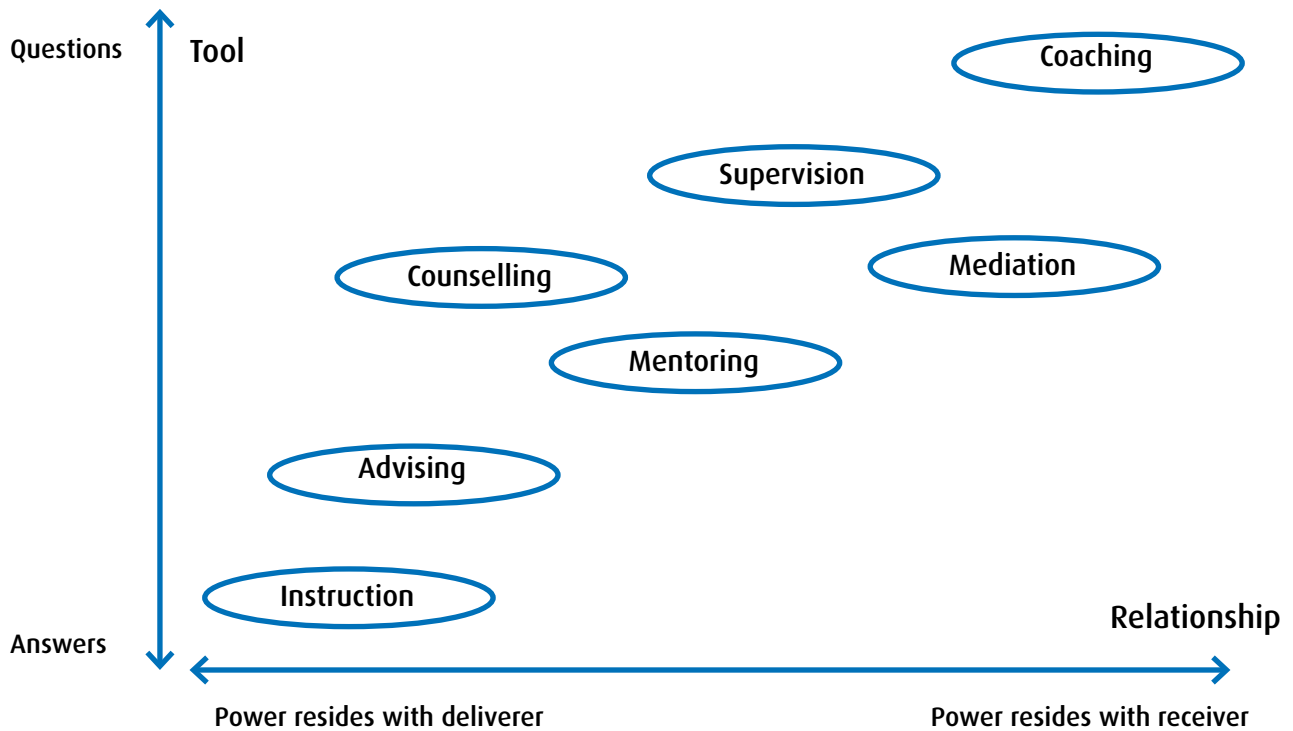
Source: Peter Hansen-Skovmoes
in Stelter, R (202)

The model shows that the communication focuses on the use of questions and answers and on the agreed relationship between the facilitator and the learner.

Discussion

LEARNING INTERVENTION

Discuss and give examples from your own lives where the different learning interventions were suitable – which means facilitating the process – and other examples (if you have any) where the intervention method was not suitable for covering the needs for facilitation.

3. FACILITATION (Contd)

3.5.2 Roles of a facilitator

Below is a comparison between 5 of the most common facilitation roles:

FACILITATION ROLES					
Roles	**Coach**	**Mentor**	**Trainer**	**Consultant/ Advisor**	**Counsellor**
Approach	Partner and Advocate	Teacher and Guide	Teacher, Expert, Guide	Advisor, Expert, and Guide	Counsellor and Therapist
Learner	Client	Mentor / Mentee	Trainer	Consultant	Counsellor
Uses	Curiosity, Facilitation and Support, Coaching Models	Experience, Self-proven methods, Contacts	Models, Methods, Procedures	Expertise Experience	Healing Methods, Clinical Models
Purpose	To partner with the client in clarifying, aligning, and achieving goals, while championing who the client is at their core	To teach the learner the Mentor's methods and open doors that have led to success	To teach the learner skills, procedures, methods, expertise, etc. To develop skill and proficiency in an area of an endeavour	To advise learner and provide with success strategies	To assist the learner in healing traumas from the past
Client Objective	To connect with their deepest values and desires and to create their own guiding principles and model of success	To understand and use the Mentor's methods of success and contacts	To develop skill and proficiency in an area of an endeavour	To use the advise, expertise, and strategies for success	To release the past and/or have better coping skills
Desired Result	Personal Alignment and Profound Change	Increased success by implementing the Mentor's approach and contacts	Increased or improved ability and proficiency	Using the Consultant's Advice	Emotional Healing through clinical models

Copyright 2003 The Coach Mentoring Group. If used, please provide attribution.

This means that the facilitator should constantly
- be aware of the needs
- be aware of the goal
- adjust the method of facilitation according to these

with the learner's situation as a central focus object.

3. FACILITATION (Contd)

We could place the different roles in a continuum indicating the relationship between the learner – being responsible for the content of the learning - and the facilitator – being responsible for the learning process:

Learner's responsibility (increasing --->)						
Process	Teaching	Advising	Counselling	Mentoring	Training	Supervising	Coaching
Facilitator						

When you are facilitating you should

- Work with all the senses
- listen with you ears and your heart
- watch with your eyes and your instinct
- know and learn to trust your intuition
- feel - "experience what a group cannot tell you about itself"

3.5.3 Role tasks for a facilitator

There are two main tasks in a facilitator's role:
- Overview
  - Have the sense of direction of the process
    - change direction back to original or
    - ask the learner if it is OK to change
  - suggest methods for facilitation that is suitable and relevant
  - Cope with uncertainty
  - Use power of credibility to help address issues
  - Be calm in times of emotion
  - Support and counsel
  - Be understandable
    - Check that what you have said is understood
  - Mobilise energy
  - Surface difficult issues and help others to do so
  - Emphathise
- Impartial helper
  - Not being confrontational in relation to the subject
  - Being seen as having no personal stake in the outcomes

3. FACILITATION (Contd)

The Challenge is to.....

- *Be Brave*
- *Model*
  - *Learning*
  - *Behaviour*
- *Ask good questions and strive to ask really great questions*
- *Be flexible*
- *Embrace difference and work with diversity*
- *Try to be congruent, consistent and even handed but understand that you will slip*
- *Be curious*
- *Turn up and be there*
- *Take all your toolkit*
- *Own assumptions*
- *Observe and not assume*
- *Be ever vigilant*
- *Know the privilege and love the journey*

- *Be a great facilitator inspire, motivate and transform*
- *Be the best you can.......*
- *(Aspire not to be a manipulator in facilitator's clothing)*

(Lennie Egboma, WLDP FACILITATORS TRAINING WORKSHOP May 2009)

3.6 Can Facilitation Be Learned?

As the facilitation process is skill and process based, it can be learned. It helps if you are already patient, calm, and open-minded, enjoy dealing with people and can think on your feet!

Particular skill sets you will need include organizational skills, high level communication skills, expertise in group dynamics, knowledge of adult learning systems, and expertise in processes and tools to maximize group work, outcomes and learning.

3.6.1 How Can Someone Improve Their Skills on Facilitation?

Tips:

- Practice, practice, practice... in as many different situations as possible!
- Regard every session you undertake as further learning for you
- Heed the maxim 'Fail to prepare, prepare to fail'. You need to plan and prepare well
- Your attitude will be you key attribute! Let go of the idea that you know best – the learners may know better!

The Tea Expert

An American tea expert had been studying the secrets and values of tea making and drinking for a number of years. He wanted to finalize his studies by visiting a true Japanese Tea maker, and arranged the visit.

When arriving to the Japanese tea maker's home, he was offered a genuine cup of tea, and while the Japanese started pouring the tea, the man started talking of what he knew about tea drinking. He talked and talked and talked....And the Japanese man poured and poured and poured....

'Stop-you are spilling the tea, because the cup is not taking anymore tea!" the expert said. "Why are you doing that?"

The tea maker answered quietly, "How can I put more tea in a cup that is already full?"

Think about the message here.

        From 'Stories to transform your lives' - www.lifepositive.com

---

Discussion

INTERACTION IN FACILITATION

1. How much interaction does the facilitator have with participants?

2. How much does the facilitator contribute to the content/outcome of the session?

4. YOUR ROLE AS A WLDP FACILITATOR

FACILITATION and FACILITATOR in a WLDP setting:

"A WLDP learning process is based on the needs, wishes, and intents of the learner and her organization.

A WLDP learning process is facilitated by a WLDP facilitator, whenever the learning process is individual or social in a diverse WAGGGS grouping, with the goal of discovering and developing the potential of the learner(s)."

Welcome to the role of facilitator of the WAGGGS Leadership Development Program, referred to as WLDP. This guide will provide you with vital information that will help you effectively facilitate any of the modules within this program.

The WLDP facilitator is skilled in facilitating learning processes based on needs assessment, learning styles, and the medium of seminars, face-to-face training, e-learning, coaching, mentoring etc.

The WLDP facilitator is appointed for a 3 year period to carry out different types of facilitation according to a mutual agreement. The appointment can be renewed.

Facilitating the WLDP means supporting individuals, associations, committees, world centres, and WAGGGS as a whole in achieving the strategic goals on leadership development and increasing membership.
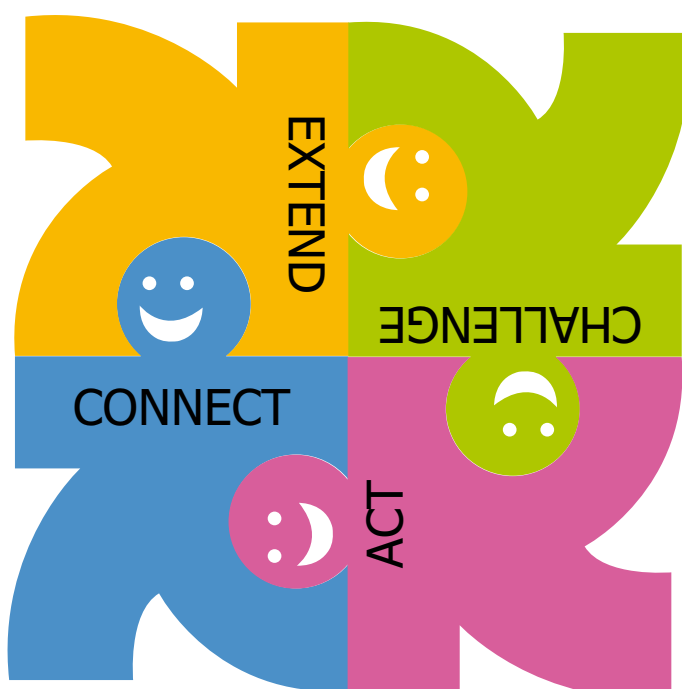
The approach to WLDP facilitation is symbolized in this figure and the 4 disciplines:

- **Connect** – starting where people are and linking leadership, learning and personal development experiences

- **Extend** – supporting knowledge with new information, reaching out of the box and into the world

- **Challenge** – to think beyond the scene and comfort zone, take risks for yourself and others

- **Act** – What have I achieved from this learning activity and how will I act from now on?

These actions are key to implement in the learning process whenever we are facilitating individuals or groups.

4. YOUR ROLE AS A WLDP FACILITATOR (Contd)

This guide is meant to be used as a supplement to the annual workshops held for the WLDP facilitators which all facilitators should attend as well as a yearly Refreshers meeting. The suggested supplementary literature is recommended.

If some of the WLDP modules have issues related to a section in this guide, there will be reference information about this in a green box.

The Guide also includes a 'tool box' of suggested methods, games, exercises and other supporting materials for any WLDP facilitator to use or develop further into the best facilitation for the learner(s).

In the WAGGGS World Song we express our visions, our values, and our respect for the ones before us and the hope of those who follow us:

Our way is clear
as we march on
And see! our flag on high
Is never furled
through - out the world
For hope shall never die
We must unite for what is right
In friendship true and strong
Until the earth in its rebirth
Shall sing our song.

All those who loved
The true and good
Whose promises were kept
With humble mind,
Whose acts were kind
Whose honour never slept
These were the free
And we must be
Prepared like them to live
To give to all both great and small
All we can give.

(WAGGGS World Song)

4. YOUR ROLE AS A WLDP FACILITATOR (Contd)

4.1 WLDP Programmes

The WLDP Programme will include:

- Identifying and meeting the specific needs of the organization, when determining what the aim and objectives of any particular Programme might include.

- Focusing on the ongoing development of participants by building on existing leadership skills and experience, and providing support for ongoing learning and reflection

- Delivering a face - to - face component (seminar/workshop), but also with pre and post work. This work will utilise e-learning, a members' only website for networking and other exchange and research opportunities.

- Designing the Programme to draw on the relevant parts of the 8 modules and to meet the identified needs of the group.

  A WLDP event has two compulsory modules, Personal Development and Understanding Leadership plus other chosen modules.

  It is not intended that all the modules will be delivered in total at one seminar nor for a participant to do all 8 modules.

- The face - to - face seminar will utilise non formal education techniques.

  This is likely to include a mixture of personal reflections, group discussions in different groupings, and using different kinds of activities to meet different learning, communication, and thinking styles.

- Basing the learning on the four WLDP elements:
      values based
      inter-cultural
      inter-generational
      non-formal education

- Focusing on female leadership

- Facilitation by two or more trained WLDP facilitators (from different regions of WAGGGS), on some occasions supplemented with coaching and/or mentoring

- Support from experienced WLDP facilitators in the development and implementation of the programme

The planning team of each WLDP programme should have a balanced representation of:

- The inviting WAGGGS body (region(s), world centres and world)
- Facilitators representing different regions
- WLDP resource team

The WLDP event can be offered by a World Centre or a number of regions working together.

It is important to emphasize that lasting benefits of the WLDP can only be experienced in an inter-cultural setting and therefore all events should have a mix of participants from different regions. The Project team recommends that a WLDP event should have at least 3 regions participating.

4. YOUR ROLE AS A WLDP FACILITATOR (Contd)

WLDP Implementation
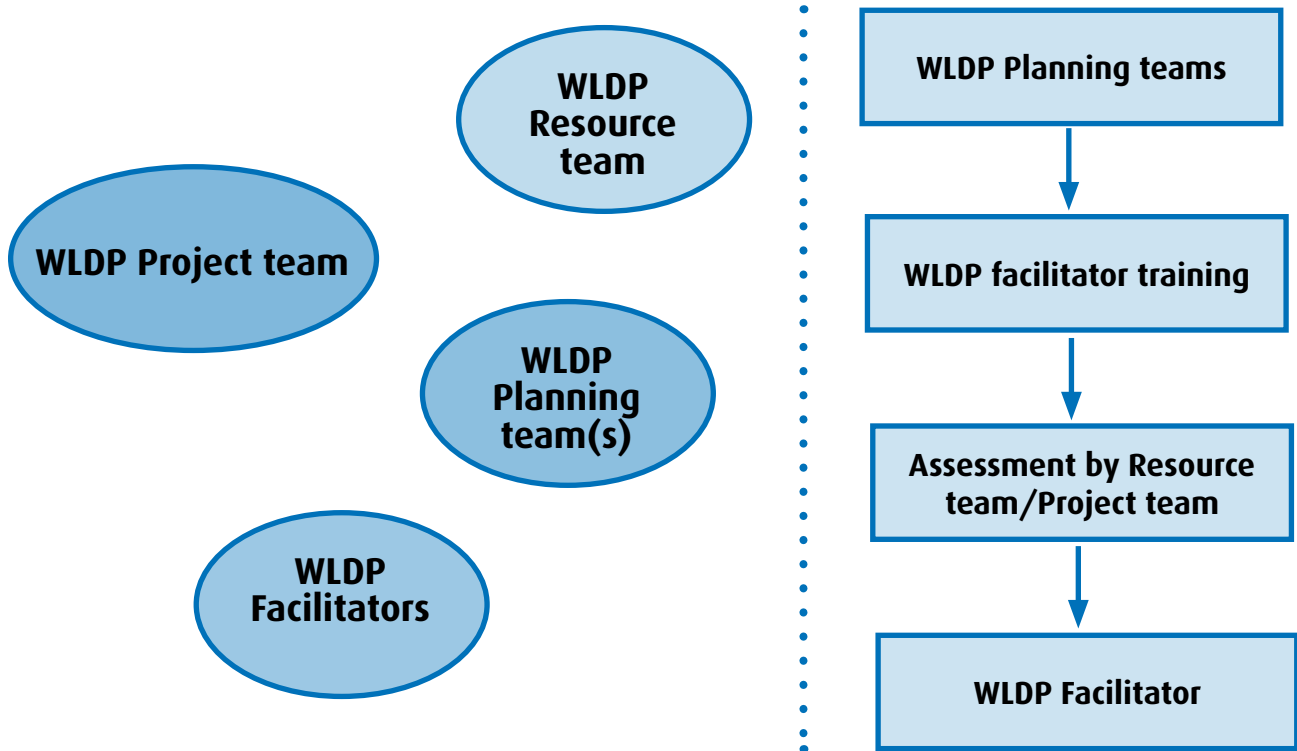
WLDP Resource team

WLDP Project team

WLDP Planning team(s)

WLDP Facilitators

WLDP Planning teams
↓
WLDP facilitator training
↓
Assessment by Resource team/Project team
↓
WLDP Facilitator

4. YOUR ROLE AS A WLDP FACILITATOR (Contd)

4.2 A WLDP Facilitator

A critical element in the delivery of WLDP is in the facilitation of the Programme. Therefore, there is specific training and a process of review before an appointment as a WLDP facilitator is made.

A facilitator will only be appointed when she has

1. Attended and actively participated in a WLDP Facilitator Training Workshop, possibly followed by further facilitation development opportunities including training in coaching and mentoring
2. Undertaken a process of self reflection following the Workshop
3. Maintained a commitment to self learning and development, as well as current adult education and non formal education techniques
4. Be experienced in assessing learning styles and facilitation methods as well as coaching and mentoring related to the WLDP
5. Have an in-depth knowledge of the content of the modules of the WLDP
6. Participated in a planning team for a WLDP event at least once in a triennium, or be involved in a regional event.
7. Facilitated the learning of participants and deliver sessions of the Programme or parts of the Programme, face-to-face and as part of the overall learning
8. Involved in the follow up of participants after a WLDP event.

Once participants have attended a WLDP Facilitators' training workshop they will be invited to participate in the planning teams for WLDP event(s). They will have the opportunity to be observed by a member(s) of the WLDP Resource Team and undertake a process of self reflection prior to appointment.

The person to be considered as facilitator should be a member of WAGGGS and ready to be engaged in WLDP both on a regional and a global level. She should also be able to support the National Organization in the area of leadership development and training.

Appointment as a WLDP facilitator will be done in consultation with relevant Regional Directors and World Centres Managers.

An appointment letter will be sent from the World Bureau on behalf of the World Board Member responsible for Leadership Development.

The appointment can be renewed for a triennial in consultation with the Resource Team and the Regional Director or the World Centre Manager.

4.2.1 Continued personal and facilitation development

Learning is a key activity, not the least when you are a facilitator. You are supposed to support development and learning, know about development & learning, and provide learning at its best – so you have to continue learning and developing yourself as well as your facilitation competences.

Whenever you are facilitating a learner, you should too set your goals, consider your actions and ally with others to support and facilitate you in your own development process.

4. YOUR ROLE AS A WLDP FACILITATOR (Contd)

This means that you should

- Be aware of your competences
- Be aware of your mind set and motivation for facilitation
- Continuously search for
  - new facilitation models and techniques
  - theories on learning and leadership development
- challenge yourself to discover, develop and facilitate new areas, subjects, and facilitation methods
- be aware of your personal limits for change and activity
- keep in touch, network and share knowledge with other facilitators

You can do this by self coaching and reflecting – and by testing methods to use in your nearest surroundings.

Assess your competences – your knowledge, experiences, skills and attitudes towards facilitation, and measure these with your personal values and WAGGGS' values and the 4 elements of leadership development within WAGGGS.

Each year, the WLDP facilitators will be offered different options for their personal and facilitation development through

- network meetings
- discussion forums on-line
- frequent news information
- self assessments
- personal development planning
- communication with the WLDP resource team (assessment interview, mentoring, coaching)
- invitations to be a part of a planning team or development group
  - to facilitate e-learning, coaching, mentoring (at least once per triennium)

In the WLDP Communication module you can find several sections on different communication purposes and methods along with individual and group exercises to practise your questioning, transforming and – not the least – listening skills.

In the Appendix 1 you can find material to assess and plan the personal development of facilitation.

The following 2 exercises can be combined into a process of Facilitation Development – or used individually as a facilitation technique.

Individual **MY DEVELOPMENT PLAN AS A FACILITATOR**

Consider which facilitation competences you would like to develop within 1 - 2 – 3 years (set your milestones relating to your life):

- what knowledge you need about

  leadership development
  learning
  facilitation

- which skills you want to achieve

  coaching
  mentoring
  e-learning
  communication
  conflict transformation
  others

- which values are important for you to meet in your facilitation
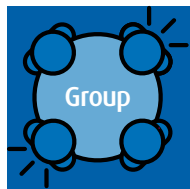
Group **HOT SPOT FACILITATION MEETING** ●

Objectives:
- to articulate strengths, weaknesses and challenges
- to practise story telling
- to assess different needs for support
- to exchange ideas and knowledge about facilitation
- to discuss and practise facilitation techniques

Method:

Step 1- Discover your potential and your challenges
Every participant creates a flip chart poster with description or symbols for her
- facilitation strengths
- facilitation challenges
- and tells/writes/draws
- a story about her best facilitation experience within the past year
- an experience she would like to challenge herself in

She can also create personal 'business card' with a characteristic symbol, strength and sufficient contact details
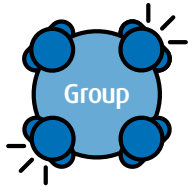
Group **HOT SPOT FACILITATION MEETING** ● **(Contd)**

Step 2 - Connect

All participants stand or sit in a circle with their posters present.

On turn everybody explains about the contents on the poster.

For each presentation, every other participant takes notes on post it papers (or business cards), i.e.:

- ideas for the challenge
- offers of support/facilitation
- questions
- need for support from a mentioned strength

Step 3 - Extend
After all the presentations the post-its/business cards are given to the presenters or placed on their respective poster.

Step 4 - Challenge
After delivering post its/business cards, everybody can go to a 'free' person and have a 5 min. meeting about the offers/needs/ideas.

Step 5 – Action plans
Every participant collects all inputs and offers given and creates her own personal action and development plan, including networking agreements, partnerships and facilitation.

Materials:
flip chart or poster paper
pens
post its or paper in business card format

4.2.2 Attitudes and values

As mentioned when dealing with approaches, a positive attitude towards learning and development is essential, as well as the 'golden rules':

- Nothing is right nor wrong – something can be different
- Every action is done in a situational positive intention, seen from the perspective of the actor
- We are not free to choose our destiny – we are free to choose our attitudes towards our destiny
- There is learning in any experience
- There are many ways of learning – if one does not work, try another!

The values and attitudes can be discussed more intensively by using the activities from the WAGGGS Activity Material Our Rights Our Responsibilities – The Right to Learn.

5. THE FACILITATION PROCESS

5.1 Facilitation Tasks for individual and group facilitation

Facilitation tasks are normally carried out in a group forming a planning team; some are more person to person – or group to group facilitation with the individual facilitator as responsible for the process and situation. All kinds of facilitation processes have more or less the same steps:

Starting the facilitation process by
- defining and making the goal clear to everybody involved in the process
- assessing the skills, knowledge and experience present and to be developed
- making sure that assumptions are tested and real
- checking expectations to the outcome of the process
- helping and discovering the needs for learning or developing
- clearing out objectives, purposes and outcomes for all stakeholders involved
- creating an environment where everybody involved enjoys a positive, growing experience – a win-win situation

During the learning process the tasks are to:
- provide the process with the activities and exercises that could help – also extras 'just in case..'
- keep the process on track
- note key points and topics to underline or remember for later (--> 'parking lot')
- showcase the achievements along the way
- empower the involved to keep on going for the goal
- support the learners in their personal development
- remark the work towards the set goal
- adjust the activities according to the development of the process
- appraise the milestones reached
- provide the learners with feedback
- manage misunderstandings, conflicts, and damaging behaviour
- help the communication go smoothly
- provide with assistance from outside if needed
- share the responsibility for the leadership of each step in the process with everybody involved – to foster the leadership development
- empower others to facilitate: working herself out of the job
- intervene in the process (in a positive and proactive intention) to make sure all kinds of perspectives are included, or if the process seems to go too smoothly
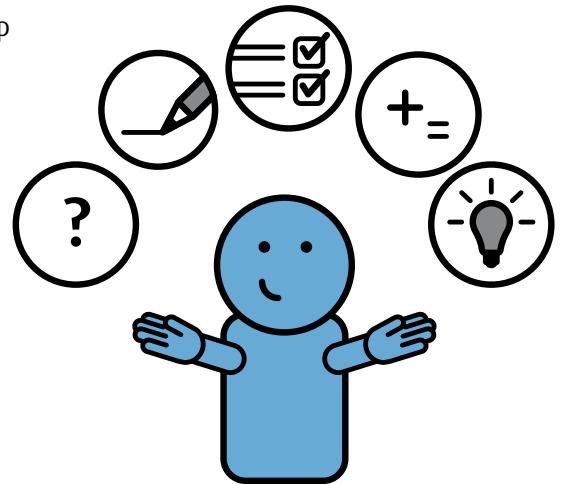
Closing the process to
- check that everybody feels the goal(s) reached
- clear out any left tasks to do: by who, what, when, and why
- thank everybody for their contribution to the process
- report the achievement and any outstanding remarks

The section 7 Facilitation Techniques and the Annexure will provide a series of different methods and techniques.

5. THE FACILITATION PROCESS (Contd)

5.2 Assessing Needs

The needs can be the needs of

- the individual
- the group present
- agreed mutual needs of a group, unit or association
- a regional defined need of an organization
  - based on a self assessment
  - based on a research assessment or interview
- regional assessed needs for the region

Needs can often be influenced by individual assumptions or prejudices, that could be avoided by thorough research and basic documentation on different perspectives of the articulated needs.

5.2.1 Why assess needs?

It is essential to know the audience and what their needs are. Otherwise, what they receive may not necessarily be what they expected or what they needed. Consequently, the participants will leave questioning the value of the session they attended.

For the WLDP, regional decision makers and executives are continuously following the member organizations and hearing about the areas where they need support. These needs are collected.

For the individual participant in a programme, the planning team has to address her before the programme to make her reflect on her personal goals, needs, and expectations.

5.2.2 How are needs assessed?

There are comprehensive diagnostic tools that may be used to assess the needs before participants arrive. This will provide a profile of each of the participants, their expectations and help to determine what their degree of competence is in relationship to the content of the modules and the programme.

This can be done by a questionnaire, an interview or a self assessment followed up by a plenary exchange of needs and expectations either at the first day of the programme, or – if possible – by starting a discussion group on the Internet or by email in the weeks up to a programme.

Needs may also be assessed on site in a number of ways. Sometimes this may be conducted during introductions.

> **Example 1**
> Participants are asked to state their name, where they are from and why they have decided to take this module.

> **Example 2**
> Participants interview each other collecting the same information as example 1. Then they introduce each other to the group.

> **Example 3**
> Needs are assessed as part of the pre-seminar assignment – by questionnaires or interviews from the planning team or later as a mutual participants' task

In all examples their expectations might be captured on a flipchart at the beginning of the seminar.

5. THE FACILITATION PROCESS (Contd)

5.2.3 How can various needs be met?

There will always be a variety of needs within each and every group. All adults come with their own unique experiences and various levels of competence. So, it is important to acknowledge and honour the experience adults have. The key is to give all adults the opportunity to share these experiences and to encourage all participants to create new meaning and take their understanding of something to a deeper level. The level of competency expected as a result of the development is important to define when assessing the needs.

5.2.3.1 Facilitation and assessing Competence Levels

To facilitate a learner in the best way according to the needs of the learner is one thing; another issue to consider and assess is the level of development on different methods of facilitation, in order to co-ordinate needs and facilitation techniques to use.

The 6 levels of competences with suggestions of actions to move from one level to the next:

Level 0
No competence nor awareness of the subject.
Unconscious incompetence

Expertise • Information • Orientation

Level 1 – Awareness – *To have experienced*
Awareness of the item but no knowledge. Having tried or experienced the activity
and sensed the feeling of doing.
Conscious incompetence

Learning • Knowledge

Level 2 – Knowledge – *To know*
To know what the subject is about and to have background facts but no skills to use the heard
Conscious competence

Training • Practicing

Level 3 – Skills – *To know how*
Trained skills and tools to use the learned.
Unconscious competence

Development • Innovation • Variation

Level 4 – Mastery – *To tell how but not why*
Develop and valuate manage & know why; to use, valuate, vary, develop independently
Unconscious expertise

Explanation • Description • Articulation

Level 5 – *Delivery – To tell how and wh*y
To deliver, see from receivers perspective; To explain to others in different ways
Conscious Expertise

5.3 Session and programme planning

A facilitator who wants to have a successful and well considered learning experience for the participants spends time planning.

This planning starts with understanding the purpose of the session, the audience and what it is you want them to know or be able to do at the end of the session, in other words, the learning objectives.
Knowing all of the above is essential before the finer details of planning are started.
Although there may already be a design for each session, given your participants, the site, the length of time you have, certain modifications or adaptations may need to be made.

Regardless of the differences in learners, sites and length of time you always want to maintain a balance between theory, discussion and other learning activities that provide experiential learning.

In order to do this, determine what learning activity will provide that experiential opportunity given the time and the space constraints you have. In structuring the session, it is critical that enough time is left for debriefing.

You never want your learners to leave commenting that the game or activity was fun, but are not sure what they learned. Of course, flexibility is key and it is essential to make adjustments as needed.

Once the learning activities have been determined, then the finer details need to be planned.

- What handouts and other materials will be needed?
- What is the best way that works for you to organize these materials so that you won't be sorting through things trying to find something when you are ready to facilitate the activity?

Some people use a drop box for handouts that are arranged in the order in which they are distributed. Props and other items that may be needed for a game or a learning activity may need to be pre-set.

5. THE FACILITATION PROCESS (Contd)

5.3.1 Facilitation Equipment

There are many tools for your use for your facilitation and many things to consider a head. Some of these can be well-prepared, while others will depend on the evolution of the session.

When planning your session, try to cover all 4 learning styles and different ways of perception (visual, auditive, kinesthetic – and smell/taste) in your plan.

Discussion

A SWOT ANALYSIS OF FACILITATION EQUIPMENT

Discuss and consider benefits and threats of using these materials for sessions – and ideas for more.

Equipment	Strength	Weakness	Opportunity	Threat	Consider
Power point presentation					
Handout					
Material sent/ given to participants ahead of the session (articles, tasks, questions)					
Whiteboard/ flipchart					
Instruction papers					
Note it papers					
Music with lyrics					
Instrumental music					
Movies/ videos/ Photos/posters					
Models					

5. THE FACILITATION PROCESS (Contd)

5.3.1.1 Preparing Flipcharts

It is a good idea to prepare as many flipcharts ahead of time as possible for a couple of reasons.

This is usually a title or perhaps a "T" chart or whatever "template" you will be using for the using the flipchart.

Example, if you are going to ask the group to suggest differences between a manager and a leader, your prepare flipchart might be a "T" chart. On the left would be the title/header "Manager" and the right side would be the title/header "Leader.

MANAGER	LEADER

- They look more polished or professional.
- It is an indication to your learner's that you have prepared for the session.

Simple Flipchart Dos and Don'ts

- Use dark colours and stay away from pink, and other light colours.
- Chisel point markers, give you the flexibility of writing with the broad or the narrow side.
- With prepared flipcharts limit the words to no more than 6 down and 6 across.
- Do not use a flipchart for more than 40 people (They get too far away to read).
- Do use titles/headers. It identifies what the topic of the page is.
- Skip a page. The colours will show through if you do not skip.

Also use the flipchart to write your directions for a small group or even an individual learning activity, unless you have the instructions in a handout or on a slide.

Most learners are visual and hearing the directions is not sufficient for many people.

As a supplement and variation to some more complicated Power Point presentations or Overhead foils, a flipchart can be made while you explain it – and the presentation becomes more lively.

5.3.2 Setting up the room for the session

First of all – consider whether the session has to be indoor and seated, and what parts of the session can be moving, active, and outdoors.

Although this may not seem very important, it may be the key consideration for a successful session.

The way a 'learning room' – if a room at all - is configured sends a message to participants the minute they arrive.

If the seats are set in auditorium style, the expectation can be that the presentation will be a lecture.

5. THE FACILITATION PROCESS (Contd)

If the desire is to facilitate in an experiential and patrol like manner, the set-up is in clusters.

Even if the location does not have round tables, meeting tables, or student tables – you can arrange chairs or mats in circles without a table - may be pushed together to create a 'cluster' and 4-8 people may sit around it.

In addition to setting up the room so that small groups can discuss and learn cooperatively, it is also important to plan and create a positive learning environment. As mentioned our participants will make assumptions the minute they walk into the session. So, we want to make this inviting and appealing to the senses.

If music is available, you might want to have some appropriate, non descript music playing as they enter. Music (instrumental and relaxing) can also be good for reflection periods when you do not want people to talk, or to signalize the ending of a break, to gather people.

Visuals, for example relevant photos/posters, a "Welcome" or specific quotations to whatever module you are doing also creates an inviting atmosphere.

Perhaps most important is that you have planned everything so that once the time has come, you are free to greet people and have eye contact as they arrive.

For plenary parts of a session, make sure that all participants can watch and listen. This means that you should arrange tables and chairs facing the 'stage' and with sufficient space to stand up/sit down, without turning the neck or sitting awkwardly.

- Tables can be placed
- In a U-shape
- In a V-shape
- In a horseshoe shape
- Like an auditory
- In a Fish bone shape (several V-shapes behind each other, a variation of the class room set up)
- In clusters
- Like a café

Discussion

TAKE YOUR SEATS, PLEASE!

Discuss your experiences with different setups of chairs, tables, rooms for your learning experiences.

Relate your judgments to the perspectives of

- The audience in total
- The individual learner
- The different activities during the sessions
- The subject
- The deliverer(s)

5. THE FACILITATION PROCESS (Contd)

5.3.3 Ready --> get set --> deliver! Checklists

Consider the checklists below to help ensure a successful delivery – or at least that you do not forget some of the common things.

PRE-SESSION CHECKLIST	✔
Review the session design.	
Do a mental rehearsal. *This is critical. The chances of success are greater if we condition the mind for success. Give yourself a positive pep talk.*	
Check to make certain all the handouts are prepared and organized.	
Check to see that all the props are included and ready to go.	
Include methods of monitoring the group's progress that are built into the flow of the design	

DURING THE SESSION - CHECKLIST	✔
Getting started. *The icebreaker is ready and links directly to the content and purpose of the session.*	
Establish a group agreement/ground rules with the participants that may be referred to throughout the session to help the group maintain respect and effective communication with each other.	
Questions for debriefing each section have been well thought out and for the most part are open-ended so they will stimulate discussion.	
The instructions for all individual and small group activity have been thought out so they are clearly given.	
Make adjustments, as needed during the session. *Skilled facilitators always monitor the group, listening to what is said and not said. Body language speaks volumes. So, if the facilitator senses the group is either in conflict with each other or the content, it is critical to stop, address it and make adjustments as needed.*	
The skilled facilitator needs to balance individual learning needs with that of the group. *If one individual demands more one-on-one attention, take it off-line. i.e. arrange to meet with that individual during break or after the session.*	
Be prudent of the use of humour. *Be natural. If humour is not a part of who you are, don't try to be funny.*	
Establish a method for gaining the participant's evaluation of their own learning throughout the session.	

5. THE FACILITATION PROCESS (Contd)

ENDING THE SESSION - CHECKLIST	✔
The ending is planned. *It has been said "great is the beginning, but greater still is the ending." It is what participants hear or do last that they will remember longer. Plan for an ending that will leave the participants on a high and reinforce what they have learned, yet curious for more.*	
Check to make certain that participants have had the time and opportunity to determine how they are going to apply what they have learned.	
Summarize what you have gone through – the headlines, the specific tasks, and emphasize if there are tasks to do after the session, including deadlines for delivery (and to where/whom)	
Plan for and encourage the participant's to complete the evaluation before the ending, if possible.	

5.3.4 Tips and tricks for the session

Little activities to ensure the success of your sessions can be very useful to everybody.

'Parking lot':

If a not-planned subject pops up during the session, note it on a special flipchart/board shaped as a parking lot. Do not forget to visit the parking lot later and take up the postponed questions/issues.

'Traffic light':
Provide table clusters with cardstock cards, red, yellow, green.

If participants hold up a red card it indicates the need to stop, and perhaps clarify, yellow indicates the need to slow down, and green indicates the pace is too slow and needs to be adjusted.

Monitoring the progress: Ask the participants to place a "post-it" on a flipchart indicating where they are in terms of their learning.
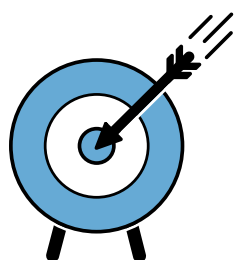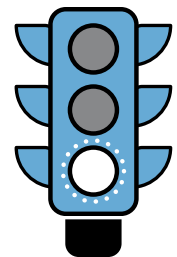
This flipchart could be prepared as a **dart board**, dividing the circles into the subjects of the session or the day. If the participants place their post-it close to the centre, the expectations are almost met and the learning is great; if the mark is in the peripheric, the goal/expectation is far from being met.

It could also be 2 flipchart in each side of the room; one for 'Expectations' and the other 'Expectations met' – where the participants start the session or programme to write expectations on each a note-it, placing it on the first flipchart, and moving it when the expectation is fulfilled. Another variation of this is to place the note-its on flipcharts with Maslow's pyramid of needs, still moving it when expectations are met.

5.4 Facilitating learners

5.4.1 Individuals

Facilitating a single person is in some ways easier than facilitating a group, because you can direct and use the very specific method that matches this person's needs.

On the other hand, it is more difficult, as you can not take advantage of the sharing and social constructions that occur in a group setting – so you often have to be the 'devil's advocate' and ensure as many perspectives as possible are included in the learning and decision process.

The task is to balance the process within harmony and motivation, yet now and then 'disturb' /intervene in the process to make the learner reflect whether the track is the right on.

5.4.2 Facilitating groups and teams

Any group will go through predictable stages of development, even those who meet for only a short time. One model of group development suggests groups go through forming, norming, storming, performing and even adjourning/mourning (See also WLDP Leading Teams module):

Stage	Facilitator's responsibility
Forming	Ensure members get to know each other Ensure members needs are met Give clear information and direction Use awareness and team-building exercises as appropriate.
Norming	Give guidance when needed Give appreciation and ask questions to make the group conscious of their work Give the team full responsibility Ensure that everyone is contributing. Give appreciation and ask questions to make the group conscious of their work
Storming	Give calm positive support and information-be present & near the group & maybe do the task with them. Be present and near the group Reassure Encourage the group to have "healthy conversations. Use team-building and conflict resolution skills Increase team responsibility.
Performing	Ensure all needs are met Encourage the group to develop shared meaning Enable achievement of the objectives
Adjourning/ Mourning	Celebrate success Evaluate fully Empower the group to carry the learning forward

Reacting to forming – storming – norming – performing.

5. THE FACILITATION PROCESS (Contd)

It is important to realize that groups may get "stuck" at a certain stage. It is critical to monitor the group and intervene if necessary.

5.4.2.1 Intervening in group processes

- model appropriate behaviour
- ensure involvement
- enable understanding
- keep a task-related focus
- push for action outcomes
- manage time
- ensure that a record is created

5.4.3 Facilitating differences

Cross-cultural dynamics can be both challenging and valuable because of the

- variable language skills
- recognition of cultural differences without reinforcing stereotypes
- different cultural norms about politeness and communication style, i.e. interruption & argumentativeness
- awareness of perceived status differences between cultures
- loyalty towards one's own cultural group

The reason for defining one of the conditions for being a WLDP programme that it is cross-cultural by representation from at least 3 WAGGGS regions is to ensure as many different cultural approaches to behaviour, attitudes and reactions to leadership styles as possible. This makes the WLDP one of the leading examples in global leadership.

The understanding of one's own culture and the similarities and differences compared to other cultures is the first step to accept of and learning from each other and becoming tolerant and wide sighted:

Code of Cross-Cultural Conduct

- *We appreciate & enjoy cultural diversity*
- *We accept that our own perceptions are coloured by our own upbringing/culture*
- *We empathise with other's view*
- *We are open-minded and we don't stereotype other nationals*
- *We openly discuss how our different cultural backgrounds may be influencing an issue*
- *We recognise and accept that physical contact differs across cultures*
- *We recognise that language is a barrier and make allowances without being patronising*
- *We always double-check understanding*
- *We plan our communication to eliminate the negative and accentuate the positive*
- *We communicate in a clear, direct, honest and open way*

(United Nations System Staff College)

Discussion

FACILITATING DIVERSE GROUPS AND CULTURES

Discuss which of the statements in the UN Code of Cross-Cultural Conduct could be used for a WLDP Facilitation Code of Conduct – and what is missing, if anything.

5.4.4 How do you Deal with Difficult People and Situations?

Most challenging situations arise from behavioural issues within group members. If at all possible, anticipate their possibility by identifying behaviour of concern within the group and clarifying needs and causes.

- Monitor energy levels
- check for signs of confusion
- beware of lack of understanding
- note 'comfort zones' of individuals
- beware of unacceptable behaviour
- note avoidance or withdrawal

While facilitating a task, development or a learning situation, some common situations or personal reactions to learning situations or activities introduced are mentioned in the following.

Lack of involvement
- Check on thoughts of each person re the issue being discussed.
- Describe what is happening and the effect it is having and use a process to stimulate group interaction e.g. an energizer.
- Identify an area of discussion that will involve people, or facilitate another game to engage the people and stimulate humour
  laugh and come back to the issue later.
- Legitimize the silence – take a "thinking" break, do a related pen and paper activity,...

Quiet person
- Ask directly of her understanding of the exercise or process in use.
- Involve by asking her a question in her area of expertise.
- Talk to individual privately at a break and confirm her ability and the value of her contribution to the group.

Interrupters
- Apply Ground Rules – balance contributing and listening.
- Acknowledge interruption and "park" it for later discussion.
- Use nonverbal cues to discourage interruption or use a pen as a symbol of a microphone.

Blocking Statements and assumptions
- Explore reasons for these – e.g. 'It won't work' with "What specific problems do you see..."

5. THE FACILITATION PROCESS (Contd)

Transforming Prejudices and Blocking Statements" – The "U-turn"

- Ask for examples for proving the statement
- Ask for any exceptions when the statement was not true
- Characteristics when the exceptions were facts
- How could these characteristics become reality in the actual situation?
- Ask for another changed version of the original statement

Irrelevant comments
- Check with "How does that comment relate to our topic/objective?"
- Probing questions to see where her ideas are based.
- Refocus group's attention to topic quickly.

Chatterboxes
- Have procedures to limit discussion time in Ground Rules.
- Ask for their short version e.g. in 20 words.
- Thank them for their contribution and suggest it is useful to hear what others think or to get other perspectives
- Use a 'microphone' (pen, or a glimpsing ball showing a time limit) for the speaking person
- HOT TIP Give this person the recorder/secretarial role in subgroup work.

Disagreement
- Probing questions to clarify her areas of disagreement, and why, for further discussion. Utilise multiple facts, support of others.
- Try to find a level of agreement and work up from this.
- Describe what you are hearing/seeing in neutral terms, and the consequences for the group if consensus is not reached.
- Use Giraffe (Non-Violent) Language to get to a point of agreement (See also WLDP Communication module)

Intolerance
- Ground rules on behaviour
- Encourage awareness of intolerant behaviour and its consequences for the group by appropriate questioning.
- Speak with the individual describing her behaviour without interpretation and allow her to see what is happening.

Anger
- Acknowledge anger, empathize, and offer understanding.
- Use probing questions to elicit cause and direction of anger.
- Reflect back this information in neutral, unemotional language.
- Evaluate the reasons and resolve the issue or evolve a plan for dealing with the source if possible.
- Ask the person to explain the way she sees the problem-as neutral and factual as possible.

Cynicism
- Accept the remark and clarify the viewpoint – may open up new viewpoints, to encourage expression of their feelings regarding the remark.

5. THE FACILITATION PROCESS (Contd)

Group Fails to Progress

- Probing questions to determine cause e.g. lack of information, conflict.
- Seek group agreement to specific plan to meet objectives.
- Move back to agenda if group has sidetracked.
- Move to a broader topic if group has become sidelined in too much detail.
- Refocus group - "park" bigger or other issues for later discussion.
- Use an activity to encourage the group to continue to collaborate.

See also the section about development within a team – in the WLDP Leading Teams module

Conflict

Most conflict will arise from behaviours or problems already noted above.

- Acknowledge conflict is present.
- Use neutral statements and avoid any accusations.
- Use clarification questioning to detail the areas of conflict.
- Reflect back the concerns in neutral language e.g. 'Based on what you have just said, this is how you see...'
- Use discussion to look at the outcomes wanted by both parties.
- Negotiate to try and achieve a win-win resolution.
- See also the WLDP Leading Teams module about transforming conflicts.

5.4.5 Facilitating Discussions

Asking the "right" questions that will generate rich discussions takes practice and skill.
In the WLDP Communication module you find more tips and information about asking questions – as well as in the section and tool kit about Coaching.

Another tool for leading discussions can be using the Appreciative Inquiry phases:

- Define (co-ordinate the perceptions of the issue to be discussed)
- Discover (different backgrounds, development, understandings, perceptions)
- Dream (create and innovate the ideal outcome by creating as many ideas as possible
- Design (describe the chosen solution(s) and the consequences)
- Do (summarize by making a decision and action list)

Facilitating discussions also needs listening and following the direction of the discussion, as well as making notes or headlines visible for the participants – board, flip chart or via the laptop and a projector.

Here are some suggestions for facilitating discussions:

- Create the environment that communicates to the learners that participation is expected.
- Use introductions that reflect culture and knowledge base of the group members.
- Focus on the theme for their session in a creative and energizing way. e.g. use metaphors, pictures
- Link discussion to the SMART learning objectives
- LINK- Personal Development Module
- Build in sufficient time for discussions.

- Ask open-ended questions and apply questioning techniques provided earlier
- Keep in mind that small group discussions prior to large group discussions will encourage quieter people to contribute the small group discussion
- Use storytelling and lateral thinking as well. "What if...'

Individual **ART PROJECT**

When attending a learning session, take notes or try to capture the essence of the activity in pictogram form. Alternatively, do your learning reflection after a session only by drawing pictograms.

5.4.6 Facilitating Problem-Solving

Here is a simple step-by step method for helping a group resolve a problem.

1. Define the problem.

2. Determine the causes of the problem.

3. Explore solutions for the problem.

4. Agree upon the best possible solution.

5. Act on it.

6. Check everyone's understanding of how the problem has been resolved.

Other tools for problem solving and trouble shooting can be found in the section 9 in the WLDP Management Skills module, i.e. the Winnie-the-Pooh SOLVE method.

5.4.7 Facilitating decision-making

Use what is appropriate from the following steps, remembering that the most important step is to check that the decision reached fulfils the original need and objective:

- Have the group establish procedures to follow
- Clarify the need for the decision
- Analyse main needs, causes, effects
- Use brainstorming
- Describe cause and effect, flow charts, graphs, etc.
- Identify solutions
- SWOT analysis of consequences
- Gain consensus on the best fit solution or result
- Plan subsequent action
- Implement
- Evaluate - does it meet the objective?
- Report

5. THE FACILITATION PROCESS (Contd)

5.4.8 Stay Cautious

Be aware of challenges and difficult situations that could occur:

- Take heed of any advance warnings of potential problems-act early. At the same time, do not make assumptions based on what you have "heard."
- Avoid praise or censure-stay neutral on content
- Acknowledge contributions to value the contributor
- Ensure you bring learning from theory and processes back to real life situations (transfer of learning)
- Always review outcomes for common sense in a real world setting.

Reference to

WLDP modules

> Diversity
> Communication
> Management Skills
> Leading Teams

WAGGGS Europe – Guidelines on Partnerships

WAGGGS Our Rights Our Responsibility Material – The Right to Learn

---

5. THE FACILITATION PROCESS (Contd)

5.5 Planning and Facilitating a WLDP programme

Implementing a WLDP programme

Identifying needs

Practise/Implementation
into the learner's daily life

Knowledge supplied

Reflection/Translating
into personal use and practise
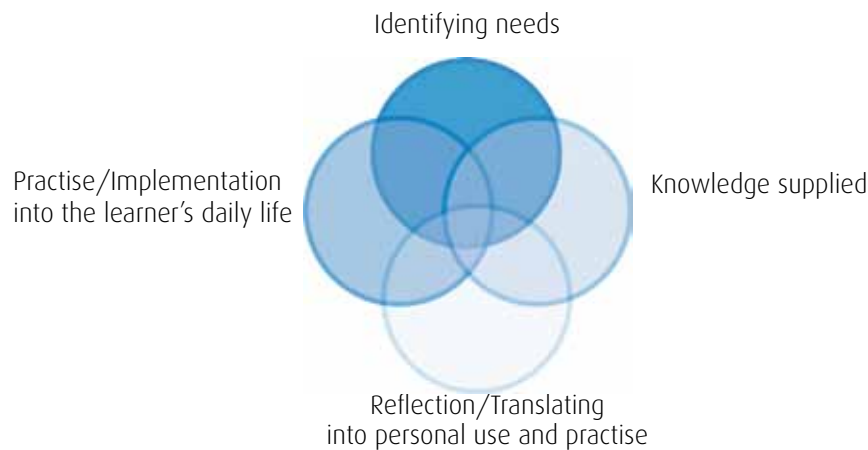
Facilitation specifically of a WLDP process starts even before the learner is conscious about it, and the whole process includes

- identifying needs – in regions and national organizations
- assessing needs – for groups and individuals
- setting the main goals and objectives
- identifying a group of diverse facilitators to form and chair a planning team
- announcing the event
- selecting participants among applicants
- putting together a programme of
    - mandatory subjects
    - optional workshops and subjects
- information to participants and organizations
- defining pre-tasks for participants
- knowledge research on the chosen subjects
- planning, preparing, and delivering the programme (mostly co-facilitation)
- during the event following the participants' reactions and progress, defining supplementary needs
- facilitating the reflection & transformation of participants' learning into their daily lives
- motivating to and defining post-seminar individual and partnership projects for the participants
- facilitating the post-seminar projects, motivating to practice/implement new learning
- assessing and evaluating, later reporting back to national organizations about achievements and post-seminar projects
- reporting achievements, participation, result of post-seminar projects, and note outstanding projects and participants as talents for future tasks
- for the facilitator – reflecting and assessing personal learning and achievements of the process
- revised personal and facilitation development plan

5. THE FACILITATION PROCESS (Contd)

WLDP process
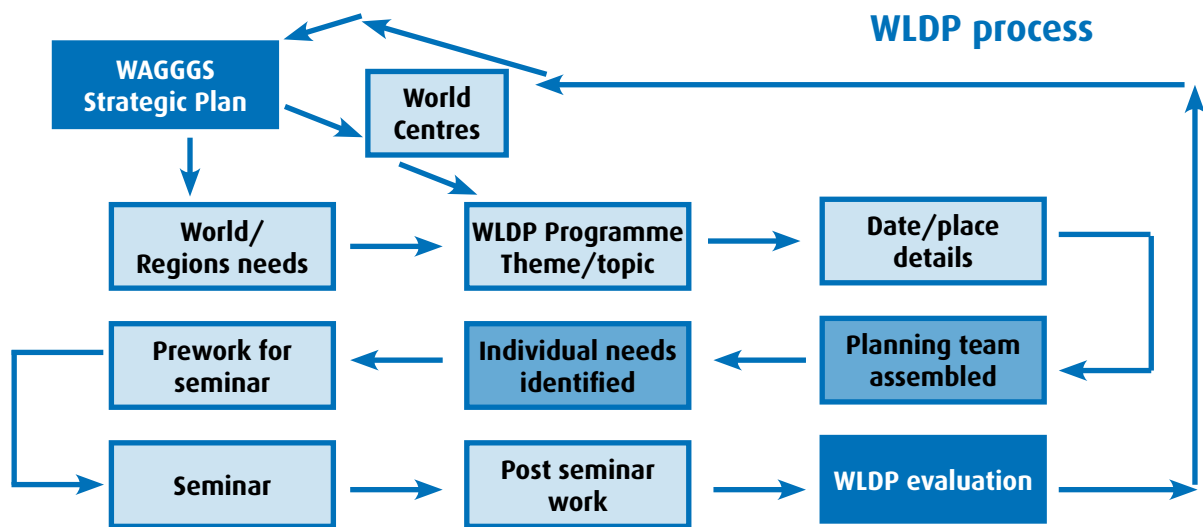
5.5.1 Planning and delivering a WLDP Session

Facilitating a WLDP session is not very different from any other facilitation, presentation or learning situation – only that we should be aware of the 4 elements, the different learning styles and approaches and the responsibility and ownership dimension of the learning process as well as the issue and task being dealt with.

Any WLDP session should consist of at least

- Introduction – game or exercise
- Debrief – analysis of concepts /theory
- Linking experiences to theory through practical examples and narratives
- Learning points – individual and group reflections
- Summary – 'helicopter view'

Therefore the following points should be considered in order to shape the best learning conditions possible.

5.5.2 Establishing the learning objectives

Although the learning objectives for each module have already been created, it is important to acknowledge that these are SMART learning objectives.

SMART is an acronym that guides us in setting objectives – a detailed description is given along with exercises in the WLDP Personal Development module.

Review each module you are facilitating and locate where each objective is being addressed.

Our SMART learning objectives will help keep us focused on where we are going. They will also help to determine, at the end of the session if in partnership with the participants these learning objectives have been met.

5.5.3 How flexible is the WLDP?

Although there is a set curriculum and designs for each of the modules, there is a degree of flexibility in terms of learning activities. This flexibility will help you make adjustments based on the learning styles and needs of your group of learners.

A planning team also has to consider the level of the subjects to be delivered, based on the level of competences among the participants. As these competences are most often self assessed, there can be a wide range of understanding of the competence levels. Anyway it is important for the planning team to know as much as possible about the range of competences and needs for learning in order to arrange the delivery, sometimes in level groupings.

6. FACILITATING THE LEARNING

To be able to facilitate any kind of learning in any kind of learning style/facilitation method, it is urgent to know what elements and reactions are linked to the learning process.

As leadership is a rather new science direction, learning has been source of investigation for quite a longer time. Still though, most research is done on the learning and perception regarding children, and andragogy as the science of how adults learn is a much less remarked matter of research.

This section includes information and theories about

- Learning definition
- Competences and competency levels
- Learning Styles (Kolb, Leavitt, Dunn & Dunn)
- Intelligences and learning styles
- Theories about learning
- What makes people Learn
- Adults and learning
- Andragogy
- Learning to Learn
- Applied Learning/Learning By Doing
- Tips for Helping Other Improve Their Attitudes and Approach to Learning
- Facilitating Learning
- Reflecting and logging learning

Related materials in the WLDP modules

Personal Development – section 3 My fullest potential
(including intelligences, competences, cognition and learning)

Understanding Leadership – Section 4 Leadership in a Learning Organization – Learning through leadership

Leading Teams – section 3.1 Belbin's Team Roles

6. FACILITATING THE LEARNING (Contd)

6.1 Learning Definition

Learning is a development process that any individual takes part in, from the very second of birth, and as long as we live.

Earlier, it was an opinion that learning mostly took place in the early stages of life until adulthood. Now we know that to stay on the 'train of life' we must continue learning and training our competences to meet the challenges of life – Life Long Learning.

The fact still is that we learn half of our lives' learning within the first 6 years, and the rest of the learning will be based on and supplement these fundamental progressions, especially when it comes to physical and motoric skills.

Most learning is important for our well-being and our positions in our communities. We do not decide all on our own, what we have to learn, especially in the early stages. The more we grow up, the more our learning will be according to our own motivation and interests in the topics.

So how do we define learning?

> *Learning is a process where individuals or groups*
> *capture a certain complexity of knowledge, skills,*
> *experience and/or develop attitudes and values,*
> *resulting in an ability of a changed behaviour according what's learned*

This means as an example that learning to ride a bicycle can consist of applied

- Knowledge (i.e. about gravity and speed)
- Skill (balance, moving legs and body)
- Experience (has to be tried, cannot be explained)
- Attitude (motivation for riding a bicycle, interest in moving from one place to another)
- Values (the benefits of bicycling in a world of cars or planes, going into the nature)

Discussion

MY GREATEST LEARNING EXPERIENCE

Think of a situation where you really felt you learned a lot in a limited time.

What was the topic, and what were the learning elements you achieved: Knowledge, skill, attitude?

Did your attitude towards the subject change during the learning episode?

Were your personal values met when learning?

Have you repeated the learning environment (un)consciously in a facilitating or training delivery situation since?

Share your thoughts with others in a group.

6. FACILITATING THE LEARNING (Contd)

Learning can also be explained in the metaphor of making a snowball or clayball with the intention of shaping a snowman or a sandman:

- You start with a fistful of snow/clay --> the basic for learning has to be strong
- You roll the ball along in the snow --> adding layers of the theme on and on (from counting --> addition --> multiplication --> decimals --> percentages etc.)
- If you roll too quickly, the layer will fall off again --> be careful with the learning speed
- You should make sure the outer layer is fixed into the inner ball --> connect to earlier learning and competences
- The climate has to be appropriate --> the learning environment should be considered
- The helpers should be motivated for making this --> the learners should see a meaning with the learning
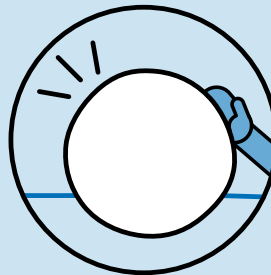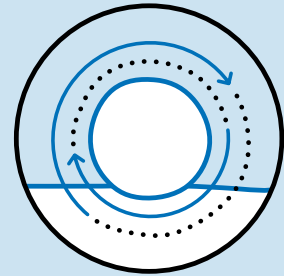
This metaphor leaves us with another picture – the bigger the ball gets, the bigger the surface of the ball.

The more I know – the more I know that I do not know
(Niels Bohr, nuclear physics professor)

6.1.1 Formal, informal, and non-formal learning

Formal learning is learning that takes place within a teacher-student relationship, such as in a school system.

Non-formal learning is organized learning outside the formal learning system. For example: in a Girl Guide or Girl Scout setting, in (international) youth organizations, or learning by coming together with people with similar interests and exchanging viewpoints, in clubs or workshops.

Informal learning is semi-structured and occurs in a variety of places, such as learning at home, work, and through daily interactions and shared relationships among members of society. For many learners this includes speech acquisition, cultural norms and manners.

Informal learning occurs through the experience of day-to-day situations (for example, one would learn to look ahead while walking because of the danger inherent in not paying attention to where one is going). It is learning from life, during a meal at table with parents, playing, and exploring.

6. FACILITATING THE LEARNING (Contd)

In order to learn a *skill*, such as solving a SUDOKU or Rubik's cube quickly, several factors come into play at once:

- Directions help one learn the patterns of solving

- Practicing the moves repeatedly and for extended time helps with "muscle memory" and therefore speed

- Thinking critically about moves helps find shortcuts, which in turn helps to speed up future attempts.

- The Rubik's cube's six colours help anchor solving it within the head, and the 9 numbers for a SUDOKU.

- Occasionally revisiting the task helps prevent negative learning or loss of skill.

Informal learning is an ongoing process that also occurs in a variety of places, such as out of school time, as well as in youth or spare time volunteer programs and at community centres.

In the context of corporate training and education, the term Informal Learning is widely used to describe the many forms of learning that takes place independently from instructor-led programs: books, self-study programs, performance support materials and systems, coaching, communities of practice. Informal learning is what happens when knowledge has not been externalized or captured and exists only inside someone's head. Examples of such informal knowledge transfer include instant messaging, a spontaneous meeting on the Internet, a phone call to someone who has information you need, a live one-time-only sales meeting introducing a new product, a chat-room in real time, a chance meeting, a scheduled Web-based meeting with a real-time agenda, a technician walking you through a repair process, or a meeting with your assigned mentor or manager.

Experience indicates that almost all real learning for performance is informal (The Institute for Research on Learning, 2000, Menlo Park), and the people from whom we learn informally are usually present in real time. We all need that kind of access to an expert who can answer our questions and with whom we can play with the learning, practice, make mistakes, and practice some more. It can take place over the telephone or through the Internet, as well as in person. A study of time-to-performance done by Sally Anne Moore at Digital Equipment Corporation in the early 1990s, (Moore, Sally-Ann, "Time-to-Learning", Digital Equipment Corporation, 1998) graphically shows this disparity between formal and informal learning.

Discussion

WHAT KIND OF LEARNING?

Getting back to the learning situation you reflected on (p. 58), - what kind of a learning situation (formal, non-formal, informal) was this?

How would you imagine the same learning would have been to you, if it had been in another of the settings?

Discuss with the group.

6. FACILITATING THE LEARNING (Contd)

Performance Over Time

75% — I Adopt and Adapt — Informal Learning

20% — I Can Do

6% — I Know — Formal Learning

Study by Sally Anne-Moore, Digital Equipment Corporation
"Time to Performance"
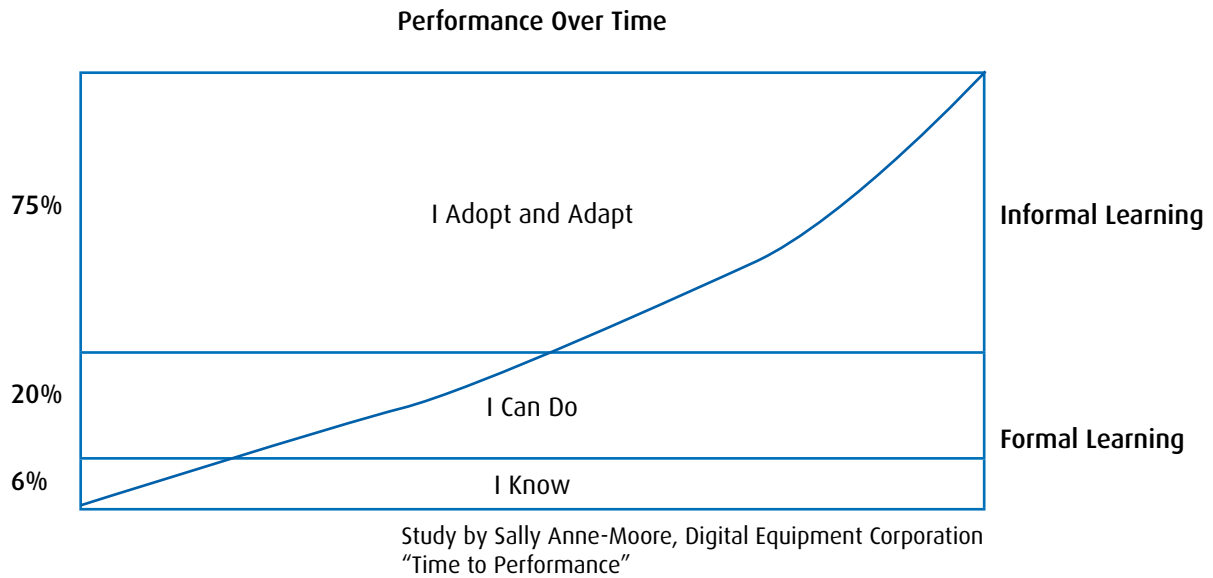
To illustrate the difference between formal and informal learning, consider the game of golf. If you want to learn to play golf, you can go to a seminar, read a book about the history and etiquette of golf, watch a videotape of great golfing moments, and then you can say you know something about golf. But have you really learned to play golf? You can then buy and enjoy a great e-golf game, find a golf pro, take lessons, take a simulated swing on a simulated golf course, practice putting, slice and dice balls at the driving range all weekend. After all this, you think you can do it, but have you really learned to play golf?

From your first tee shot on your first hole, it takes hours of adopting and adapting, alone and in a foursome, in all sorts of weather and conditions. You discover what you know and can do, swing all the clubs, ask all sorts of questions, fail and succeed, practice and practice some more, before you have really learned to play golf. Real learning, then, is the state of being able to adopt and adapt what you know and can do—what you have acquired through formal learning—under a varying set of informal circumstances. As shown in the above graph, it accounts for about 75 percent of the learning curve.

The educational systems in different countries recognize and use various combinations of formal, informal, and non-formal learning methods. The UN and EU recognize these different forms of learning, and WAGGGS advocates for more recognition of competences developed through non-formal as well as informal – and formal – education. In some schools students can get points that count in the formal-learning systems if they get work done in informal-learning circuits. They may be given time to assist international youth workshops and training courses, on the condition they prepare, contribute, share and can proof this offered valuable new insights, helped to acquire new skills, a place to get experience in organizing, teaching, etc.

Discussion

WAGGGS AS A NON-FORMAL LEARNING ORGANIZATION

Discuss how WAGGGS and the activities within our organization can contribute to and be a positive supplement to the formal learning structures – and build on informal learning.

6.2 Competences – potential developed by learning

The primary result of some kind of learning, whatever developed skill or attitude or new knowledge, is the competence, i.e. the ability and possibility of doing something in a better or changed way.

This is called a competence: the combination of skills, knowledge, experience, attitudes and values that gives a person the ability to act to a certain level of competence.

Competences are an extension of qualifications which are defined as 'knowledge and/or skills and experience'. Qualifications can be learned or trained, where as competences also depends on the intrapersonal development of personal attitudes and accepted values towards the task.

		Our potential		
	[	Knowledge	]	
Qualifications	{	Experience	]	
	[	Skills	}	Competences
		Attitudes	]	
		Values	]	
		Perception		
		Personality		

Competences are often defined in 6 levels – the Ladder of Competences, as shown on the next page and also explained at page 44 – with the following expressions and motivating support:

0: *"I cannot – but I do not know that"* (bumble bee)   Motivation: Let us try!

1: *"I know I cannot"* (motivated to – or not)   Motivation: Cheer up!

2: *"I know how"* (have to concentrate)   Motivation: One more try!

3: *"I know by heart"* (multitasking)   Motivation: Trust/confidence

4: *"I know why"*   Motivation: Is there another – better/quicker/ - way?

5: *"How can I help?"*

The competence ladder is a visual measuring tool for learners as well as facilitators and can be used for

- Assessing the competences present
- Defining the goal competence step
- Defining the competence gap, and
- Deciding the action(s) for competence development
- Describing/articulating objectives for a learning progress

Discussion

REFLECTION: YOUR PERSONAL COMPETENCE ACCOUNT

Think of tasks you are supposed to do within the next 24 hours. Consider which of these tasks you are at e.g. Conscious Competent level – and which level you would like to reach within a certain time. Reflect on different tasks, levels – and achievable goals for your competences.

You can do this reflection regarding career competences, Girl Guiding / Girl Scouting competences, or other personal competences.

6. FACILITATING THE LEARNING (Contd)

Level / description of competence levels

5 Conscious expertise: **To deliver, see from receivers perspective** *To explain to others in different way*

Innovation Description Explanation -->

4 Unconscious expert: **Develop and valuate manage & know why** *To use, valuate, vary, develop independently*

Development Variation -->

3 Unconscious comp.: **Skills & tools – to know how** *Trained skills to use the learned*

Training Practising -->

2 Conscious comp.: **Knowledge – to know** *but no skills to use the heard* ***Action -->;***

Learning Knowledge -->

1 Conscious incompetence: **Awareness of the item but no knowledge** ***Action -->;***

Experience, Information Orientation -->

0 Unconscious Incompetence ***Action -->***

Levels: 5, 4, 3, 2, 1, 0

In many ways these levels of competences can be compared to Bloom's Taxonomy of Learning levels (see later)

6. FACILITATING THE LEARNING (Contd)

6.3 Theories about learning

Human learning may occur as part of education or personal development. It may be goal-oriented and may be aided by motivation. The study of how learning occurs is part of many academic disciplines, such as neuropsychology, educational psychology, learning theory, and pedagogy – and the extension of this, andragogy.

Learning also occurs as a result of habituation or classical conditioning, seen in many animal species, or as a result of more complex activities such as play, seen only in relatively intelligent animals and humans, occur consciously or without conscious awareness.

There is evidence for human behavioural learning prenatally, in which habituation has been observed as early as 32 weeks into gestation, indicating that the central nervous system is sufficiently developed and primed for learning and memory to occur very early on in development.

Play has been approached by several theorists as the first form of learning. Children play, experiment with the world, learn the rules, and learn to interact. Vygotsky agrees that play is pivotal for children's development, since they make meaning of their environment through play.

6.3.1 Evolution of learning ability

Some psychologists and sociologists have described the psychological & spiritual development in comparison to our biological age:
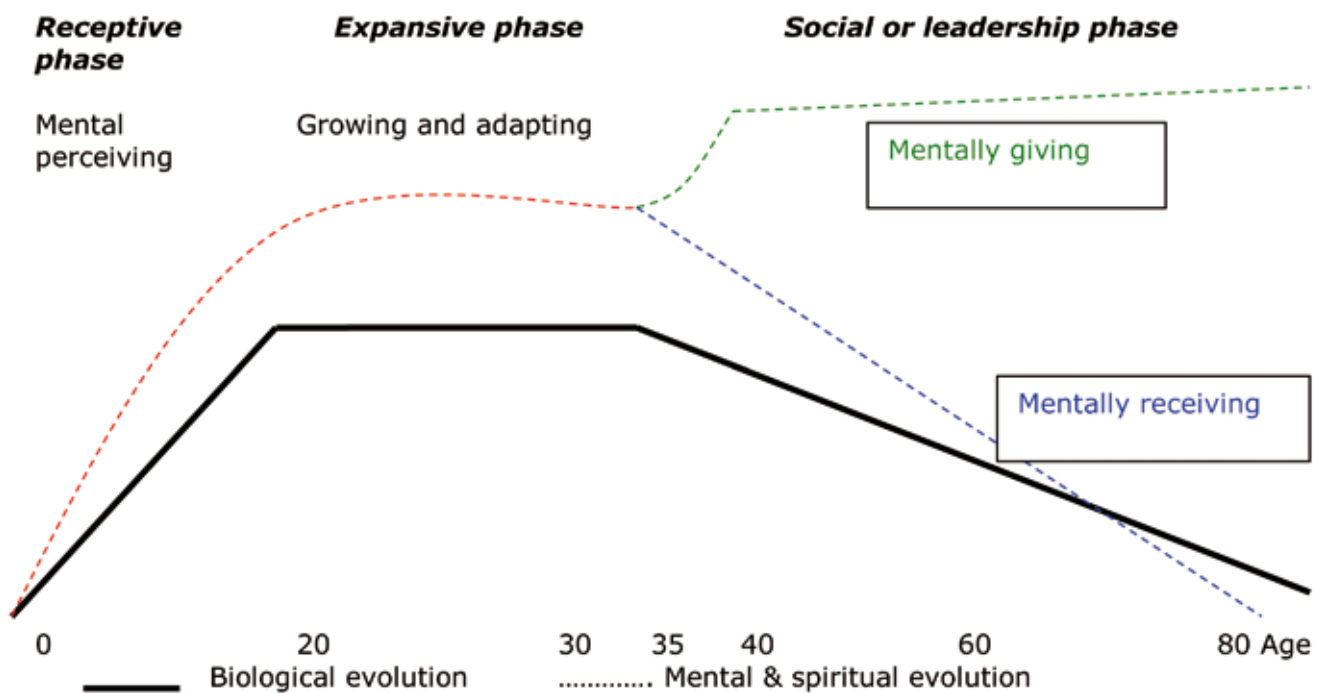
As seen from the figure the giving phase is especially strong when people are at a stage of life where they are supposed to have met a number of different life experiences, such as success, failure, love, birth of children and loss of loved ones. Therefore they should be able to show empathy to others in equal situations

6. FACILITATING THE LEARNING (Contd)

6.3.2 Domains of Learning

Bloom's Taxonomy refers to a classification of the different objectives that educators set for students (learning objectives). The taxonomy was first presented in 1956 through the publication "The Taxonomy of Educational Objectives, The Classification of Educational Goals, Handbook I: Cognitive Domain," by Benjamin Bloom (editor) et al.

Benjamin Bloom created this taxonomy for categorizing levels of abstraction of questions that commonly occur in educational settings. The taxonomy provides a useful structure in which to categorize test questions, as facilitators will characteristically ask questions within particular levels. You may find similarities between these levels and the competence levels earlier described in section 6.2.

Competence	Skills	Questions
Knowledge	observation and recall of information knowledge of dates, events, places knowledge of major ideas mastery of subject matter	list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.
Comprehension	understanding information grasp meaning translate knowledge into new context interpret facts, compare, contrast order, group, infer causes predict consequences	summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend
Application	use information use methods, concepts, theories in new situations solve problems using required skills or knowledge	apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover
Analysis	seeing patterns organization of parts recognition of hidden meanings identification of components	analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer
Synthesis	Use old ideas to create new ones generalize from given facts relate knowledge from several areas predict, draw conclusions	combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite
Evaluation	compare and discriminate between ideas assess value of theories, presentations make choices based on reasoned argument verify value of evidence recognize subjectivity	assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize

Bloom's Taxonomy divides educational objectives into three "domains:" Affective, Psychomotor, and Cognitive.

- Cognitive - To recall, analyze, problem solve, etc.
- Psychomotor - To dance, swim, drive a car, ride a bike, etc.
- Affective - To like, love, hate, worship, etc.

These domains are not mutually exclusive. For example, in learning to play chess, the person will have to learn the rules of the game (cognitive domain); but she also has to learn how to set up the chess pieces on the chessboard and also how to properly hold and move a chess piece (psychomotor).

Furthermore, to get further into the game the person may start by being disturbed, interested, challenged, or even irritated – and end by loving the game itself, value its applications in life, and appreciate its history (affective domain).

This is underlining our definition of learning as an incorporation of a complexity of knowledge, skills, attitudes, experience and values.

Within the taxonomy learning at the higher levels is dependent on having attained prerequisite knowledge and skills at lower levels. A goal of Bloom's Taxonomy is to motivate educators to focus on all three domains, creating a more holistic form of education.

Through our Girl Guide/Girl Scout activities we should tend to combine the three domains while doing our activities, to meet the different preferences and to insure variation of the activities.

Discussion

LEARNING EXPERIENCES

Referring to the previous reflections and discussions about good learning experiences, relate these to the theory of domains and learning objectives you could assume were set for the learning you had.

Individual

MY PERSONAL DEVELOPMENT PLAN – 2

Go back to your personal development plan in section 4.2 (p. 36) – and rewrite the plan, using the Bloom taxonomy of competences for each goal, including the actions needed and – if possible – which domains you should focus on, or ask your facilitator to support you on.

Group
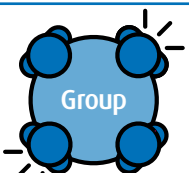
SETTING OBJECTIVES FOR A SESSION ON LEADERSHIP THEORIES

You are asked to plan a 2 hour WLDP session for 36 leaders from all over the world. They are all unit leaders, and some are experienced as board or committee members.

Discuss and describe the objectives for the session – for your target group.

Discuss and set your group objectives for your planning and delivery of the session.

6.3.3 Habituation

In psychology, habituation is an example of non-associative learning in which there is a progressive diminution of behavioural response probability with repetition of a stimulus. It is another form of integration and the easiest example to understand is to think of how you train a pet: a dog, cat, horse, mouse etc. Habituation is our most basic form of learning.

An animal first responds to a stimulus – i.e. hunger or fear, but if it is neither rewarding nor harmful the animal reduces subsequent responses.

One example of this can be seen in small song birds - if a stuffed owl (or similar predator) is put into the cage, the birds initially react to it as though it were a real predator. Soon the birds react less, showing habituation.

If another stuffed owl is introduced (or the same one removed and re-introduced), the birds react to it again as though it were a predator, demonstrating that it is only a very specific stimulus that is habituated to (namely, one particular unmoving owl in one place).

You may know the story about the boy Peter who loved to cry that the wolf was coming.. and people stopped listening to him until the wolf really arrived.

Discussion

HABITUATION IN FACILITATION

Consider how knowledge about habituation can be used constructively in a facilitation situation – and how it should not be used.

Discuss different experiences where habituation may have caused scepticism or even irrelevant fear among participants.

6.3.4 David Kolb's Model

The most well-known theory about learning is the Kolb Learning Cycle, consisting of 4 active and connected, yet arbitrary elements of learning.
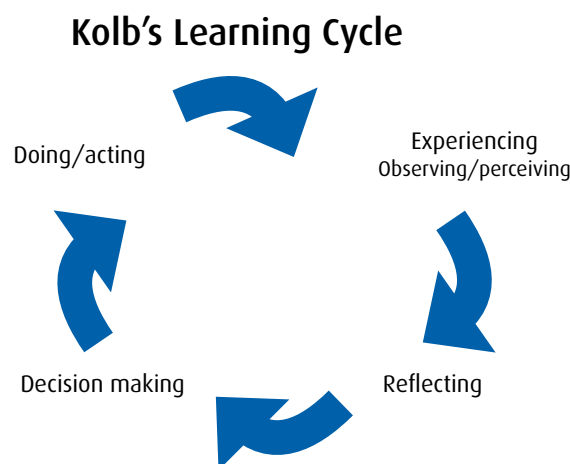
Kolb's Learning Cycle

Doing/acting

Experiencing
Observing/perceiving

Decision making

Reflecting

6. FACILITATING THE LEARNING (Contd)

The David Kolb styles model is based on the Experiential Learning Theory (ELT), as explained in David A. Kolb's book Experiential Learning: Experience as the source of learning and development (1984).

The ELT model outlines two related approaches toward grasping experience: Concrete Experience and Abstract Conceptualization, as well as two related approaches toward transforming experience: Reflective Observation and Active Experimentation.

Based on the learning result, the learners can then continue the learning and move round the circle again, jump in any part of the cycle, and then quit when they deem themselves as successful (learned the task or material).

In some of the versions of the learning cycle you see 5 elements – between the reflecting and the decision making you can be 'thinking of consequences' – which also relates the learning cycle to other communication and management tools.

These learning elements are not fully developed when we as babies start learning, but grow while our minds, brains and personalities evolve, into different learning preferences – whatever true (naturally developed) or more culturally or traditionally shaped, demanded by the learning culture (or formal education system) around us.

Our preferred learning style can be conscious – we can assess or be tested, or stay unconscious, still influencing our motivation to learn in specific ways.

As babies we learn unconsciously and by concrete experiments, in the beginning 'by accident' (tasting, touching, watching), and later we also start to copy other persons (walking, waving, smiling, talking).

Next learning is more consciously experiencing – either by discovering and using our curiosity, asking or experimenting (what happens if.....?) with or without articulating the learning – or when others urge or motivate us to try or copy.
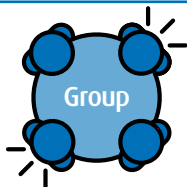
Group

MIRROR GAME OR SONG

One from the group should be the facilitator of either gestures or a song with motoric gestures.

The facilitator stands in front of the group and shows the gestures that everybody should copy.

If you have some children beyond 10 years around, invite them to join you and watch the learning speed.

Sometimes we learn 'by heart' without really knowing the meaning or background (songs, rotes, numbers) – to discover these later. As we grow up this way of learning can become de-motivating – we want to know the reason why and the meaning of learning, and we try to think instead of copying. The ability of learning by heart is there still as a possibility for multitasking.

As grow the better we can think 'out of the box' and start abstract thinking before actually experimenting.

Along the way we combine the different learning methods into our own personal learning style, and unconsciously omit the methods that may not have suited us.

Discussion

PERSONAL LEARNING STYLE

Referring to the previous discussions about good learning experiences, use the theoretical elements and compare these to explain the situation.

How many of the learning elements were activated during your learning?

According to Kolb's model, the ideal learning process engages all four of these modes in response to situational demands. In order for learning to be effective, all four of these approaches must be incorporated.

The learning cycle can be more realistically regarded as a learning spiral, as the learning moves you also move on to another stage which will be the starting point of the continued learning.
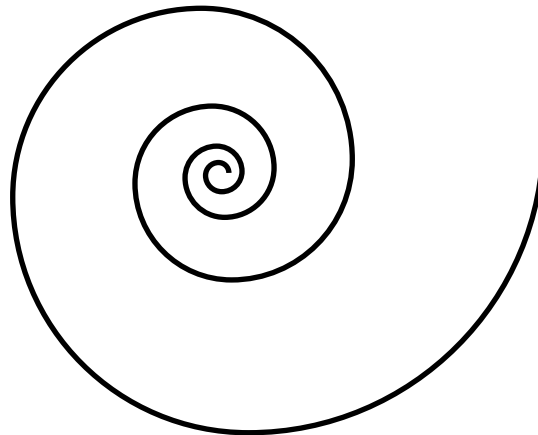
As individuals attempt to use all four approaches, however, they tend to develop personal strengths in one experience-grasping approach (concrete or abstract perception) and one experience-transforming (active or reflective processing) approach.

The resulting behaviour styles are combinations of the individual's preferred learning approaches. These behaviour styles are as follows:

Convergers are characterized by abstract conceptualization and active experimentation. They are good at making practical applications of ideas and using deductive reasoning to solve problems.

Divergers tend toward concrete experience and reflective observation. They are imaginative and are good at coming up with ideas and seeing things from different perspectives.

*Assimilator*s are characterized by abstract conceptualization and reflective observation. They are capable of creating theoretical models by means of inductive reasoning.

Accommodators use concrete experience and active experimentation. They are good at actively engaging with the world and actually doing things instead of merely reading about and studying them.

6. FACILITATING THE LEARNING (Contd)

Kolb's model gave rise to the Learning Style Inventory, an assessment method used to determine an individual's learning style.

An individual may exhibit a preference for one of the four styles – Accommodating, Converging, Diverging and Assimilating – depending on his approach to learning via the experiential learning theory model.

Concrete Experience
Having an experience

Activists   Reflectors

Continuum

Active Experimentation
Putting their theory into practice

Perception   Continuum

Reflective Observation
Reflecting on it

Perception

Pragmatists   Theorists

Abstract Conceptualisation
Drawing their own conclusions
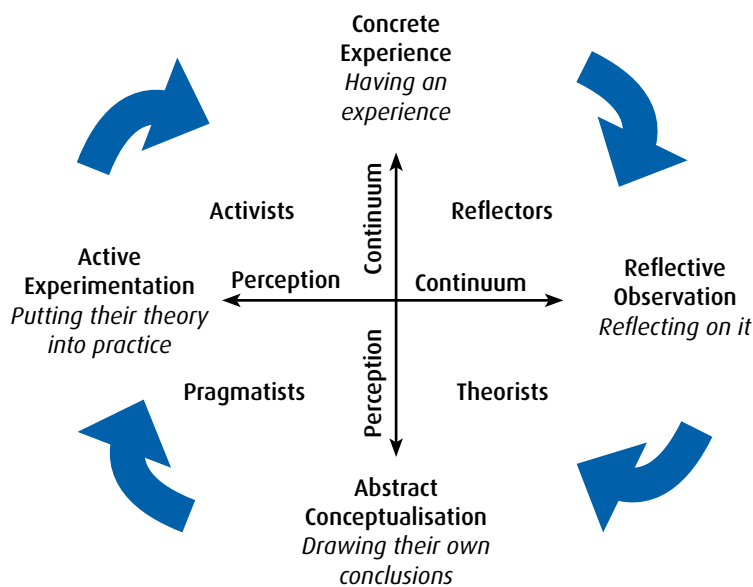
Kolb's Learning Cycle combined with the Honey and Mumford Learning Model (see 6.3.4)

Discussion

THE IDEAL FACILITATOR GROUP

When thinking of the learning objectives you described for the Leadership Theories session (p. 67), discuss which different approaches could be developed by facilitators with different behaviour style according to David A. Kolb – and how a session program could be optimized this way.

6.3.5 Honey and Mumford's Model

In the mid 1970's Peter Honey and Alan Mumford adapted David Kolb's model for use with a population of middle/senior managers in business. They published their version of the model in The Manual of Learning Styles (1982) and Using Your Learning Styles (1983), the model has been used in many learning environments ever since.

Two adaptations were made to Kolb's experiential model. Firstly, the stages in the cycle were renamed to accord with managerial experiences of decision making/problem solving. The Honey & Mumford stages are:

1. Having an experience (doing)
2. Reviewing the experience (observing/thinking)
3. Concluding from the experience (combining observing/reflecting with logic)
4. Planning the next steps (inventing -> testing)

Secondly, the styles were directly aligned to the stages in the cycle and named Activist (trial and error), Reflector (observe and think), Theorist (using analysis and logic) and Pragmatist (test out ideas and theories).

Learning Styles

Activist
Having the experience
- Try anything once
- Tend to revel in short-term crises, fire-fighting
- Tend to thrive on the challenge of new experiences
- Are relatively bored with implementation and longer term consolidation
- Constantly involve themselves with other people

Reflector
Reviewing the experience
- Like to stand back and review experiences from different perspectives
- Collect data and analyse it before coming to conclusions
- Like to consider all possible angles and implications before making a move
- Tend to be cautions
- Actually enjoy observing other people in action
- Often take a back seat at meetings

Pragmatist
Planning next step
- Positively search out new ideas or techniques which might apply in their situation
- Take the first opportunity to experiment with applications
- Respond to problems and opportunities 'as a challenge'
- Are keen to use ideas from management courses
- Like to get on with things with clear purposes

Theorist
Concluding from the experience
- Are keen on basic assumption, principles, theories, models and systems thinking
- Prise rationality and logic
- Tend to be detached and analytical
- Are unhappy with subjective or ambiguous experiences
- Like to make things tidy and fit them into rational schemes

Individual **MY LEARNING PREFERENCE**

Assess yourself and your learning preferences by filling out and reflecting on the Learning Style Questionnaire in Annex III.

6. FACILITATING THE LEARNING (Contd)

Learning Styles – General Descriptions

Activists

Activists involve themselves fully and without bias in new experiences. They enjoy the here and now and are happy to be dominated by immediate experiences. They are open-minded not sceptical and this tends to make them enthusiastic about anything new. Their philosophy is: 'I'll try anything once'. They dash in where angels fear to tread. They tend to throw caution to the wind. Their days are filled with activity. They revel in short term crisis fire fighting. They tackle problems by brainstorming. As soon as the excitement from one activity has died down they are busy looking for the next. They tend to thrive on the challenge of new experiences but are bored with implementation and longer term consolidation. They are gregarious people constantly involving themselves with others but, in doing so, they hog the limelight. They are the life and soul of the party and seek to centre all activities around themselves.

Reflectors

Reflectors like to stand to ponder experiences and observe them from many different perspectives. They collect data, both first had and from others, and prefer to chew it over thoroughly before coming to any conclusion. The thorough collection and analysis of data about experiences and events is what counts so they tend to postpone reaching definitive conclusions for as long as possible. Their philosophy is to be cautions, to leave no stone unturned. 'Look before you leap'; 'Sleep on it'. They are thoughtful people who like to consider all possible angles and implications before making a move. They prefer to take a back seat in meetings and discussions. They enjoy observing other people inaction. They listen to others and get the drift of the discussion before making their own points. They tend to adopt a low profile and have a slightly distant, tolerant, unruffled air about them. When they act it is as part of a wide picture which includes the past as well as the present and others' observations as well as their own.

Theorists

Theorists adapt and integrate observations into complex but logically sound theories. They think problems through in a vertical, step by step logical way. They assimilate disparate facts into coherent theories. They tend to be perfectionists who won't rest until things are tidy and fit into their rational scheme. They like to analyse and synthesise. They are keen on basic assumptions, principles, theories models and systems thinking. Their philosophy prizes rationality and logic. 'If it's logical it's good'. Questions they frequently ask are: "Does it make sense?" "How does this fit with that?" "What are the basic assumptions?" They tend to be detached, analytical and dedicated to rational objectivity rather than anything subjective or ambiguous. Their approach to problems is consistently logical. This is their 'mental set' and they rigidly reject anything that doesn't fit with it. They prefer to maximize certainly and feel uncomfortable with subjective judgments, lateral thinking and anything flippant.

Pragmatists

Pragmatists are keen on trying out ideas, theories and techniques to see if they work in practice. They positively search out new ideas and take the first opportunity to experiment with applications. They are the sort of people who return management courses brimming with new ideas that they want to try out in practice. They like to get on with things and act quickly and confidently on ideas that attract them. They don't like 'beating around the bush' and tend to be impatient with ruminating and open-ended discussion. They are essentially practical, down to earth people who like making practical decisions and solving problems.

They respond to problems and opportunities 'as a challenge'. Their philosophy is: 'There is always a better way' and 'If it works it's good'.

© Peter Honey, 1982

6. FACILITATING THE LEARNING (Contd)

	Characteristics	Like
Activists (Do)	Immerse themselves fully in new experiences Enjoy here and now Open minded, enthusiastic, flexible Act first, consider consequences later Seek to centre activity around themselves	To think on their feet To have short sessions To participate and have plenty of variety The opportunity to initiate To work as a team.
Reflectors (Review)	Stand back and observe Cautious, take a back seat Collect and analyze data about experience and events, slow to reach conclusions Use information from past, present and immediate observations to maintain a big picture perspective.	To think before acting Thorough preparation Researching and evaluating To make decisions in their own time.
Theorists (Conclude)	Think through problems in a logical manner, value rationality and objectivity Assimilate disparate facts into coherent theories Disciplined, aiming to fit things into rational order Keen on basic assumptions, principles, theories, models and systems thinking	Concepts and models To see the overall picture To feel intellectually stretched Structure and clear objectives Logical presentation of ideas.
Pragmatists (Plan)	Keen to put ideas, theories and techniques into practice Search new ideas and experiment Act quickly and confidently on ideas, gets straight to the point Are impatient with endless discussion	To see the relevance to their work back home To gain practical advantage from learning Competent trainers To practice skills Activities to be real.

These styles are present in all of us, but one will predominate. We need to present things in several different ways to accommodate all styles.

These are assumed to be acquired preferences that are adaptable, either at will or through changed circumstances, rather than being fixed personality characteristics.

Having completed the self-assessment, the persons are encouraged to focus on strengthening underutilised styles in order to become better equipped to learn from a wide range of everyday experiences.

This should though be considered in a balance with maintaining the motivation for learning, and in a group setting as we are used to in WAGGGS, the mutual sharing of different learning styles and delivery methods can help the development of learning styles.

Also the different personality type models include the different ways of learning linked to a specific type of behaviour. Most of these personality type models are developed from the theories of personality of Carl Gustav Jung, i.e. the Myers Briggs Type Indicator (MBTI) and the DISC assessment.

6.3.6 Multiple Intelligences – Howard Gardner

Howard Gardner's theory on multiple intelligences (WLDP Personal Development, section 3, including exercises) is closely linked to learning.

Intelligence is defined as an 'ability to learn, understand, and think about things – and to combine your knowledge and understanding to use in action'.

> *I want my children to understand the world, but not just because the world is fascinating and the human mind is curious. I want them to understand it so that they will be positioned to make it a better place.*
>
> Howard Gardner (199) p. 180

Starting from a feeling that traditional views of intelligence (especially the measurement of IQ) were neglecting the arts completely, Howard Gardner started working on an alternative intelligence theory, he made public in his book "Frames of Mind: The Theory of Multiple Intelligences" in 1983. Starting from seven different intelligences based on psychological, anthropological, and medical evidence, he later added an eighth intelligence – and more seem to be described:

Linguistic Intelligence
- sensitivity to the sounds, rhythms, and meanings of words
- sensitivity to the different functions of language

Favourite Activities: writing and reading, listening and speaking

Musical Intelligence
- abilities to produce and appreciate rhythm, pitch, and timber
- appreciation of the forms of musical expressiveness

Favourite Activities: play and listen to music

Logic-mathematical Intelligence
- sensitivity to, and capacity to discern, logical or numerical patterns
- ability to handle long chains of reasoning

Favourite Activities: putting things in order, solving of logical problems, programming a computer

Spatial Intelligence
- capacity to perceive the visual-spatial world accurately
- capacity to perform transformations on one's initial perceptions

Favourite Activities: drawing, taking things apart, playing of games

Bodily-kinaesthetic Intelligence
- abilities to control one's body movements
- ability to handle objects skilfully

Favourite Activities: dancing, acting, doing crafts (e.g. carving, sewing)

Intrapersonal Intelligence
- access to one's own feelings and ability to discriminate among them and draw upon them to guide behaviour
- knowledge of one's own strengths, weaknesses, desires, and intelligences

Favourite Activities: dreaming, thinking about thinking (metacognition)

Interpersonal Intelligence
- capacity to discern and respond appropriately to the moods, temperaments, motivations, and desires of other people

Favourite Activities: understanding and influencing other people

Naturalistic Intelligence
- ability to recognize and classify minerals, plants, and animals

Favourite Activities: observing and experiencing nature, gardening, cooking

This is used in many formal and non-formal educational settings to arrange the learning situation according to the most represented intelligences among the learners, or to group the learners according to their dominating intelligence.

Individual | **MY INTELLIGENCE PREFERENCES**

There are several on-line intelligence tests at the Internet.
At www.mypersonality.info you can create an account for free and assess yourself on your preferences among Gardner's 8 intelligences as well as other personality types.
Do an assessment and discuss with others what can impact your actual result as well as your common personality development.

6.3.7 Neuro-Linguistic Programming

Neuro-Linguistic Programming (NLP) is a model of different ways of perception and therefore also combined with learning. NLP is based on the senses as medias for perception resulting in an expansion into four learning styles

1. visual learners;
2. auditory learners;
3. reading/writing-preference learners;
4. kinesthetic learners or tactile learners.

The two remaining senses – tasting and smelling – are also part of perception, though not as much represented as a learning tool for human beings as for animals, i.e. dogs. Researches do show that our smelling and tasting impressions have more impact on our behaviour than we are aware of – i.e. in relationships between babies and mothers, people in love and when we are in coma.

Researchers, who have described the NLP learning styles, claim 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.). This is how they perceive, and they also (re) act according to these preferences:

Visual learners (30-40%) will write, draw images, create mind maps during sessions. They readily see connections and patterns. They will respond to visual presentations, colour coding, highlighting and activities using mind mapping, flash cards, and construction materials.

Auditory learners (20-30%) are the listeners, readers and speakers. They prefer face to face communication, printed materials, group discussions, mnemonics, storytelling, and audiotapes. They will be distracted by noise and other conversations during sessions.

6. FACILITATING THE LEARNING (Contd)

Kinesthetic learners (30-50%) are the movers, the people who need to be up, moving around, doing. They will prefer games, role plays, practice sessions and action based activities and dislike lectures and solo work.

Reading/writing learners (no statistics) combine the visual and auditory preferences in their learning. One should be aware that some persons read with an 'inner voice' which in fact is an auditory preference and can slow down the reading. The learning – and reading – speed can be improved by training to ignore listening to the inner voice.

Reading/writing learners improve their learning by taking notes, making personal illustrations and adding personal transformations to handouts. This should be considered when discussing how to supply learners with handouts, links and references – and giving them time to reflect and note the learning points.

Discussion

LEARNING STYLES – SWOT ANALYSIS

Discuss the different learning style models that are presented:

- What are the strengths and weaknesses of each
- How can the different models be used for your facilitation – alone or together?
- How can you recognize and combine the different learning styles in your session plannings?

TIPS FOR YOUR FACILITATION – Abbreviated Lecture
To avoid covering content that learners already know, start your session by asking the learners in small groups to list whatever they know about the topic. Find and fill the gaps between known topics and link these to the listed topic elements.

6.3.8 Learning Styles in a (formal / non-formal) learning environment

Learning styles relate to the way a person focuses, perceives, processes/transforms, internalises and remembers new information. There are several different ways these have been categorised, in most research and practise in the formal education systems.

Although Girl Guide/Girl Scout educational programmes are regarded as non-formal education, it seems as if the guiding and scouting method 'Learning by doing' has been accepted as a way of learning also in the formal educational systems.

Two such scholars are Dr. Rita Dunn and Dr. Kenneth Dunn. In their book 'Teaching Young Children Through Their Individual Learning Styles: A Practical Approach', they give a background of how learners are affected by elements of the learning environment and follow it with recommendations of how to accommodate different learning strengths.

Dunn and Dunn write that "learners are affected by their:

- immediate environment (sound, light, temperature, and design);
- own emotionality (motivation, persistence, responsibility, and need for structure or flexibility);
- sociological needs (self, pair, peers, team, adult, or varied); and
- physical needs (perceptual strengths, intake, time, and mobility) ".

6. FACILITATING THE LEARNING (Contd)

The combination of these learning conditions form a complex system of 21 different learning styles. In many learning environments around the world, learning deliverers are trying to meet as many of these learning styles by creating all sorts of learning material that in many ways can be compared with the tools and tasks guides and scouts have met through one hundred years of personal development.

Researchers on learning make the claim that only learners identify their preferred learning styles, but that learners also score higher on tests, have better attitudes, and are more efficient if they are taught in ways to which they can more easily relate. Therefore, it is to the learning facilitator's advantage to deliver learning with an optimum number of preferred styles.

Although learning styles will inevitably differ among learners in their setting, Dunn and Dunn say that deliverers should try to make changes in their learning environment that will be beneficial to every learning style, as for example:

Redesigning the learning environment involves locating dividers that can be used to arrange the room creatively (such as having different learning stations and instructional areas), clearing the floor area, and incorporating thoughts and ideas from the learners into the design of the learning environment.

Small-group techniques often include a "circle of knowledge" in which students sit in a circle and discuss a subject collaboratively as well as other techniques such as team learning and brainstorming.

Contract Activity Packages - educational plans that facilitate learning by using the following elements:

1. clear statement of what the students needs to learn
2. multisensory resources (auditory, visual, tactile, kinesthetic) that deliver the required information
3. activities through which the newly-mastered information can be used creatively
4. the sharing of creative projects within small groups of learners
5. at least 3 small-group techniques
6. a pre-test, a self-test, and a post-test.

Discussion

THE IDEAL WLDP SESSION

Discuss the combination of learning elements in a 2 hour WLDP session on Leadership Theories – compare with the reflections you made en the objectives discussion at page 67, and with the recommendations for a WLDP session in section 5.2.

Another scholar who believes that learning styles should have an effect on the learning environment is Marilee Sprenger, as evidenced by her book, Differentiation through Learning Styles and Memory.

Sprenger bases her recommendations for learning on three premises:

- Deliverers can be learners, and learners can be deliverers. We are all both.
- Everyone can learn under the right circumstances.
- Learning is fun! Make it appealing.

6. FACILITATING THE LEARNING (Contd)

She details various ways in which deliverers can deliver so that learners will remember. She categorizes these delivering methods according to which learning style they fit—visual, auditory, or tactile/kinesthetic – see above about NLP.

Methods for visual learners include ensuring that students can see words written down, using pictures when describing things, drawing time lines for events in history, writing assignments on the board, using Power Point or overhead transparencies/handouts, and writing down instructions.

Methods for auditory learners include repeating difficult words and concepts aloud, incorporating small-group discussion, organizing debates, listening to books on tape, writing oral reports, and encouraging oral interpretation.

Methods for tactile/kinesthetic learners include providing hands-on activities (experiments, etc.), assigning projects, having frequent breaks to allow movement, using visual aids and objects in the lesson, using role play, and having field trips.

By using a variety of delivering methods from each of these categories, deliverers are able to accommodate different learning styles.

Discussion

LEARNING STYLES IN THE WLDP

In the WLDP concept, a number of different actions are suggested:

- Reflections individually or in groups
- Discussions based on personal experiences
- Individual exercises
- Individual and group assessments
- Group games or exercises
- Statements and quotations to consider
- Narrative stories about relevant situations, compared to the topic
- In door and nature activities

Discuss how these different actions suggested can meet the needs of different learning styles and personalities. Give personal examples, if possible.

We can also consider how we motivate during our learning situation. 'Learning by laughing' is a good thing – when we are laughing while doing things, we much more easily remember – but we should also consider never to laugh about a person or something done in a silly way. Just think of how we remember comics and movie sequences, we have in common and have laughed over.

6.4 What Makes People Learn?

As described in the WLDP module Personal Development, section 5, we are motivated and encouraged by different conditions and personal needs that our behaviour and actions tend to fulfil. This motivation is including our drive to learn and improve our skills, and knowledge, based on our personal attitudes and values.

Below are factors that may operate alone or collectively for a person to seek new knowledge:

- Motivation
    - internal (e.g. confidence, self-esteem, professionalism)
    - external (e.g. enhance employment or career opportunities, improve quality of life)
- Interest
- To fill the gap between what is known and what needs to be known
- Questions that need answers
- Maslow's Hierarchy of Needs (from physiological for survival – safety- love, affection, belongingness – esteem – to self actualisation)
- Knowles' Motivating Forces (physical – physical, mental, emotional growth – security – new experience – affection – recognition)

A Psychologist in Group Dynamics, Arne Sjølund, has set up a diagramme of the contradicting powers that can influence on a learner's attitude towards learning:

Exhortation/motivation to learn	Resistance against learning
A wish for better performance in work or task	A fear for a change in habits or self perception
A wish for better relationships to others	A fear of unpleasant consequences in the surroundings if the learned is implemented
Dreams of experiences and contents in life	A felt pressure from the surroundings against participation
in learning, or against norms and attitudes as results of the participation	Emotional needs for acceptances, security, contact, independence, etc. Emotional reactions to authority: (dependency, resistance, passive behaviour); fear for the motives from the learning deliverer(s)
Needs for knowledge, acknowledgment etc.	A fear of not being able to perceive the learned or the implementation of this
Needs for activity	Other things one would rather do
Social needs for being together, playing, help, support, etc.	Needs for independency, assertiveness, aggression, dominating, distance, etc.

Key belief is that people are responsible for their own destinies.

6. FACILITATING THE LEARNING (Contd)

Discussion

MOTIVATING LEARNING EXPERIENCES

Referring to your previous reflections on good learning experiences, discuss which motivating elements were present in the situations described.

Give – if possible – examples of experiences that you or others had, where resistance against learning was present – and share thoughts of how this resistance could have been met.

6.4.1 Tips Helping Others Improve Their Attitudes and Approach to Learning

Start with 'Would you like to work better than you do now and have fun doing it?'

All or most will agree. This gives a positive feeling.

Tell: 'I believe you all work hard at what you do.'

This gives recognition and a warm feeling in participants.

Follow this with 'Are you interested in learning how to be more effective in your role/job?'

Again all or most will agree. This increases positive feeling and initiates curiosity.

> **WIIFM**
>
> **What Is In It For Me?**

Remove barriers to learning (time, location, culture, tradition, mindset, lack of support, values)

Change behaviour to change attitude (It takes 21 consecutive days of daily repetition to create a new habit)

Avoid negative self-fulfilling prophesies

Encourage individuals to take action - 'If it is to be, it is up to me.'

6. FACILITATING THE LEARNING (Contd)

6.5 Types of learning

Learning is acquiring new knowledge, behaviours, skills, values, preferences or understanding, and may involve synthesizing different types of information. The ability to learn is possessed by humans, animals and some machines.

When talking about learning, we also talk about motivation – interest in doing something, and stimulus that causes some kind of response. This stimulus can be regarded as an intervention /disturbance in your procedure – but positively perceived, makes you consider what and how you are working – and then why. The response can be curiosity or fear, relating to the perception of the stimulus, and can cause willingness and interest in either trying or flying.

6.5.1 Applied Learning/Learning by Doing

This is a key and basic method of Guiding. It became a mainstream method of adult group education (through cooperative achievement of goals and empowerment of individuals to improve their life by choice), developed by Paulo Freire in his work amongst poor people in Brazil.

It involves the use of a variety of activities that: mentally and physically challenge people, involve participants in the decision making, use examples that are realistic and relevant, use known experiences, guide learning with questions and encouragement, utilise feedback, transfer learning to real life situations, relate to learning objectives, use repetition as it requires 6 repetitions for effective learning.

It requires the ability to see and adapt situations should the opportunity for greater learning arise.

> We remember
> 10% of what we hear,
> 60% of what we see, and
> 90% of what we do
>
> - and even more if we combine these actions in a positive and amusing way in a motivating setting.

6.5.2 Observational learning

The learning process most characteristic of humans is imitation; one's personal repetition of an observed behaviour, such as a dance. Humans can copy three types of information simultaneously: the demonstrator's goals, actions and environmental outcomes. Through copying these types of information, (most) infants will tune into their surrounding culture. Observational learning is often used to train songs and dances as well as physical exercise actions.

6.5.3 Play

> We can get better knowledge about another person during one hour of games and playing than during one year of conversations.
>
> (Platon (427 – 347 bC))

6. FACILITATING THE LEARNING (Contd)

Play generally describes behaviour which has no particular end in itself, but improves performance in similar situations in the future. This is seen in a wide variety of animals besides humans, mostly limited to mammals and birds. Cats are known to play with a ball of string when young, which gives them experience with catching prey. Play consumes energy, so there must be significant benefits associated with play for it to have evolved. Play is generally seen in younger animals, suggesting a link with learning. However, it may also have other benefits not associated directly with learning, for example improving physical fitness.

The most characteristic aspect of learning by playing is using the imagination to pretend as someone else – as in role plays. Animals who play to develop their hunting or fighting skills pretend that they are grown up and fierce – as children when they play 'family' or 'doctor', or when at a Girl Guide /Girl Scout camp we pretend to be Robinson etc.

Recently some research has been done on the positive outcome of adults playing or making games and role plays in the intention of learning and developing procedures in their professions. One of the pioneers in this is Carl Otto Scharmer and his Theory U, including the 3 elements

- Open mind
- Open heart
- Open will

When working towards a mutual and positive future.

> *If the process is more important than the result, you PLAY*
> *If the result is more important than the process, you WORK*
>
> (Unknown)

6.5.4 Associative learning

Associative learning is the process by which an element is learned through association with a separate, pre-occurring element. Building the learning on (un)conscious experiences makes the learning easy and active.

Another way of associative learning is using narratives, stories, fables, analogies, and metaphors to associate with a (sensible or difficult) topic. Often it gives people who are in a special and difficult situation a better overview of the situation when they can look at if from 'outside' using the narrative picture.

Use well-known phenomena from nature and everyday life (i.e. the leader as a shepherd, reflecting on your leadership as 'looking into the mirror' etc.) to illustrate the concepts.

Analogy: Build an analogy to explain or examine the situation e.g. a training needs assessment similar to a medical examination or a chemical analysis.

Metaphor: "Getting people to talk about what they have just learned is like hitting the SAVE command on a computer. It helps them integrate and internalize the new material. Otherwise everything on their screen might be lost."

6.5.5 Operant conditioning

Conditioning is some of the oldest used terms about learning, used by Skinner who made research on what makes animals do or avoid a consequence to their action.

Operant conditioning is the use of consequences to modify the occurrence and form of behaviour.

Operant conditioning deals with the modification of voluntary behaviour.

If the learner discovers that a specific behaviour causes a positive consequence – appreciation or a treat, it makes her repeat the action – this is a reinforcement of the behaviour.

6. FACILITATING THE LEARNING (Contd)

If the behavior is resulting in a consequence that is negative to the learner it could perceived as a punishment or something to avoid in the future.

These conditions are what make us repeat or avoid our behaviour in our primitive stages of learning (touching hot things, tasting, sounds of a car etc.)

6.5.6 Classical conditioning

The extension of the above mentioned operant conditioning is when the learning is empowered by some kind of facilitation, another person to stimulate the learning – or preventing the development of behaviour.
An example of this is what you do when you train your dog to do something special – stroking it or giving it a treat followed by expressions of appreciation whenever it is doing what you want it to. The operant condition makes the animal repeat the action in the hope of having your appreciation – and you are repeating the request as a stimulus for the action.

Usually we do not directly use operant and classical conditioning consciously in Girl Guiding/Girl Scouting – still we react to the sound of an ambulance, or the dinner bell as a stimulus and reaction.

6.5.7 Imprinting

Imprinting is the term used in psychology and ethology to describe any kind of phase-sensitive learning (learning occurring at a particular age or a particular life stage) that is rapid and apparently independent of the consequences of ehaviour.

It was first used to describe situations in which an animal or person learns the characteristics of some stimulus, which is therefore said to be "imprinted" onto the subject.

We need to be aware of the different stages of development or growing up (see also theories of learning in section 6.3) when we are dealing with girls at different ages, and to take their learning and imprinting stage into consideration when planning activities for them.

6.5.8 Enculturation

Enculturation is the process by which a person learns the requirements of the culture by which she is surrounded, and acquires values and behaviours that are appropriate or necessary in that culture. The influences which as part of this process limit, direct or shape the individual, whether deliberately or not, include parents, other adults, and peers. If successful, enculturation results in competence in the language, values and rituals of the culture.

In Girl Guiding/Girl Scouting we are also introducing a specific culture with a specific terminology which can differ from the family and school culture or the community we live in. We should be aware of the wordings and terms used when meeting new members and leaders, especially if they are entering into a well consolidated group, to avoid mocking or isolation.

6.5.9 Rote learning

Rote learning is in a Girl Guide/Girl Scout setting mostly known from learning a song or the law and promise by heart. It is a technique which might avoid understanding the inner complexities of the subject that is being learned and instead focuses on memorizing the material so that it can be recalled by the learner exactly the way it was read or heard.

The major practice involved in rote learning techniques is learning by repetition, based on the idea that one will be able to quickly recall the meaning of the material the more it is repeated. Rote learning is used in diverse areas, from mathematics to music to religion. Although it has been criticized by some schools of thought, rote learning is sometimes helpful in the first stages of learning.

Discussion

STORY TELLING – EXPERIENCES WITH TYPES OF LEARNING

Give as many of your own experienced examples of different types of learning that you have had during your Girl Guiding/Girl Scouting life.
Discuss how these could have been improved or had other consequences if worked with consciously.

6.6 Learning individually or from and with others in groups

Until now we have mainly described how the individual learns – and is supported in the process by the facilitator according to the personality, learning style, needs or topic. Learning research has discovered that most learning is a result of a process among people, not only the facilitator – learner relation. Also the relationship among the learners as a group, team, pair has a big impact on the efficiency of the learning situation and the outcome.

Learners impact each other and learn by sharing; differences make individuals see more perspectives than their own, and this can cause a development in attitude, affecting the motivation to change opinion on the learned.

We can use a metaphor of a learning situation – as a gas station or pit stop. We should not think it as 'pouring something into our deposits' – but we should start by sensing the need of refreshment and new energy to keep on rolling. This will also give us the imagination of extra benefits of

- Being informed about our actual situation
- Being informed about new findings – new & better questions/answers on the topic
- Meeting others with similar interests/questions, and maybe different approaches
- To set out new roads and maps for your life long learning journey
- To reflect – with others – on your learning
- To get inspired!

Etienne Wenger who has worked with situated and organizational learning, claims that in a group or organization these four elements has an impact both on the learning as well as the motivation to work:

- Meaning – the individual should feel the task meaningful to herself
- Identity – by doing the task this should strengthen her identity and self image
- Practice – the feeling of being useful and make things happen
- Community – the feeling of being part of a community or group

The four conditions for organizational and group development can easily be transferred to any learning situation. Just think of a topic you had difficulties in learning at school – and combine the topic with the above elements. Maybe you later in life have felt a need for learning the topic, because one or more of the elements now was more important or meaningful to you.

6. FACILITATING THE LEARNING (Contd)

6.6.1 Constructivism and Constructionism (as part of learning theory)

The theories on social construction are basic parts of the group dynamics and the mutual learning in groups and learning organizations. See also the WLDP module Understanding Leadership, section 4.6 Social Construction – improving the development together.

Constructivism is a psychological theory of knowledge which argues that humans generate knowledge and meaning from their experiences. Piaget's theory of constructivist learning has had wide ranging impact on learning theories and delivery methods in education.

Constructionism is a parallel theory, based on the multiverse images and approaches of the same situation or observation that different individuals have and exchange while communicating – and thereby further develop, to a certain point to a closer mutual understanding. Understanding comes through communication and sharing.

Summarizing these theories, we all develop a deeper understanding of a topic by discussing it and sharing different views on the topic with others. Whether the topic was started in the minds of the individuals and shared in the group, resulting in a more common view and maybe agreed reaction – or the topic was introduced in the group environment and carried back by any individual as an individual transformation of a mutual subject – in both situations the mutual sharing makes everybody develop new knowledge, attitudes etc.

Like sequential training, the best co-ordinated mutual understanding of a topic is developed after several sharings in the group, followed by individual reflection time, a fact to be considered when planning the facilitation of a complex and especially values based or emotionally involving topic.

Discussion

A LEADER TEAM AS A COMMUNITY OF PRACTISE

Now that you are a grown up leader in Girl Guiding /Girl Scouting and have been responsible for a group of girls in an outdoor activity where risks occur and accidents can happen – think back to your own experiences being a Girl Guide/Girl Scout and participating in an activity that could have turned out to be dangerous.

- Does the memory change your leadership behaviour? How?
- Does it change your attitude towards the leader who lead the activity at that time? How and what?
- How would you plan another activity with a group of leaders in the future?
- How do you see your own role impacted by your role model?

6.7 Adults and Learning – Andragogy

The science of adult learning is called andragogy.

Andragogy consists of learning strategies focused on adults. It is often interpreted as the process of engaging adult learners with the structure of learning experience. Originally used by Alexander Kapp (a German educator) in 1833, andragogy was developed into a theory of adult education by the American educator Malcolm Knowles.

Malcolm Knowles (1960s) asserted that andragogy (Greek: "man-leading") should be distinguished from the more commonly used pedagogy (Greek: "child-leading").

Knowles' theory can be stated with four simple postulates:

1. Experience (including error provides the basis for learning activities (Foundation).
2. Adults need involvement in the planning and evaluation of their instruction (Self-concept and Motivation).
3. Adults are most interested in learning subjects having immediate relevance to their work and/or personal lives (Readiness).
4. Adult learning is problem-centred rather than content-oriented (Orientation).

The term Andragogy has been used by some to allow discussion of contrast between self-directed and 'taught' education, also named as the participative or the designed learning, as a comparison between delivery of learning situations for adults respectively children/young persons.

Andragogists as Svein Loeng claim that the principles of andragogy in comparison or extension of pedagogy are:

- Adults have and keep the responsibility of own decisions, learning and life
- Adults are motivated to achieve the competence needed to manage or handle real life situations
- Adults are more motivated by internal rewards than external
- Adults have many life experiences and their learning build and continue on these
- Adults learn the most by exchange of experiences in smaller groups and by working with personal challenges and opportunities
- Adults prefer learning that is centred on real life situations, tasks or problems relevant to their needs.

These principles match the basic thinking – including the four elements – of the WAGGGS Leadership Development programme and should be considered when designing facilitation of WLDP participants, individuals and groups. Also the principle of a programme fulfilling assessed and articulated needs match the ideology of andragogy.

The relevant skills to be discovered, developed and/or improved for adult learners include self motivation, problem solving, abstract thinking, communication, goal setting, planning, resource utilisation, study and knowledge of how they learn best.

This makes the way *of delivery* of a learning situation more important than the topic itself, when facilitating adults in their learning and development.

Andragogy is still a young field of the science of learning, developing in the Community of Knowledge, Innovation and Communication age.

6. FACILITATING THE LEARNING (Contd)

Discussion

HOW ADULTS LEARN

Discuss the statements about adults and learning:

- Adults do not want to learn just to learn, but with the intention to satisfy their needs to fulfil their tasks better. (Learners have to assess and be aware of their needs)
- Adults learn when they are sincerely motivated to learn.
- Adults learn through a series of succeeding steps or phases. These steps have to be short and linked to each other in sections to give a progressive learning experience
- Each person learns in her own rhythm and speed. The learning session(s) has to be flexible, allowing learners to follow their own rhythm
- Adults learn more efficiently through experiences than through lectures or demonstrations
- Adults learn better when they have been informed about and/or involved in the definition of the goals of the learning session
- Adults need an opportunity to use what they learn in an experimenting situation, to control and strengthen the learning.
- Learning is not the result of transforming knowledge to passive receptors: it acquires an active and long lasting engagement from willing participants
- Adults learn in a non-judging atmosphere with the characteristics: openness, mutual understanding and acceptance, faith and care
- Experiences that lead to a better self-image are enhancing for learning

(statements from WAGGGS International Trainers' Forum 1994)

If everybody dared being a bit more ridiculous,
We would like each other more

(Fjodor Dostojevskij (1821 – 1881)

6.8 Organizational Learning and Learning Organizations

Since 1990 when Peter Senge introduced his theory of the 5 learning disciplines, the Learning Organization has been an ideal description of a non-formal youth organization like WAGGGS

> **In the Fifth Discipline, Peter Senge describes learning organizations as places**
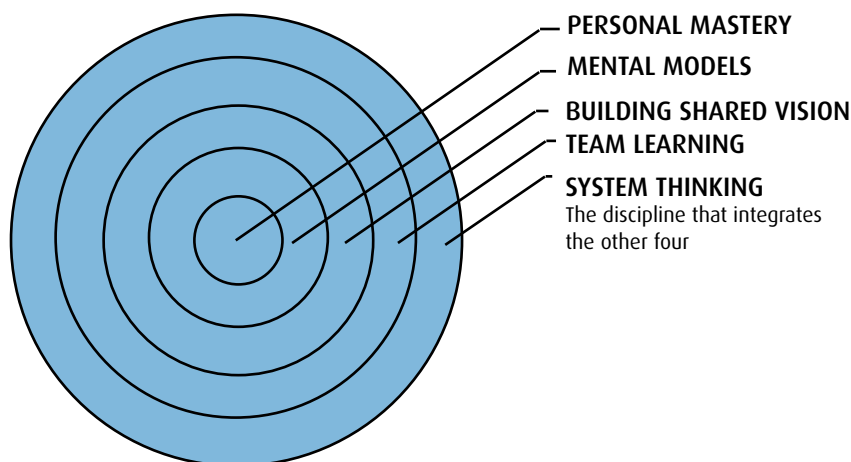>
> *"where people continually expand their capacity to create the results they truly desire,*
> *where new and expansive patterns of thinking are nurtured,*
> *where collective aspiration is set free, and*
> *where people are continually learning to see the whole (reality) together".*

Section 4 of the WLDP module Understanding Leadership (pages 25 – 37) is dealing with the newest approaches to leadership, among these organizational learning and the learning organization.

Modern leadership is very much about development of individuals and planning procedures, so learning has a very big and important part of these approaches, including systemic thinking, social constructions and the definitions and basic principles of Learning Organizations.

This will not be repeated here, so below is only described a few more theoretical inputs to support the facilitation of WLDP participants in developing their leadership within a learning environment.

6.8.1 The 5 learning disciplines of organizational learning

- PERSONAL MASTERY
- MENTAL MODELS
- BUILDING SHARED VISION
- TEAM LEARNING
- SYSTEM THINKING
  The discipline that integrates the other four

The Fifth Discipline that Peter Senge described is focusing on group problem solving using the systems thinking method in order to convert companies and other associations into learning organizations.

The five disciplines represent approaches (theories and methods) for developing three core learning capabilities, that are also attractive and important in a WAGGGS Learning and Facilitation Environment:

- fostering aspiration,
- developing reflective conversation, and
- understanding complexity.

6. FACILITATING THE LEARNING (Contd)

The five disciplines of the learning organization discussed in the book are:

- Personal mastery – self awareness and consciousness about competences
- Mental models – awareness of autopoiesis, the origin and development of mental constructions/perceptions (including prejudices), both individual and shared in groups
- Team learning – learning by sharing and shaping together
- Systems thinking - The Fifth Discipline that integrates the other 4, including awareness of the contexts and the multiverse perceptions

> ### The 11 Laws of the Fifth Discipline
>
> 1) Today's problems come from yesterday's "solutions."
> 2) The harder you push, the harder the system pushes back.
> 3) Behaviour will grow worse before it grows better.
> 4) The easy way out usually leads back in.
> 5) The cure can be worse than the disease.
> 6) Faster is slower.
> 7) Cause and effect are not closely related in time and space.
> 8) Small changes can produce big results...but the areas of highest leverage are often the least obvious.
> 9) You can have your cake and eat it too ---but not all at once.
> 10) Dividing an elephant in half does not produce two small elephants.
> 11) There is no blame.
>
> (Peter Senge)

Along with the detailed descriptions of functions in the 5 learning disciplines, Senge also describes a set of rules (above) and some common learning disabilities – mental models about learning and living:

- "I am my position."

  People fail to recognize their purpose as a part of the enterprise. Instead, they see themselves as an inconsequential part of a system over which they have little influence, leading them to limit themselves to the jobs they must perform at their own positions.

  This makes it hard to pinpoint the reason an enterprise is failing, with so many hidden 'loose screws' around.

- The Fixation of Events

  The tendency to see things as results of short-term events undermines our ability to see things on a grander scale. Cave men needed to react to events quickly for survival.

  However, the biggest threats we face nowadays are rarely sudden events, but slow, gradual processes, such as environmental changes.

Discussion

DISCIPLINES IN A VOLUNTEER WORLD?

Reflect on the 5 learning disciplines, the set of rules and the mental models described by Peter Senge.

How do you understand the rules and the statements? Give examples from your daily life.

As a facilitator of learning, how would you consider including the idea of a learning organization into your tasks?

6.8.2 Learning to learn

A perspective on organizational learning – leading it into leadership and learning - is the question about single or double loop learning or deuteron learning, as described by Argyris and Schön, describing learning I 3 levels of complexity:

Single loop learning – or traditional 'learning by doing' , i.e. learning a procedure or skills the best and most effective way you can, still being conscious if it can be done better. This means that the focus is on how you are doing – and this is sometimes translated into: learning from your mistakes. The learning is then resulting in an mistake correcting behaviour.

Double loop learning is digging one step deeper, into the reason and background for the procedure – why you are doing it. The two loops are then what and why, and the second loop is asking you to consider the values, reasons, objectives etc. for your task. In Girl Guiding/Girl Scouting our values should be taken into our planning of activities as a second loop learning intention.

> *If a girl asks you why you are doing a task or an activity,*
> *and you do not have a relevant answer*
> *– cancel the activity and do something relevant*
>
> (Girl Guide/Girl Scout trainer to patrol leaders)

Deuteron learning is 'learning to learn' – taking into consideration how the learning and development procedure can be shaped, matching the individuals and organizational values as parts of the learning process.

This means – as when planning a WLDP learning session – one should consider among others

- The issue to be learned or developed
- The individual(s) or group taking part – personality, self esteem, competence level, preferred learning style, perception preference, experience, motivation etc.
- The facilitator(s) involved - personality, self esteem, competence level, preferrred facilitation style, perception preference, experience, motivation etc.
- The situation and circumstances (physical as well as mental) for the learning session
- The time, equipment, materials, and space available

6. FACILITATING THE LEARNING (Contd)

There are several books and methods to help learners to speed up the learning process, amongst them Colin Rose and Malcolm Nicholls *'Accelerated Learning'* and Gordon Dryden and Jeanette Vos *'The Learning Revolution'*. Both are taking into consideration the different personalities, the learning styles, and the many possibilities offered by computerized learning equipments.

> *You cannot teach a man anything*
> *You can only help him to discover for himself*
>
> (Galileo Galilei)

Based on Galilei's thinking, the approach to the WLDP focuses more on facilitation and supporting the learner by creating a learning environment that motivates the learning process.

So we emphasize facilitation rather than teaching, and on supporting rather than instructing, and we encourage the learners to share their experiences.

As a Learning Organization, WAGGGS embraces the approach of the WLDP as it enables the individual and the organization to learn and grow.

This prepares WAGGGS to face the challenges of the 21st century, using WLDP and the Leadership definition as tools.

A Learning Organization reaches its vision – according to Peter Senge by:

- Seeing, learning and practicing to work with interrelations (circles of causality or "feedback") as well as processes of change

- Sharing a set of tools / methodologies and theories: A learning organization creates a common and agreed upon understanding of terms, concepts, categories and keywords that apply within that organization that facilitates this work.

- Building Guiding Ideas: Leaders and members in a Learning Organization, see primacy of the whole (understand complexities), the generative power of language (generative conversations by recognizing one's frames that get in the way of seeing another's frames) and the community nature of self (seeing oneself and the connectedness to the whole and the world / systemic thinking).

> *The true Learning Organization is redesigning itself constantly or not merely led by a leader within a context.*
>
> *A leader in the organization instead supports this redesigning by acting as a steward (stewarding person's visions), teacher and designer (bringing different views together for all of us to see the extent of the system (or ship) as compared to the merely being the captain of the ship.*

6.9 Facilitating Learning

WAGGGS is a Learning Organization, our member associations, leader teams and members are learning and sharing learning to discover more and more. This is a base that we can build our facilitation of the many ways of learning on.

We should be aware of all the different elements and functions to impact a person's or a group's learning experience, to develop and improve the art of facilitation. We can never stop developing new ways, methods, games – and we can only learn along the way ourselves.

Facilitating learning is balancing giving our learners comfort in their tasks and challenges, yet also challenging and intervening the process to improve even more.

Individual

DEVELOPMENT OF LEARNING ABILITIES AND PREFERENCES – conscious, unconscious, decided, forced

The best learning example is right at hand – yourself. So try to think of this exercise – and then share with others:

Think of what you have learned during the latest period, whether if it has been a skill, some knowledge, an experience or attitude.

Try to describe the way you learned this, and give eventually examples of other ways to learn the same. You can use the table to categorize your learning's:

What I have learned ↓	Knowledge	Skill	Experience	Attitudes	Alternative ways of learning the same

Assist the learning process by the following techniques:
- Decrease learning effort
  - create pictures
  - structure information
  - relate new information to what is already known
  - repeat information in different ways (redundancy)

6. FACILITATING THE LEARNING (Contd)

- Make message decoding easy – taking language barriers into consideration
    - keep it simple
    - no jargon

- Limit distractions
    - actively avoid problems related to hunger, thirst, temperature, light, comfort, noise, stress

Remember

left brain characteristics   (analytical, separate parts, rational thinking, logical process, defined time periods, mathematical, organise, classify, categorise, structure)

versus

right brain characteristics   (big picture, hunches and feelings, need/interest, patterns, images, colours, shapes, physical feelings, unaware of time, intuitive, ideas, theories)

During sessions, you will need to:-

- *Explain it - in words*
- *Show it – picture, graph, PowerPoint, flipchart*
- *Practice it – games, role plays, activities*

Use the whole brain approach: a mix of activities to engage both sides of the brain and all the senses (touch, sight, hearing, taste, smell)

- Be culturally aware and sensitive

- Track main points on a separate flipchart

- Switch to another method if interest is falling

Facilitation is making the learning process simple and easy – and motivating for both the learner as well as the facilitator – when practising.

6. FACILITATING THE LEARNING (Contd)

6.10 Reflecting and Logging Learning

Reflection is an important element of leadership in a values based learning organization.

Reflection – or maybe rather proflection (thinking ahead) is also another way of listening to yourself, and discovering your inner thoughts and dreams – not to mention to articulate these, mostly for yourself. Another result of expressing your thoughts and dreams is that when others – your coach, facilitator, learning buddy – can listen, they can also support you and empower you to follow the paths to fulfilment.

Reflection can be proflecting – or actually reflecting to get an overview of what you have achieved during a period, this being a working day or a learning session.

Reflection done and noted right after a session is another step of learning, and could be followed by frequently catching up reflections on the progress and combinations of different learning situations:

New learning	How will I use this?	Need for more	New topics occurred
Note what was new and interesting to you – the eyeopeners	*Note how you will implement your new learning – and when*	*Note what you need to dive deeper into – what you are more curious about*	*If there are topics that you became aware of but have not touched, note these for further investigation – and how*

The reflection and the dreaming should lead you to plan ahead. One of the elements of participating in a WLDP event is planning a project that can support your personal development as a leader – and that the Girl Guide/Girl Scout association that you are a member of can benefit from.

This project element is also part of the development as a WLDP facilitator. You can find more information about project planning in the WLDP Management Skills module.

6.10.1 Personal Action Plan

A Personal Action Plan is simply a potential roadmap for success.

You, as the facilitator construct this map by first identifying the goal. In this case, it is to be fully prepared to facilitate one or multiple modules of the WLDP.

Once the goal is identified the following needs to be determined:

1. What is the desired result right after the project is finished?
2. What is the long term effect of the project – for you and your organization?
3. When will I begin to prepare and when will it end?
4. What actions, step by step do I need to take to get the result?
5. Who do I need to enlist to help prepare and obtain the result?
6. What strategies do I need to use to get the support I need?
7. What resources do I need to get the result?
8. How ill I keep myself motivated?
9. Who could I involve to support and empower me?

Along the journey to the goal, detours and u-turns may be needed, and the individual may even need to slow down due to road construction.

6. FACILITATING THE LEARNING (Contd)

In other words, although the roadmap may be clear initially, conditions may arise that will require flexibility and a slight change in plans. The individual will need to embrace the shift and move on.

Consider the WIIFM, What's In It for Me, in constructing your Personal Action Plan. The benefits include, but are not limited to:

- Increased self-confidence
- Clear focused practical steps to follow to achieve the intended result
- A savings in time and resources
- Concrete results
- A Personal Action Plan might help sustain motivation and enthusiasm.

Some more intervening self-reflection questions could be

? How does the subject and the issues dealt with relate to my facilitation/Girl Guiding/Girl Scouting/career or professional life/family life?

? What are the most important points in the issues dealt with?

? What in this session expresses in a new way an acknowledgement or practice that you have found important for some time?

? What was the most inspiring in what you just perceived?

? What have you been inspired to do in the future because of this session?

? 3 things that were especially interesting/challenging

> *The goal is not to become world champion but to learn to master the world.*

Learning Log

7. FACILITATION METHODS AND TECHNIQUES

This section includes backgrounds and tips for

- Plenary sessions
- Group activities
- Individual activities
- Reflection
- Presentation techniques
- Mentoring techniques for facilitation
- Coaching techniques for facilitation
- Supervision as a facilitation method
- The narrative: Story Telling
- Innovation motivation
- E-learning

More techniques and methods for facilitation can be found in an instructional form in Annexure 1: Facilitation Methods.

> Related to this section – materials from the WLDP modules
>
> Communication section 7. Communication techniques based on effective questioning & active listening
>
> Management Skills section 6.9 Effective Presentation Skills & section 9. Creative solutions and development

Just like a recipe book, you as the facilitator have to consider how to put together a relevant menu of techniques and methods for your sessions, taking notice of the frames and needs given.

The keywords in making this 'menu' are the four elements of the WLDP
- Values based
- Inter-cultural
- Inter-generational
- Non-formal
- with the spicy tastes of
- Variation
- Learning skills
- Fun
- motivational
- engaging

Therefore the section is started with some support and ideas for your personal overview of different methods and techniques.

7.1. Important factors when planning a facilitation

As mentioned in the previous sections, the design of the particular facilitation has to be made in accordance to the combination of several conditions:

- The topic/subject to be learned or developed
    - Importance and relation to long term vision
    - Knowledge
    - Skill
    - Attitude
    - Values
    - Experience
    - Objectives and goals for the facilitation

- The learner: individual(s) or group taking part
    - personality,
    - self esteem and mental condition,
    - competence level now and to be obtained,
    - preferred learning style,
    - perception preference,
    - experiences
        - with learning
        - with the facilitator
    - motivation
    - needs
    - relationship and position

- The facilitator(s) involved
    - personality,
    - self esteem and mental condition
    - relationship
        - to the learner(s)
        - to co-facilitators
    - competence level
        - on the subject
        - on facilitation
    - preferred facilitation style,
    - experience,
    - motivation

- The background/reason for the facilitation:
    - situation and circumstances (physical as well as mental)
    - needs assessed
    - Why, when and how is the subject decided

- The physical conditions for the facilitation
    - time
    - number of learners
    - media (especially if distance learning)
    - equipment
    - materials
    - space available
        - indoor/outdoor

The following descriptions and overview can be a help for your choice – and may of course be extended according to your own experiences.

7. FACILITATION METHODS AND TECHNIQUES (Contd)

The table below sets up some conditions and facts about different techniques – for you to extend

Facilitation technique/method	Issue	Target group	Venue and time	Remarks
BIG GROUPS				
Plenary sessions	Knowledge Attitudes Experiences Skills introduction Values	8 + - homogenous groups	Sufficient space	Needs exercises and icebreakers Make sure everyone can see you and the screen/board
Lecture	Knowledge Values based	8 + - homogenous groups	Comfortable seats, good view	Make sure everyone can see you and the screen/board Handouts can be advisable
Café session	Idea generation Attitudes Values Experiences	10 +	Restaurant like	Paper an pens on all tables
Open space	Knowledge sharing Attitudes Project Planning	15 +	Can be every where	
MEDIUM AND SMALL GROUPS				
Group sessions	Skills Experience Attitudes	Groups of 6 – 10 persons	Space to work without disturbance	Needs some observation and group facilitation
Instruction	Skills Experience	5+	Visible instruction area	
Reflecting teams	Values Attitudes Experiences	8 – 16 per 'double team'	Space, min. 30 minutes	Needs 1-2 facilitators
Supervision				
Mentoring groups				
Group Coaching				
Role plays				
Workshops				
Trails				
Self training				
Idea generation				
Walk and talk				
E-learning				

Facilitation technique/method	Issue	Target group	Venue and time	Remarks
INDIVIDUAL FACILITATION ACTIVITIES				
Reflection				
Learning logging				
Coaching				
Mentoring				
Supervision				
Self training				
Advising				
Consulting				
Counselling				
OTHER TECHNIQUES				
Narrative story telling	Good examples of subjects earlier worked with, role model stories etc	Depending on eye and ear contact	Comfortable surroundings, cosy seating,	eye contact or a mutual, calming thing to watch, i.e. a campfire
Games	If relevant and illustrating the subject, all topics can be possible	All group sizes	If possible, outdoor games are good for varying the session elements	Make sure that the game is understandable for everyone and does not make a fool out of anybody or leaves anybody out
Self assessment	Knowledge, skills, attitudes, values	Individual or in groups with a great range of trust between group members	Room and space with tranquillity, nice temperature and light	Instrumental music to leave out outside noise,

You can find many descriptions of advanced techniques and models – most of them are variations of the above mentioned; recently books on appreciative processes and training techniques have been collected as useful sources of new methods.

The main point to consider when you choose a method is the involvement of you as a facilitator and the learner, and your relationship during the learning session(s).

The grade of involvement in the different facilitation methods can be seen as the illustration gives in section 3.5.2 about the roles of a facilitator.

In the Annexe 1 there will currently be updated facilitation techniques to use and experience.

7.2 Facili-Rainbow Model

John Townsend, an expert in facilitation, has described different methods of facilitation as depending on the rate of interaction and contribution of the learner as well as the facilitator, in the below model:

The Facili-Training Rainbow
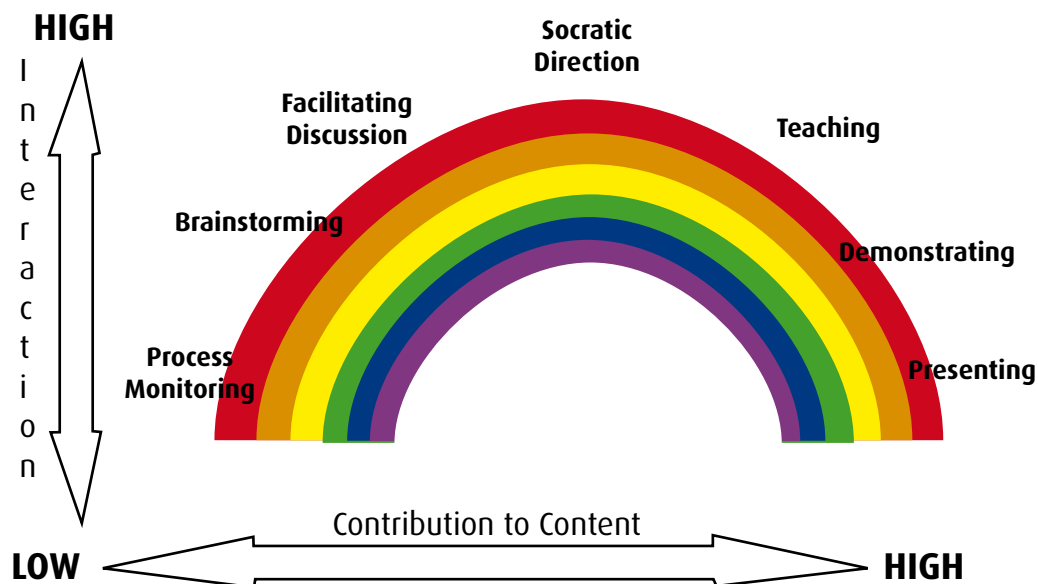
The 'facilitraining rainbow' will not lead you to a pot of gold but it will enable you to decide on the most suitable approach for your next facilitation session.

The perspective of the rainbow is the facilitator's and not the learners – who will have the opposite deal of interaction, respectively contributions to the content of the session.

This innovative decision-making model is covering some stages of facilitation, from planning through to implementation.

Interpersonal skills, including attitudes and values, and session skills, including energizing and problem-solving, are dealt with at length.

7.3 Communication as the Main Facilitation Tool

Facilitation is in any case communicating about a subject in a way that makes the learner perceive, observe, reflect, connect, and adjust her behaviour according to learned knowledge or skills, or so that the learner has developed and is consciously aware of an attitude or value.

The facilitation is carried out as a learning supporting communication, in order to challenge, appreciate or support the learning process.

Communication as a tool has a number of changeable elements

- a communicator/sender
- a receiver
- a message
- communication filters
    - cultural
    - social
    - personal

and a number of influencing relational functions that both the communicator/sender and the receiver are responsible for:

- listening
- questioning
- answering
- transforming message **->** understanding/mental model
- transforming mental model **->** message
- filtering the key message from any kind of noise or distraction

In the WLDP Communication module you can find theories and tools that are also useful for your facilitation, especially the sections about listening and questioning. The following pages are specially regarded these communication elements as parts of a facilitation.

7.3.1 Communication ways

Statistically a message is consisting of

- 7 % words
- 38 % expressions, vocabulary, loudness, dialect etc – the way the words are expressed
- 45 % body language
- 9 % exterior 'noise' or disturbances (i.e. background music, climate, inner voices or concerns that distract, glimpsing computer screen)

In this way a communication is only – almost – complete, when you are face to face with your communication partner. If you are not in front of each other, the image you send to your partner will consist of what she perceives and what she imagines of the non-perceivable part of the communication. The imagination is created of a combination of earlier experiences with you, prejudices of situations like this, and fantasy. The more communication partners know each other from being together, the more realistic the imagination.

Therefore, if you want a good communication on a written media (e-learning, correspondence courses etc.), a starting meeting or at least as lively introductions of the involved persons as possible is strongly recommendable.

The facts of the effective communication have an impact on your choice of both the way of communicating as well as the media used – and the activity to introduce.

One thing you should always consider is how you communicate with your learner

- face-to-face in a
  - 2 person relation
  - group session
  - plenary session
- telephone or on-line communication
- written communication
  - by email, letter or discussion group – with time space between the expressions
  - in a chat session

7.3.2 Listening with ears and mind

When facilitating, observe your learner and her reactions – using all of your 6 senses, including your intuition – and be aware of your tendency to think that your learner will react to learning and impulses as you do yourself.

Be concerned about learning styles and motivation while facilitating, and train yourself on

Active listening, constant observation

- Build trust
- Hear what individuals are saying
- Clarify if needed – with words of the learner(s) or your own
- Pick up signals, both verbal and nonverbal, on the process you are using with them
- Demonstrate your involvement e.g. nod, eye contact, etc.
- Reflect back or summarise and confirm message
- Refer back on agreements that has been made during the process
- Empathise - body language, voice tone, etc.
- Regularly check if someone else wants to speak
- Regularly check group engagement-signs of loss of interest
- Use objections in a positive manner

> *Ten commandments of Effective Listening*
>
> 1. Stop talking
> 2. Put your people at ease
> 3. Show you want to listen
> 4. Remove distractions
> 5. Empathise
> 6. Have patience
> 7. Hold your temper
> 8. Do not argue or criticize
> 9. Ask questions
> 10. STOP TALKING
>
> (United Nations System Staff College)

7. FACILITATION METHODS AND TECHNIQUES (Contd)

7.3.3 Effective questioning

Questioning is one of the skills that distinguishes a presenter from a facilitator. A facilitator engages the participants in learning activities and then debriefs what they have experienced.

The debriefing - and the reflection followed - is frequently achieved through asking questions.
If we are going to offer our adults experiential learning, then questions that help adults experience and discover their own learning are essential.

Discussion

QUESTIONS VERSUS ANSWERS?

Discuss the following statements:

? Why is it always better to ask questions than to tell people?

? what it is we want them to know?

There are several reasons:

1. When participants think through a response they are discovering for themselves. This may be when the learning "ah ha's" take place.
2. We are honouring the experience adults bring to the table.
3. Retention will be greater with participants creating shared meaning, cooperative learning, rather than through a didactic, lecture mode.

In the intention of getting learners to reflect and consider their learning, you must often challenge the subject by playing the role of a 'critical friend' or even a 'devil's advocate' – yet respecting the self esteem level and motivation of the learner(s).

OPEN Question	CLOSED questions
- to probe: What, when, who, how, why	to redirect/summarise: (Yes/no/maybe – answers) "Are you saying that....?"

Use the questions and question categories from Appreciative Inquiry (WLDP Communication Module section 7), and consider the use of

- *Open questions* - increase discussion; use what, when, where, how; turn why into what and how questions to increase focus; use 'describe...,' 'tell me about...,' ''replay that story...'

- *Probing questions* - increase specificity Leof information; e.g. 'what kinds of costs...,' 'what specifically do you not like...,' 'tell me in detail...,' what would be acceptable...,' 'how exactly does this upset you...'   check cause and effect

- *Challenging questions* -for those statements that include 'never,' 'always,' 'all, -seek evidence for these types of statements and search for optional situations that were different

7. FACILITATION METHODS AND TECHNIQUES (Contd)

- *Clarification questions* - 'what you explain that...' clarify comparisons e.g. 'better,' 'worse,' 'less than what...
- *Redirection* - shift answering question to another participant or to the whole group- 'what would your answer be to ....
- *Closed questions* - to check facts, assumptions
- *Pauses* - give people time to reflect on the question-used well this makes a powerful tool for engaging people in discussion
- *Chaining questions* - a process plan to work through from the initial idea through probing and clarification, moving the group forward or changing direction as needed, to closure on group consensus and commitment.

7.3.3.1 Generic Questions and Prompts

The following questions and prompts are separated reactionary, processing and application. They can be uses as a checklist for debriefing a team game or group activity.

Reactionary questions elicit participant's feelings and reaction about the learning activity.

- Well.....?
- What happened?
- How did that make you feel?
- What did you observe?
- What did you hear?
- What did you see within your group?

Processing questions encourage a deeper dive into what they experienced so they can begin to articulate what it is they learned and compare the experience to other situations in life.

- How can you explain that?
- How would you compare.......?
- What worked? What didn't?
- What was difficult? Why?
- What was easy? Why?
- What accounts for......?
- What does this mean?
- What conclusions can you draw?
- What can be said about....
- What did you learn?
- When have you had a similar experience or situation?

Application questions lead them to how this is relevant and what they will do with what they learned.

- How are you going to use this?
- What can you do with this?
- How is this relevant to what you need to do?
- What do you need to do with this to be able to apply it?
- What steps will you take to implement you plan to apply what you have learned.

Then have them create an action plan.

7.3.3.2 Socratic Direction

Socrates the Greek Philosopher and communicator used mainly challenging questions to his audience, with the intention of making the people consider, reconsider and discuss opinions and invent new ideas. His methods have been investigated ever since and shape a special school of communication:

- Questions of clarification
    - What do you mean by ....?
    - Let me see if I understand you, do you mean ..... or ......?
    - Could you give me an example?
    - Could you explain that further?

- Questions that probe assumptions
    - You seem to be assuming .... Do I understand you correctly?
    - All of your reasoning depends on the idea that...

- Questions that probe reasons and evidence
    - Why do you think that is true?
    - What are your reasons for saying that?
    - What led you to that belief?

Some people claim that using Socratic questioning can be perceived as disrespectful – so consider in which relationship you will use this very efficient method.

Socratic questioning can be used for introductions to individual and group reflections after a session or at the end of a learning day.

7.3.4. Effective management of information

As the facilitator you have the responsibility of managing the learning process and making sure you are heading towards the learning goal.

Questioning and answering needs sorting, categorizing, and keeping an overview of the information given and the emotions expressed.

In order to have a mutual understanding of the progress, you can note the information on a board or flipchart that everybody can watch, and you can even give break minutes for the option of adding and correcting the information.

The notes can be typed as a minutes or report of the session, or you can have a digital photo to keep the records of the session.

Management of given information can

- gather ideas and value contributions **->** it is important to have a competent person recording
- demonstrate the value of contributions **->** must be clearly visible to everyone in the group
- structure to improve focus and clarity **->** remove duplications, cluster ideas, check with group
- 'car park' ideas, learning points or questions not immediately relevant, for later review **->** don't forget them!
- summarizing **->** helps group reflect and review discussion, checks completeness and common agreement, assists extracting outcomes
- analyze ideas/information to meet objectives **->** remember 'helicopter view' **->** use group to draw out common themes

Discussion

TYPES OF INFORMATION RECORDINGS

Define and discuss the value and the nature of permanent record for individuals and group use (exact reproductions, printed hand-outs, learning logs, questionnaires, CDs, etc.)

7.3.5 Giving Feedback

Feedback is the 'healthy refreshment' to feed the learner and give her new energy for her continued learning journey.

Feedback should be considered just as much as questions – to use the optimal form of feedback to help learners.

Use if possible questioning feedback to make the learner reflect and give herself the feedback in her own terminology – and you as the facilitator can observe the self image hidden in the messages and answers to:

- What did you do well?
- What could you have done better?
- What prevented you from doing even better?
- What is the plan to do even better in the future?

After these feedback reflections you may give your opinion – in an appreciative way – of the session just finished.

Feedback can have many expressions and shapes. Often, when learners are away from 'home' and in unfamiliar environments, they are much more sensible to critical feedback, so it is much to recommend to

Appreciate **->** give constructive critics **->** appreciate

Giving feedback is one reaction to relationships – even more difficult it seems to receive feedback from observers.

- *Receive positive feedback as a present – say Thank You*
- *If you minimize your action – that was appreciated – you can support your own self esteem.*
- *If someone expresses that she likes your new sweater – agree with her – you were the one to prioritize this sweater this morning – and probably you did have a choice.*

Discussion

EXPERIENCES WITH FEEDBACK

Discuss and exchange experiences with giving – and receiving feedback

Discuss different forms of and approaches to feedback – impacting on the self esteem of the learner, and when to use which form:

Facts	Prescriptive	Opennes
Solutions	Non Judgemental	Tells
Advocate	Choice	Neutral
Control		Inclusion
Provides Content Free		Tests
	Judgemental	

Individual

CHOICE OF FACILITATION TECHNIQUES

Consider 5 learning processes that you could be asked to facilitate:

- Listening skills
- group and team development
- discussions,
- problem-solving and
- decision-making

Which of the mentioned communication techniques in this section are to be used and trained for the processes – and what could be your challenge?

How can you prepare the processes in order to make your facilitation easier?

7.4 Other things to consider when planning a facilitation

Sometimes when facilitating you can observe a lack of learners' motivation or things do not go as you planned. So it is always good to have a 'plan B' including

- A game
- An icebreaker
- What you could cut out of the programme if the important parts take longer time than expected
- What you could replace with a more active/funny/quick/etc. activity

If you are facilitating people you did not know beforehand, you should consider what activity can make a smooth introduction of yourselves, and also consider what could be relevant for the other to know.

In any case, facilitating a learning session is like visiting another person – leave time and space for

- Arrival and greetings (introduction, making rapport)
- Sensing the atmosphere (motivation, disturbing things, comfort, trust)
- Getting to the point (settling in)
- Agreeing on what to do (sharing expectations)
- Working on the topic
- Next step agreement
- Evaluating (the result as well as the procedure)
- Greetings (meeting again, where and when?)
- Leaving the 'room' (deleting the footprints)

Even if you are facilitating by e-learning, the procedure is somewhat the same. Different cultures do have different time zones for the specific parts of the 'visit'.

7.5 Six Category Intervention Analysis

The following process model was originally inspired by James Kilty at a workshop for the use by individuals in any one to one or group interaction. It combines communication skills with project management and tools for personal development and can be used for many different kinds of facilitation.

The model constitutes a powerful analytical guide for those who wish to build up communication skills in an appropriate field. In particular they assist a development of self-assessment in the consulting or counselling process.

The term "Intervention" is not entirely fortunate since normally it suggests some element of interference. For the purposes of learning from this particular process the whole analysis will be expressed primarily in terms of one to one communication.

The six categories, when used individually, are different forms of facilitation techniques. If put together the Six Categories forms a learning progress development and like the model shown in section 3.5.2.the process describes the type of intervention as well as the role of the facilitator. It illustrates:

Facilitator role					
Authoritative/Active			Facilitative/Passive		
Prescriptive	Informative	Confronting	Cathartic	Catalytic	Supportive
Passive			Active		
Learner activity					

The six categories – in 2 main facilitation form categories:

Authoritative / Active
      1. Prescriptive
      2. Informative
      3. Confronting

Facilitative / Passive
      4. Cathartic
      5. Catalytic
      6. Supportive

7.5.1 Authoritative / Active

7.5.1.1. Prescriptive:

This category involves giving advice, being judgmental / critical / evaluative. A prescriptive intervention is one that explicitly seeks to direct the behaviour of the learner, often behaviour that relates to the work or interaction.

7.5.1.2. Informative:

This category includes teaching, instruction / information / interpretation. Informative intervention seeks to impart new knowledge and information to the learner.

7.5.1.3. Confronting:

This category involves providing direct feedback and challenging the learner. A confronting intervention directly challenges the existing attitude / beliefs / behaviour.

7. FACILITATION METHODS AND TECHNIQUES (Contd)

7.5.2 Facilitative / Passive

7.5.2.1. Cathartic:

This category involves the release of the learner's emotions i.e. tensions such as anger, laughter, confusion. A cathartic intervention seeks to enable the learner to release strongly felt emotions. This form of intervention is likely to be more appropriate in a counselling situation than a managerial / consultant relationship.

7.5.2.2. Catalytic:

This category encourages the learner to solve her own problems. The catalytic intervention seeks to enable her to learn and develop by self direction and self discovery within the two way communication, but also beyond it.

7.5.2.3 Supportive:

This category involves supporting the learner by approving / confirming / validating his beliefs or behaviour.
A supportive intervention affirms the worth and value of the learner and the result of the process.

The six intervention categories and their descriptions does not imply that any one category is any more or less significant than any other. Each of the six in an appropriate context can have a high value.

Experience shows a much greater deficit in the skilful use of facilitation interventions than in the skilful use of authoritative ones. The lowest level of competence appears to be in the handling of cathartic interventions, dealing with emotions.

The cultivation of competence in all six types of intervention will provide both control and opportunity in any one to one or group situation.

The categories are not totally exclusive of each other. Whilst in practice, it is invariably clear what the main objectives of an intervention is, other categories may be brought in, in a subordinate role.

There is some evidence that the truly skilful facilitator,
- is equally proficient in each of the six types of intervention
- can move elegantly and cleanly from one type of intervention to any other
- is aware at any given time of what type of intervention she is using and why

The six types of intervention are only of real value if they are routed in care and concern for the learner. They are of disvalue, little value and potentially changing when used manipulatively. Manipulative use is when the facilitator intervenes exclusively to meet her own needs and interests regardless of, and possibly to the detriment of, the needs and interests of the learner.
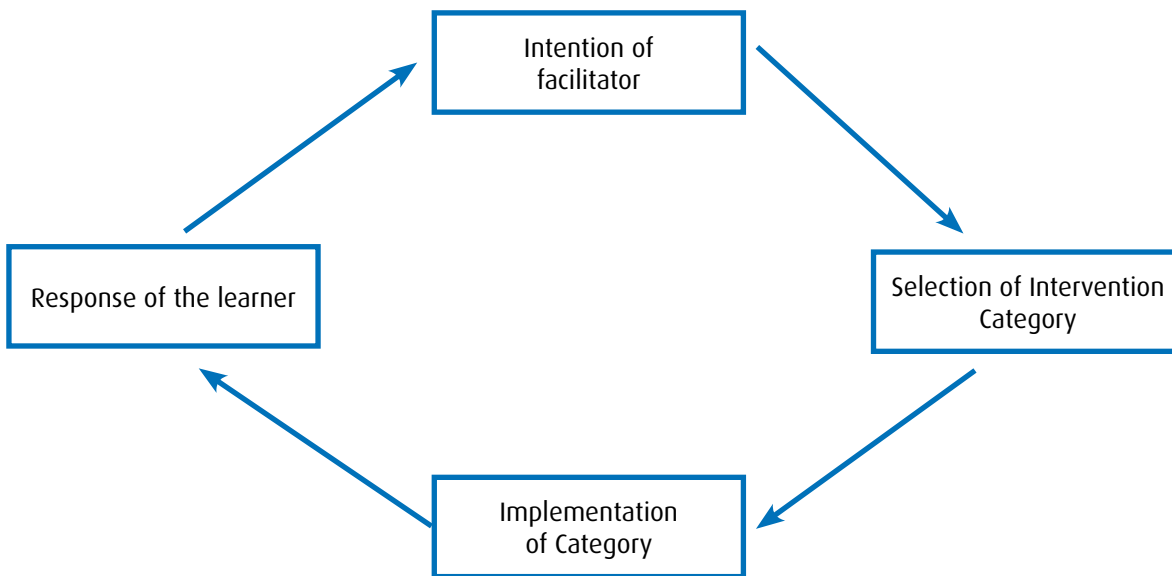
7.5.3 The Intervention Process

From the Facilitator's point of view the two way interaction can be described as a continuous process:

```
                    ┌──────────────────┐
                    │   Intention of   │
                    │   facilitator    │
                    └──────────────────┘
        ┌──────────────────┐      ┌──────────────────────┐
        │ Response of the  │      │ Selection of Intervention │
        │     learner      │      │       Category       │
        └──────────────────┘      └──────────────────────┘
                    ┌──────────────────┐
                    │  Implementation  │
                    │   of Category    │
                    └──────────────────┘
```

7.5.4 Valid forms of the six categories

The following examples do not claim to be exhaustive but do intend to be reasonably comprehensive. They provide a check list which maybe used to practice and then remind ourselves of our intentions in any form of communication process. Interventions need to be specific to a situation and sensitively selected.

A. Authoritative/Active Intervention

7.5.4.1. Prescriptive Interventions

These explicitly seek to influence and direct the behaviour of the learner. They are presented, so that the learner feels free to acknowledge if they do or do not accord with his own true needs and interests.

a) The facilitator may:
   give advice
   suggest or command
   request
   demand or direct
   demonstrate
   lead

b) The facilitator may:
   verbally direct
   monitor
   correct
   evaluate performance
   non verbally do the same by tough, gesture, eye contact

c) The facilitator may prescribe:
    general values and or norms
    particular ways and means
    particular goals
    particular behaviours

7.5.4.2. Informative Interventions

These seek to implant new knowledge and information to the learner. They are seen by the learner as relevant to her needs and interests but do not suppress her own ability to be self directing. This category may involve the facilitator in:

a) giving general knowledge to the learner that is;
    factual
    practical
    theoretical

b) giving information that the learner specifically needs to fulfil her own interests or activity.

c) giving information to the learner that is specifically about the learner or about the situation in which she is very closely involved (i.e. a certain risk related to the task). This may specifically involve a prediction about the future to the learner.

7.5.4.3. Confronting Interventions

These directly challenge the attitude, belief and behaviour of the learner. Whilst the intention is one of support they throw into relief the learner's rigidities and defences so that she can experience her own insight into their use.

a) Direct Feedback:
The facilitator shares with the learner her impressions of the learner's behaviour and shares her reactions to those impressions. This is done in a non punitive, non judgmental way and is given as a personal view by the facilitator rather than a general world view.

b) Interrupt the Pattern:
The Learner may play an old habitual negative recording. Without attack and whilst remaining supportive in attitude the Facilitator interrupts the pattern by quickly contradicting the negative assertions the Learner is making about herself, her life, the world at large or by proposing a total change of activity involving a new address to the problem.

c) Holding up a Mirror:
The facilitator holds up a mirror to the Learners verbal and non verbal behaviour by imitating it back to her. This is extremely difficult to do with apparent support but is very powerful if the Facilitator is attuned to the Learner whilst doing it.

d) Direct Question:
The Facilitator aims a direct question at the Learner's area of concern. The question is intended to cut through a possible defence against acknowledging the truth of the data or implications that the data may have for the Learner. It may be appropriate for the Facilitator to ask questions that challenge the restrictive attitudes, beliefs, intentions and actions of the Learner. Such questions might include

"Do you really believe that?"

"Are you aware of the inconsistency of what you said?"

e) Unmasking:
The Facilitator directly confronts the Learner with information about the Learner or about the Learner's situation which the latter has tried to conceal and to which the former has independently gained access. This requires great sensitivity and may further complicate the trust/credibility of the relationship between Facilitator and Learner.

f) Discharge Feedback:
The Facilitator, without in any way attacking or invalidating the Learner, displays genuine anger or frustration if it is felt. This may be effective only if the Facilitator moves straight back into the relationship with open and free attention.

When confronting interventions become punitive and attacking, they generally fail since the person recoils, the defences harden and a counter attack is soon under way. They are effective only when the Facilitator is felt by the person to be on her side and in support of what she is trying to achieve.

B. Facilitative/ Passive Interventions

7.5.4.4. Cathartic Interventions

These enable the Learner to release painful emotions such as anger, grief, fear and embarrassment. They are pitched at a level of distress which the Learner is ready to handle and time will be needed for the Learner to express insight which may have been achieved by such a discharge/release.

a) Description:
The Learner is invited to describe a difficult or traumatic event. She is not encouraged to talk about it analytically but by recall of sounds, sights and how it felt at the time. She can be helped by discreet questions to get closer to the immediate and often traumatic goings-on in the event.

b) Association:
The Learner is invited to repeat a sudden and unbidden thought or to repeat a slip of the tongue. This may produce laughter but may lead on into fruitful areas for further emotional release. The signs in the Learner are recognisable: she suddenly looks across the room or to the floor, or to the ceiling or out of the window. There may be evidence of a fleeting thought a re-arrangement of the face, posture or hands. There are a number of additional activities which the Learner may participate in but these are more appropriate to therapeutic or counselling sessions.

7.5.4.5. Catalytic Interventions

They seek to enable the Learner to learn to develop by self direction and self discovery in the context of the Facilitator/ Learner interaction but also beyond it. They facilitate self direction and counter dependency.

a) Free Attention:
The Facilitator is not distracted by her own internal thoughts negative feelings or pre- occupations. Her whole attention is given to the learner. Free attention may appear to be passive but involves intense activity. It involves gaze, posture, facial expression and perhaps, touch. It has the qualities of being supportive and the Facilitator's attention should be attuned to the emerging potential of the Learner as well as his actual behaviour.

b) Reflection:
The Facilitator may simply echo back the last few words the Learner said before pausing. She may re-phrase the last few words expressing he same meaning as the Learner but in different words. This will convey to the Learner that the Facilitator is paying attention, is interested and above all wishes the learner to continue. This intervention gives support to the Learner to work in her own way and at her own pace. A direct question will take the Learner in a certain direction so that her own options are immediately restricted. The combination of reflection and free attention represent a pure and simple catalytic intervention.

c) Selective Reflection or 'backtracking':
Selective reflection picks out from the whole body of information that the learner has expressed just a few words or phrases that seem to carry importance in the way they were said, or in the associated behaviour of the Learner. These words are simply echoed back literally to the Learner, with free attention. She may then choose to explore their deeper implications.

d) Checking for Understanding:
Involving the Facilitator communicating in her own words the summary of what she believes she has heard. In doing this, the Facilitator is

- checking to make sure she has understood
- giving evidence of her understanding
- inviting the Learner to elaborate and develop the theme in a more appropriate way, if it seems necessary.

e) Learner Centred Questioning:
The Facilitator, sensitive to the ability of the Learner, times and offers questions that enable the Learner to participate in self discovery and self directed problem solving.

f) Discreet Self Disclosure:
The Facilitator may disclose some of her own experiences and concerns in the area that the Learner is addressing and this may facilitate Learner disclosure by raising the level of trust, openness and risk taking. This is intimate and authentic behaviour and requires disclosure of genuine experiences.

g) Problem Solving Structures:
A number of structured exercises exist which the Facilitator may use to help the Learner solve her problem or resolve her issue. It may relate to goal setting or role definition or may include a check list for decision making and action 'planning'.

h) Theoretical Structure:
The Facilitator offers theories and conceptual models that help the Learner with her own concerns and problems.

i) Analysis:
There are two forms of analysis that may be helpful to the Facilitator. The first offers the Learner an analysis of how she seems to be approaching the solution of the task or problem. The analysis examines the process of the situation but does not constitute any kind of solution to a specific problem. It looks at ways in which the Learner is doing things or behaving.

The second is an analysis of options. The Facilitator may outline what she believes/feels to be some relevant options or possibilities open to the Learner but does not itself constitute any kind of decision. The intervention may alert the Learner to new possibilities that had never occurred to her.

7.5.4.6. Supportive Interventions

These affirm the worth and the value of the Learner and they do so in an unqualified manner. They are authentic and caring.

a) Free Attention:
This is identical to the intervention described under the Catalytic section. It is the fundamental supportive act of wanting to help.

7. FACILITATION METHODS AND TECHNIQUES (Contd)

b) Touch:
From a fleeting touch with the fingers, to full embrace, the use of touch is one of the most immediate ways of showing support, solidarity and fellow feeling. This intervention is grossly under used because of the fears on the part of the Facilitator about the implications of touch.

c) Expressions of Positive Feelings Including Care and Concern:
The Facilitator makes it clear in words to the Learner that she supports her, and that she wishes to help and may include any feelings of affection, or fondness.

d) Validation:
The Facilitator affirms the qualities, attitudes and achievements of the Learner which the Learner may not acknowledge in themselves.

e) Sharing:
The Facilitator shares the good things in her experience with the Learner, either of previous meetings or in the current meeting.

f) Self disclosure:
As before, the Facilitator discloses some of her own concerns, past or present, to the Learner, as an expression of human connection.

It may be difficult for a Learner to hear and accept supportive interventions. They may often bounce off a hardened shell of negative self image and the Learner may find them hard to accept. It may be a valid Cathartic intervention to find some way of helping the Learner to accept some of the good things which she has denied about herself.

7.5.5 Conclusion

In facilitation, none of the six categories are entirely independent of each other. For example, the Supportive category is a vital basis for all the others; for unless the manner of intervention is supportive, the intervention itself is potentially valueless. The different categories can be woven together in accordance with need and with sensitivity.

Conscious use of the interventions does not inhibit spontaneity or creativity. It provides greater skill and flexibility in helping Learners in a number of business situations. A fundamental issue does arise with respect to the selection of appropriate interventions. Those which involve giving advice seem more appropriate where the Facilitator is an expert in some area of technicality - beyond the range of Learners experiences and knowledge. It seems less and less appropriate where the Facilitator is concerned to aid the Learner to achieve self-direction and realisatioan of her full human potential - as in counselling for example.

8. MENTORING

> WLDP module contents linked to this section:
>
> Communications – all sections about questioning, listening and being active in communication are important elements of mentoring a learning and development process.
>
> Mentoring in a Nutshell (2006) WAGGGS Europe

Mentoring is facilitating the development of a less experienced person.

Mentoring is:

- both a method of communication and a tool for any facilitating or an experienced leader when a less experienced leader is developing her position in life and Girl Guiding/Girl Scouting.

- a facilitation method closely related to the principles of WAGGGS Leadership and the learning policies within our organization, using the principles of inter-generational learning and the patrol system.

- a good method for succession strategies as it supports a smooth handing over process of a position from the retiring leader to her successor.

The mentoring process in general and its elements to be used within WAGGGS are described more in depth in the separate WAGGGS Mentoring Tool Guide, so here is mainly emphasized the conditions and considerations to be done as a facilitator.

Mentoring as an intervention can be understood as

> *a mutually agreed form of*
> *communication about and support of*
> *the development of a person (mentee) in a specific position,*
> *carried out by a mentor, a person more experienced in this position*

Mentoring can be concerning

- Defining the tasks and responsibilities in the position
- Planning, implementing and monitoring personal and task related development
- Problem managing in the position
- Career counselling

Facilitators mentoring learners should consciously balance the facilitation between

- Asking questions
- Analyzing the answers and messages given by the learner
- Giving feedback
- Giving advice
- Trust building
- Disturbing and intervention
- Handling conflicts

8. MENTORING (Contd)

8.1 The Top 10 Qualities of an Inspiring Mentor Relationship

Mentors hold and create a space of possibility. Mentors help us to evolve ourselves as human beings so that we may move into that possibility.

1. **Mutual Respect.** The mentor and the learner share a deep respect for a common pursuit as well as for the underlying values driving the pursuit. It is the shared respect that connects and provides the foundation for the work the mentor and the learner will do together.

2. **Trust**. When a deep level of trust exists between the mentor and the learner, the individual is able to take great risks – risks they might not have taken without the trust. The mutual trust between mentor and learner provides a safe space for the latter to step out in faith and achieve what might appear difficult, impossible, or overwhelming. The trust the mentor provides as part of the framework is fundamental for the learning experience to occur.

3. **Mentor as a Condui**t. A mentor provides access to learning and growth. It is through the mentor relationship that deep learning occurs. The mentor provides a framework for exploration by creating an environment that provides support, encouragement, and growth.

4. **Space, learning and integratio**n. A mentor creates a space for listening and for helping the person to integrate the learning into their lives. A mentor becomes like an 'inner voice' –we borrow the mentor for this guiding voice while we search to find and express our own voice.

5. **Safe Space** Unconditional acceptance is a key ingredient for establishing trust and a safe space. When we experience unconditional acceptance and a sense of belonging, we are able to more clearly reveal and be ourselves. Accepting others for who they are, without apology or explanation, is therefore an essential aspect of mentoring. With total acceptance, one feels trusted and known, and is able to take great risks.

6. **Vision** A mentor holds a vision of what is possible, and leads the way to the vision. A mentor believes in the vision as much as the learner does.

7. **Shared Experience** A mentor relationship is rich with learning through shared experiences. The learning is not just academic but has a vibrancy and depth that goes beyond reflective discussion. The mentor has discussions in 'real time' - the interaction and the learnings are not just academic. They are deep and real.

8. **Challenge** The mentor challenges and stretches the person, and provides inspiration for the person to take on even greater challenges. A mentor stretches a person from within.

9. **Inspiration** A mentor 'walks the talk' and provides inspiration through their very being. A mentor is someone who we aspire to become; the mentor has qualities/skills we want for ourselves.

10. **Sage Advice** A mentor will offer sage advice, will show the learner 'the ropes' and will invest time and energy in the development of the individual. The more open the learner is to accessing this wisdom, the more profound the discoveries will be!

8.2 Things to consider about mentoring

Before you start mentoring, agree on a mutual 'psychological contract' consisting of agreements on
- The subject(s) dealt with
- The period of the process
- The frequencies and estimated length of mentoring sessions, or
- Who can take the initiative for a mentoring session
- Confidentiality, in the sessions, between mentor and mentee
  - When meeting out of the sessions
  - in some cases – who should be informed about decisions taken
- The method of documentation (recording, minutes, notes etc.) if any
- Rights to stop the process

Mentoring is a very close relationship to be balanced between 'pushing and pulling' the mentee. Self esteem can be touched for both mentor and mentee, as one is expert on herself and the other on the mentored subject, so mentoring situations can be sensitive.

Push-Pull Styles
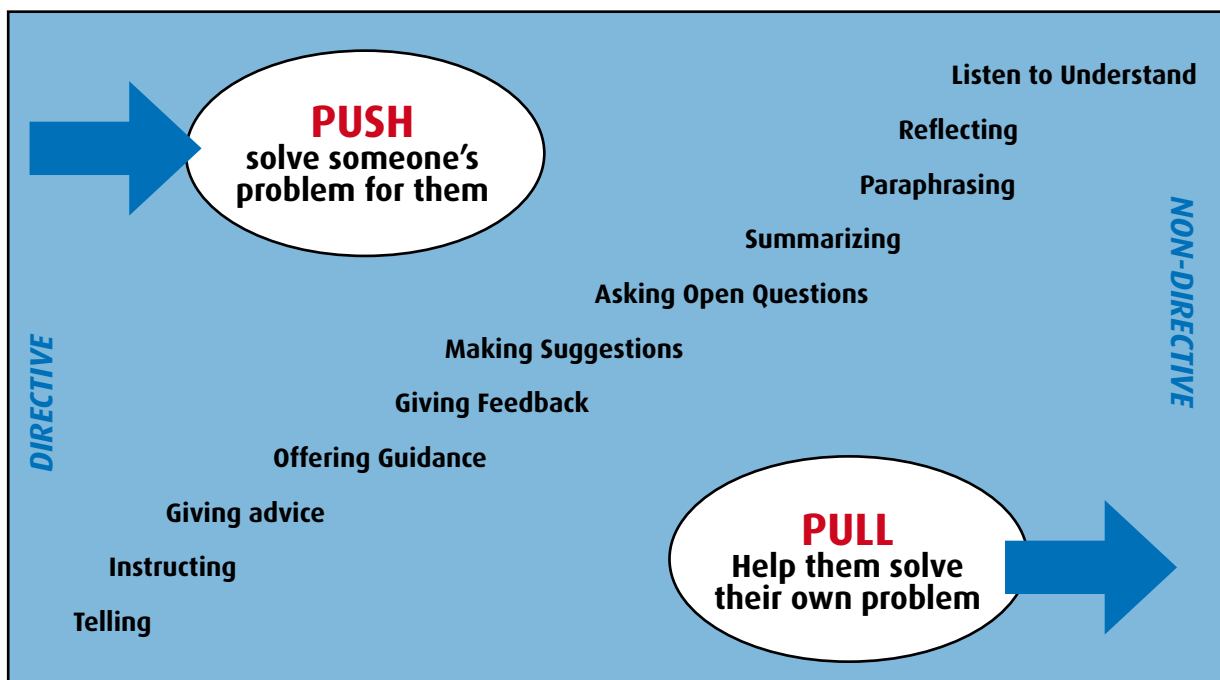
As a mentor you should aim at being appreciative and supporting the development, rather than overtaking the scene of learning.

8. MENTORING (Contd)

8.3 Mentoring as a WLDP facilitation tool

WLDP Mentoring means supporting the member/leader in her personal development of leadership regarding a specific position within her life or association

A mentor is a person with experience specifically with the role that the mentee is involved in, or experienced in the competences to be developed. A WLDP mentoring facilitator should have a good knowledge of the content and principles of the WLDP.

She will guide, listen, advise, support, coach and encourage in all aspects of the work including organizational structure and politics.

A mentor is a person who will show the mentee how to effectively do her job. She gives support for personal development and learning. Because it is a specially protected partnership, the mentor is able to give confidential feedback as well as encouragement for further progress.

The WLDP mentor is appointed for a period in consultation with the member/leader.

Facilitation by mentoring can be carried out on a distance, and within a very close relationship.

9. COACHING

WLDP module contents linked to this section:

Communications – all sections about questioning, listening and being active in communication are important elements of coaching a learning and development process.

Personal Development – section 6 – 9 about assertiveness, emotional intelligence, motivation, and values

Understanding Leadership – about approaches to leadership

Leading teams – about motivating others

Setting direction – about goal setting

Coaching is the art of facilitating the performance, learning and development of another.

(Myles Downey(2001): Effective Coaching)

Coaching is anyway – a structured dialogue between a coach and a coachee (sometimes named focus person).

- The criteria for entitling the conversation as a coaching session are the following
- The coach is only asking questions, not giving answers
- The coach is not judging, nor giving advice
- The coach is mastering the process and ensuring it is resulting in an action plan
- The coachee is mastering the content and the answers regarding the subject
- The coachee is defining and choosing the goal for the coaching session
- The coaching session is as equal and power neutral as possible

Other forms of conversations may be using one or more coaching techniques, or a leader can lead his group using a coaching leaderstyle.

Coaching is unlocking a person's potential to maximise his/her performance.
It is helping the person to learn rather than teaching.

(John Whitmore (2002): Coaching for Performance)

There are several different models for setting up a coaching sessions, more or less all based on the principles of Appreciative Inquiry, positive thinking, and the theories of social construction.

Added to the coaching models are a number of techniques for supporting specific sequences of the session, i.e. goal setting or transforming assumptions.

A selected number of both coaching models and techniques are presented in the WAGGGS publication "Coaching WAGGGS" which is to be regarded as a tool guide for facilitation and a useful supplement to this facilitation guide. Therefore, coaching will only be shortly presented here, regarding specific issues for a facilitator.

9. COACHING (Contd)

9.1 Mentoring and coaching: what is the difference?

Often the two terms are used together or randomly, without thinking what the difference is.

As defined in the section before this, mentoring is facilitating a learner in a position where the facilitator is experienced, there are several remarkable differences between coaching and mentoring:

Mentoring significances .... while.......	**Coaching significances**
The mentor is competent in the topic to be facilitated	The coach can have no knowledge of the topic
A mentor can give advice based on her experience	A coach can only give advice if she breaks her role and asks for permission to give an advice
Mentoring is giving advice, telling about own experience, and supporting the development process in different ways for a period – and answering questions from the learner	A coach is asking skilled questions that empowers the learner to find her own answers and future plan to develop further
The mentor is responsible for sharing her experiences and for empowering the learning process	The coach is responsible for the process, while the learner is responsible for the content and the actions decided

Coach is also used as a noun in sports environments for the person that is responsible for the practicing, training and development of the sportsmen.

In the very beginning, a coach was the person sitting in front of the stage coach, leading the horses, and taking the passengers to their expected goal, leading then safely along, and the term can be used as a metaphor for this: leading and taking a 'passenger' (the learner) to her defined goal.

Discussion

BE PREPARED FOR FACILI-COACHING

When as a facilitator you consider using coaching as a facilitation tool, you should consider

- The needs of your learner – is she ready for the challenge of finding her solutions/ answers herself?
- Your relationship with the learner
- Your confidence in yourself – are you able to only be asking questions – or are you too much involved in the subject to go into such a neutral facilitation role?
- How much time you have for the process – coaching can be time consuming

9.2 Different ways of coaching in facilitation

You can choose to adjust the level of coaching elements in your facilitation:

- Pure coaching: Your role as the un-knowing, questioning person that motivates the learner to search and define her answers and solutions herself
- Facili-coaching: Instead of giving advice and telling how to do things, ask questions that makes the learner feel she is finding the solution by herself; when she gets confused, use stories, examples or explain your solution – to make her choose among different solutions
- Directing coaching: Tell the procedure and the frames for the task; use coaching and efficient questions to make the learner find her own way and method towards the goal.

Using coaching as a method for facilitation needs time and a relaxed situation, so it is not good for emergency problem solving.
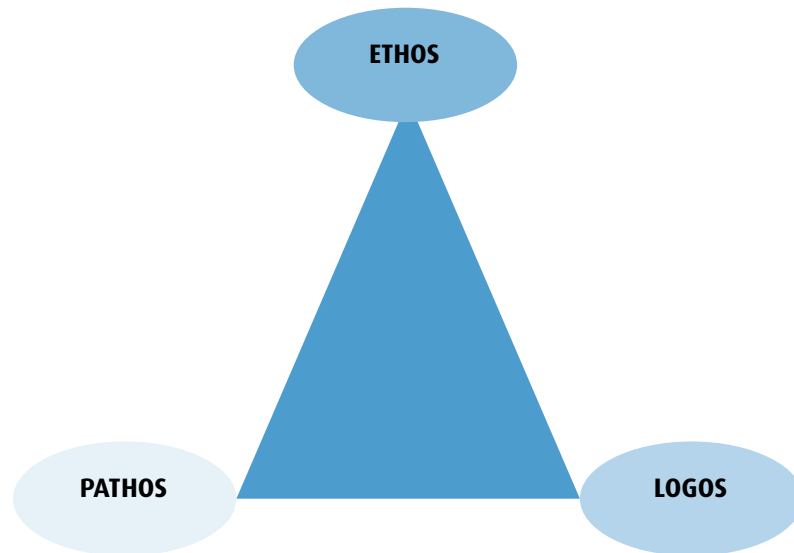
Coaching is very good for strategic planning, proflective thinking and for finding solutions.

9.3 Coaching and coachee relations

Impact in your communication – in any communication, and especially in close relationships as coaching - according to Aristotle's is an even distribution of:

- Ethos (image, reputation, personal characteristics, transformation/perception of other persons behaviour, related and relevant competences)

- Pathos (the skill to create emotional activity among participants in the communication)

- Logos (the sensible and intelligent part of the message)

It is the responsibility of the facilitator to be aware of these aspects and to try to balance the communication.

There are some key skill areas with associated skill subsets and processes that help to make a facilitator effective.

9.3.1. Building and maintaining rapport

- Sit/join in with the group
- Warm-up/icebreaker that actively involves everyone
- Understanding of the individual and group feeling
- Understanding of each person's context/'life map' and learning style
- Use Neurolinguistic Programming (NLP) techniques
  - Examples:
    - Visual ('paints a picture...' 'what will it look like...')
    - Auditory ('any bells ringing on this....,same wave length')
    - kinaesthetic ('let's walk through this now...,' 'get a grip...')
    - Olfactory ('smell a rat...,' 'reeks of trouble...')
    - Taste ('taste triumph...,' 'mouth watering...')
  and/or
- Systemic Thinking and Appreciative Inquiry to make you one of them and to influence their behaviour (matching body language, voice styles, tone, language.

9. COACHING (Contd)

- Use a range of different language patterns.
- Know when to intervene with a process to energise, stabilize, or take a break
- Use all channels of communication-what you say, how you say it, and your body language
- Build trust
- Know when to intervene with a process to energize, stabilize, or take a break
- Use all channels of communication-what you say, how you say it, and your body language
- Maintain a positive attitude at all times
- Respect each participant, acknowledge contributions
- Match pace and energy level of the group, influence if necessary
- At any point, ensure you are ready for your next move, are picking up on group/individual signals, and can see the big picture or 'helicopter view'-move between these roles.

HOT TIP: Practise all these points during informal social occasions.
HOT TIP: Involve all participants in the first 5 minutes.

9.4 Coaching as a WLDP Facilitation tool

Coaching or coaching elements can be useful when facilitating WLEP participants, i.e.

- Supporting the learner in the **process of achieving of a specific competency, skill or knowledge** – by frequent communication, asking questions regarding this process
- When a learner faces a specific learning obstacle in her learning process – to guide her to an alternative or revised learning method
- As a support tool between facilitators
- When the learner is quite experienced in the topic, needing to get motivated
- When a learner is unsure of choosing between some equal opportunities

The WLDP coaching facilitator should be skilled in the coaching process and aware of different types of questions regarding this. Also she should have a good experience in empathy and the diversity of human reactions.

The WLDP coaching facilitator does not need to be experienced in the skills or tasks that the learner is aiming at.

The WLDP coaching facilitator is appointed for the period of the specifically described learning process.

10. E-LEARNING

E-learning is a way of delivering learning using modern technology. The method is increasingly used for professional development and self study based education.

As a global organization, WAGGGS is sees E-learning as a natural supplement to face to face facilitation or personal and leadership development.

10.1 What is E-learning?

E-learning is often on-line and offers individual/group learning.

For instance in corporate companies and an increasing number of organizations, it often refers to the strategies that use the company network to deliver training courses to employees and lately in most Universities, e-learning is used to define a specific mode to attend a course or program of study where the students rarely or never meet face-to-face, nor access on-campus educational facilities, because they study online.

10.2 Goals and benefits of E-learning

E-Learning can provide benefits for the organizations and individuals involved.

- **Improved performanc**e: A 12-year meta-analysis of research by the U.S. Department of Education found that higher education students in online learning generally performed better than those in face-to-face courses.

- **Increased access**: Facilitators of the highest caliber can share their knowledge across borders, allowing learners to attend in sessions about mutual interest areas across physical and generational boundaries.

  There is an opportunity of making information available internationally, to anyone interested at minimum costs. Learners can also benefit from free on-line learning offers from other organizations and learning institutions.

- **Convenience and flexibility to learners**: In many contexts, e-learning is self-paced and the learning sessions are available 24 hours a day, 7 days a week. Learners are not bound to a specific day/time to physically attend classes. They can also pause learning sessions at their convenience.

- The High **technology** is not necessary for all online courses. Basic internet access, audio, and video capabilities are common requirements.

  Depending on the technology used, learners can download material when they have internet access, and finish the lessons on a different computer.

- To develop the skills and competencies needed in the 21st century, in particular to ensure that learners, the option needs specific facilitation and has major implications for course design and the assessment of the learners.

Additional advantages of computer-based training over traditional skills and knowledge learning include the ability to:

- Reduce overall training time

- Spread training out over extended periods of time (even months) – which often gives more efficient and quality learning

- Eliminate time differences between the participants from all over the world – at least when they are working individually. The challenge will be to arrange internet conferences, Skype meetings etc.

- Bookmark progress (computer remembering where the learner left off so they can resume the courses from there)

- Remain in one location (e.g., home, office, airport, coffee shop, etc.) with no need to travel – maybe even choose the individual's preferrred learning environment

- Receive quality training that bolsters optimal performance

10.3 Delivery Methods

e-Learning is done over the WORLD WIDE WEB or by CD-ROM, and some variations (distance learning) incorporate traditional media. Here are the most common delivery methods used in e-Learning:

Communication   **->**   Asynchronous
- email
- threaded discussion, weblogs
- forums
- text messaging

                                  Synchronous
- chat
- videoconferencing
- teleconferencing

Print   **->**
- e-text
- textbooks
- e-zines (electronic magazine)
- internet encyclopedias and search options
- presentations (Power Point) with graphics and pictures

Video   **->**
- streaming video
- video tape
- satellite transmission
- cable

Audio   **->**
- streaming audio
- audio tape

Reviews   **->**
- electronic
- interactive
- paper

10.4 Facilitating e-learning as delivery method of WLDP

When working with e-learning on the WAGGGS Leadership Development Programme, the facilitator provides the learners with relevant module material and supports the participant(s) in working with these. During the process, both the facilitator and the learners can supply the module material with relevant background and extended theories and experience documentation.

Individual exercises can be discussed individually or collectively, all group exercises should be discussed in the whole group.

If more WLDP E-patrols are working at a time, bigger conferences or team exercises can be arranged by the facilitators.

All participants do their personal Learning Log and can share reflections with the facilitator, and/or with a mentor or coach, if any is appointed.

At the finishing of the module/topic, the facilitator and the participant assess the progress made and the participant set plans for further development.

At the beginning of an e-learning process, the facilitator and the learner should make an agreement – including statements of

- the period of the process – start, finish, milestones and deadlines
- communication medias to be used
- who is responsible for contacts
- frequency of contacts
- confidentiality

E-learning facilitator presents certain challenges

- there is no 'eye contact' with your learners and you cannot judge the body language
- you need to be conscious of the choice of wording in your messages – it takes longer to correct or explain if you are being misunderstood
- you do not have the immediate feedback
- if you do not have responses reactions from a learner, it is important to contact her to be able to support her
- if a learner moves, changes email address or phone no. without informing you, it can be difficult to find her again
- you may need to be persistent and keep on approaching your learners without much response

It is recommended to facilitate e-learning for people that have met at least once in person, and this is also the intention of e-learning as an additional option for WLDP participants.

Knowing your learner, your facilitator and – if possible – your e-learning patrol peers from a WLDP seminar makes it much easier to relate the subjects to shared experiences and examples.

This means to a facilitator that it is recommendable to find the supporting facilitation material from sources of common interest

- articles from WAGGGS publications
- links at WAGGGS website
- discussion quotes from WAGGGS website and microsites
- movies, news, and music of the latest year(s)
- exercise material should be as simple as possible and accessible in any country

11. EFFECTIVE PRESENTATION TECHNIQUES

A key facilitator skill is presenting in as engaging, interesting and connected way as possible.

When preparing to present the following areas should be taken into account:

- Learning styles
- Complexity of task
- The background knowledge
- Cultural differences
- Time frames

When you present a topic, you can open the door with

- A relevant ice breaker
- A short introduction using pictures, movies, videos, stories, testimonials
- An inquiry about the experience amongst learners

Incorporating as many learning styles as possible is a key to learning success and maintaining learners' motivation levels:

Seeing
 - live performances
 - pictures or sculptures
 - metaphors, pictograms, graphics
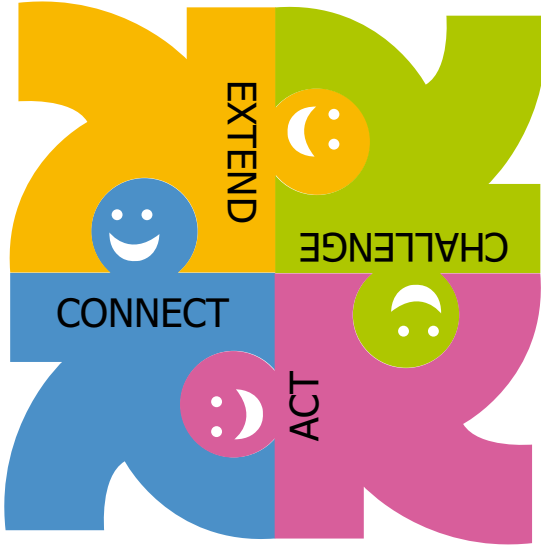
Listening
- stories
- quotations

- imagining
    - creativity, fantasy, and pre-flection
    - role plays
    - reflection
    - systemic thinking of different approaches and perspectives

- smiling and laughing
    - tasting and smelling

11. EFFECTIVE PRESENTATION TECHNIQUES (Contd)

To make sure your facilitation sessions are effective and motivating, you can use this checklist after planning:

✔	**4 elements of WLDP** Non-formal education Values based Inter-cultural Inter-generational		**Learning styles** Activists Theorists Reflectionists Pragmatists	✔
✔	**Senses/ intelligences** Visual Auditive Kinesthetic Taste/smell Laughing Interpersonal Intrapersonal Musical Mathematical/logical Linguistic Bodily/kinesthetic Naturalistic Spatial	EXTEND CONNECT CHALLENGE ACT	**Systemic** Game/icebreaker Experiences from learner Stories Theoretical input Discussion Metaphors /picture symbols	✔

Facilitating can also be challenging in those situations when difficulties or conflicts occur. Balancing between getting the process going and keeping the motivation up can be challenging, whenever you are dealing with an individual, a group or a whole seminar plenary.

Consider whether you want the group to achieve individual achievements, a compromise or consensus. You can use the Group Exercise 8A "Is it a 'go' or 'no go'? from the section about Conflict Transformation in the WLDP Leading Teams module.

In the WLDP Communication module and the Setting Directions module you also find support for negotiating, presenting, and motivating for progress.

11. EFFECTIVE PRESENTATION TECHNIQUES (Contd)

11.1 The 5 Elements of

Anthony W. Lorsbach has developed an easy model for facilitation, consisting of 5 elements and based on the Kolb Learning Cycle philosophy. You can think the learning cycle model as having five parts, though these parts are not discrete or linear. The model is originally developed for science teaching, yet it is very useful for any kind of learning process.
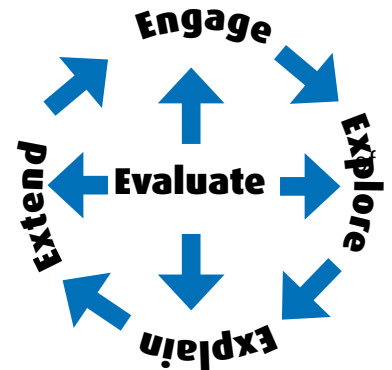
Engage:

In most instances you will want to begin with Engage. In this stage you want to create interest and generate curiosity in the topic of study; raise questions and elicit responses from the learners that will give you an idea of what they already know. This is also a good opportunity for you to identify misconceptions in understanding. Engaging includes relevant icebreakers or games.

Explore:

During the Explore stage learners should be given opportunities to work together without direct instruction from the deliverer. You should be helping learners to frame questions by asking questions and observing. Learners should be puzzled. This is the opportunity for learners to test predictions and hypotheses and/or form new ones, try alternatives and discuss them with peers, record observations and ideas and suspend judgement.

Explain:

During Explain, you should encourage your learners to explain concepts in their own words, ask for evidence and clarification of their explanation, listen critically to one another's explanation and those of the deliverer. Learners should use observations and recordings in their explanations. At this stage you as the facilitator should provide definitions and explanations using previous experiences as a basis for this discussion.

Extend:

During Extend the learners should apply concepts and skills in new (but similar) situations and use formal labels and definitions. Explore strategies apply here as well because learners should be using the previous information to ask questions, propose solutions, make decisions, experiment, and record observations.

Evaluate:

Evaluation should take place throughout the learning experience. You should observe the learners' knowledge and/or skills, application of new concepts and a change in thinking. Learners should assess their own learning. Ask open-ended questions and look for answers that use observation, evidence, and previously accepted explanations. Ask questions that would encourage future investigations

12. EVALUATING AND MONITORING LEARNING

The basic reason for evaluating a learning session is to determine if the objectives you set for the group and the learning objectives have been met. In addition, the evaluation provides information for making improvements to future sessions. There are many other reasons for evaluation of a learning process, some of these related to monitoring the effect of both the economical and human investment in the development process – from both facilitation, learning and organizational perspectives.

For ourselves as facilitators and providers of the learning process,the reason for evaluating is concerning the organizational learning perspective, to continuously improve the delivery of learning processes, whenever at seminars or by e-learning.

Finally, in order to report to WAGGGS World Board and the World Conference, WAGGGS has developed a structure for monitoring and evaluating the progress concerning the strategic goals. As a part of this, all worldwide learning deliveries should be both monitored and evaluated.

The evaluation of learning is systematic and persistent work on the basis of which the learning is developed. Based on continuing evaluation both learner and deliverer are aware of progression of own learning process. The aim is i.e. to improve the contents of the WLDP wholeness or part of it.

12.1 Why evaluate?

Evaluation of the learning means:

1. Learners self-assessment; own learning and know how
   - status of self esteem
   - leadership capacity
   - motivation for implementation of the achieved learning

2. Deliverers self-assessment; own learning and know how
   - facilitation capacity, quality, and level
   - motivation for facilitation
   - needs for improvements or renewal

3. Evaluation of the learning supply
   - the status and capacity delivered by the national organizations represented
   - needs assessments for future activities

4. Evaluation of the specific learning section
   - quality and level according to objectives and needs of the target group
   - frames and venue
   - outcome and needs for future activities

5. Evaluation of the whole WLDP
   - status of the material
   - needs for supplements or clarification
   - ideas for future materials

12.2 What should be evaluated?

Evaluation can occur as a self-assessment or with support by deliverers.

During the principles of continued evaluation the evaluation might happen anytime during the learning process. Usually there are some kind of evaluation – or assessment of needs leading into expectations - before the learning will start, during the learning, and afterwards.

If you want to assess the effect of a learning process, you can find different effect immediately after the learning event, and after a period of time (short term effect after 3-6 months, long term effect after a year or more).

12.2.1 Evaluation before learning: assessment of needs -> expectations

For the facilitator it is important to know what kind of learning results she will lead up to. Goals as a starting point will advise and make planning of learning easier. Additionally, goals are influent by needs of learning, resources availability and characteristics of learners.

Needs of learning can be on the individual of organizational, or on the member organization (MO) level.

On the individual level the need can be related to the lack of knowledge of leadership skills or updating those skills.

On the members organization (MO) level needs can be related to running the WLDP.

Key question in the both cases is:

- What are the specific needs within the individual or MO that must be met.

Foreknowledge related to WLPD can be assessed by an interview – even made between participants – or a story telling session, where participants tell a story of when the feel success as leaders. This can assess their actual competences and indicate the expectations for the event.

It can also be assessed by more traditional interviews or questionnaires by relevant topics. Here you can make use of the Competence Ladder (Section 6.2) :

Know-how before learning

- Never heard
- I have idea of the topic
- I am involved with the topic
- I have been deliverer of this topic

Need of learning

- Yes, I would like to know more
- Yes, I need some extra information
- I can manage with the information what I already have or I can read more by myself

For a planning team it is recommendable to be rather concrete in describing the profiles of the participants to make as homogenous a group as wanted. A questionnaire included in the registration or application document can be made.

12.2.2 Evaluation during the Learning

Evaluating the development of learning and know-how along the way can be done by

- Directly questioning
- Feedback flipboards
- Feedback questionnaires
- Learning Log

Feedback questionnaires
Design the questionnaire so that both positive, negative, and constructive comments can be made for both programme and practical arrangements related to the learning process.

Topic	☺	☺	☺	Comments

Expectations and needs being met
As a start of the learning process, you can put 2 posters with Maslow's hierarchy of needs on the walls of the room. On start, the participants express their expectations according the needs and write these on individual post-its that are placed on one of the posters. During the process, participants are asked to move their expectation post-its to the other poster, marked 'Met Expectations'.

This is a very visible way of evaluating, both for participants and facilitators.

The learning diary/Log
A learning log is a name applied to a notebook or journal given to the participants to record their reflections.

Since WAGGGS embraces experiential learning it is critical to encourage all learners the opportunity to reflect on what they have experienced, so they can gain insight and determine how they will apply what they learned.

Facilitator's Self Assessment on the sessions
After each session, facilitators should immediately evaluate the session programme and themselves as facilitators.

The WLDP session template includes a question for evaluating, which can be recorded for later sessions on the same topic.

12.2.3 Evaluation after the learning event

The most basic tool for getting feedback is simply to ask for it after the learning. The evaluation can occur individually or on group level. You can also use the same evaluation tools as mentioned in the previous section.

Suggested alternative evaluation tools

- Test
- Quiz
- Letter to yourself: The participants write a postcard to themselves, including new goals and deadlines for learning. The letters will be sent to each participant after a period of time.

Urgent feedback is important to collect right after the learning.
Long term Evaluation of the learning may occur online or by mail after a period when the participants are at home.

13. The WLDP Modules

There are eight modules in the WLDP and they cover many aspects of leadership skills. They have been developed to meet the goals of WAGGGS Strategic Plan 2005-2008, which are:

1. Leadership Development
2. Strong and Growing Member Organizations
3. The Voice of Girls and Young Women

The modules were selected by many different means, seminars, workshops, conference sessions and independent academic research.
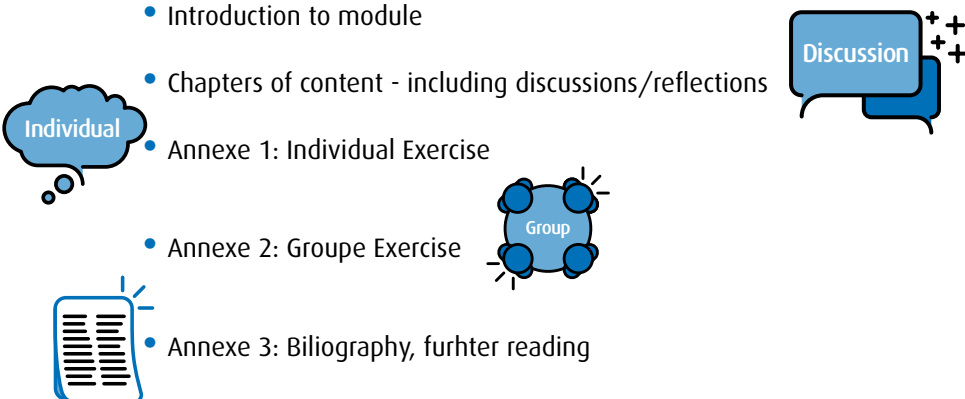
Collaboration with Exeter University is in place for the next three years as the modules are developed and piloted in the field. Needs assessment was a valuable tool in the selection of the topics for the modules and the topics selected meet the needs of young leaders of today, to promote their development at the International and National levels of the organization.

The eight Modules are:

- Personal Development
- Understanding Leadership
- Leading Teams
- Management Skills for Leaders
- Communication
- Diversity
- Advocacy
- Setting Direction

Each module is made up of:

- Index

- Introduction to WLDP

- Introduction to module

Discussion

- Chapters of content - including discussions/reflections

Individual

- Annexe 1: Individual Exercise

Group

- Annexe 2: Groupe Exercise

- Annexe 3: Biliography, furhter reading

13. THE WLDP MODULES (Contd)

13.1 Structure of the Modules

The content of the eight modules is presented in a consistent format throughout. The format followed is:

- Introduction
- Exercise/game related to the topic
- Analysis of the exercise bringing in the theory
- Discussions or reflections
- Generalization of the theory
- Application examples in Girl Guides/Girl Scouts
- Quotes, metaphors or illustrations to support the understanding of the topic

Along with the module is a bibliographic list of quoted and supplementary materials.

13.2 Presentation Style

The format of all modules is similar but the presentation of any module can depend on the needs of the group, length of time available and the learning styles of the participants present.

There are exercises and activities provided in each module but they may be used by the facilitator according to the facilitator's own delivery style. The important consideration is that the content and intent of the module is accomplished.

13.3 Icons

The icons used throughout these modules are for quick identification of repeated items such as exercises on paper, discussion topics, group activities and cross reference of content material. They are as follows:

Individual   I**ndividual exercise**

Discussion   **Discussion or Reflection**

Group   **Group Activity**

13.4 Cross-Reference

The cross reference of topics will be found in each module to insure that content that is useful in more than one module may be found in the other modules containing the information.

Topics from the modules can be mixed and connected according to the needs.

13.5 Delivery of the Modules

Currently the modules are delivered at workshops and seminars, mainly at World Centres and other world conferences and meetings.

Facilitators trained for this role will deliver the modules or parts of these. The choice of module would depend on the needs of the participants at that event.

It is not required that all modules be taken although this is an option if desired.

14. FACILITATORS DEVELOPMENT, AND APPOINTMENT ACTION PLAN

14.1 Facilitation Competences

Facilitation Competence Levels applies to needs of learner and facilitators development
To facilitate a learner in the best way according to the needs of the learner is one thing; another issue to consider and assess is your own level of development on different methods of facilitation, in order to co-ordinate needs and facilitation techniques to use.

The 6 levels of competences are listed below – with suggestions of learning actions to move from one level to the next.

Level 0

No competence nor awareness of the subject.

Unconscious incompetence

Experience
Information
Orientation

Level 1 – Awareness – *To have experienced*

Level Awareness of the item but no knowledge. Having tried or experienced the activity and sensed the feeling of doing.

Conscious incompetence

Learning
Knowledge

Level 2 – Knowledge – *To know*

To know what the subject is about and to have background facts but no skills to use the heard

Conscious competence

Training
Practicing

Level 3 – Skills – *To know how*

Trained skills and tools to use the learned.

Unconscious competence

Development
Innovation
Variation

Level 4 – Mastery – *To tell how but not why*

Develop and valuate manage & know why; to use, valuate, vary, develop independently

Unconscious expertise

Explanation
Description
Articulation

Level 5 – Delivery – *To tell how and why*

To deliver, see from receivers perspective; To explain to others in different ways

Conscious Expertise

14.2 Facilitation stages

It is important for anyone planning to acquire the facilitation competences to become fully aware of the different stages of facilitation delivery. People think that they have mastered this process role once they have grasped the concept of neutrality, keeping notes and asking questions at meetings. In fact, there is a lot more to it. Being a true facilitator means advancing one's competences to meet the needs of the learner - at four distinct stages:

Stage 1
Understanding concepts, values and beliefs. Use of factilitative behaviours like active listening, paraphrasing, questioning, summarising. Managing time. Getting participation. Keeping clear and accurate notes. Using basic tools like problems solving and action planning.

Stage 2
Mastery of the process tools. Able to design meetings. Skilled at using the right decision-making method, achieving consensus and getting true closure. Able to handle feedback activities and conduct process checks. Able to use exit surveys. Good at managing meetings in an effective manner. Able to help a group set goals and objectives that are mesurable. Skilled at checking assumptions and challenging ideas.

Stage 3
Skilled at managing conflict and making immediate interventions. Skilled at dealing with resistance and personal attacks. Able to make design changes on the spot. Able to size up the group and use the right strategies for their development stage. Able to manage survey feedbback exercises. Able to design and conduct interviews and focus groups, design and implement surveys. Able to consolidate ideas from a mass of information into coherent summaries.

Stage 4
Able to design and implement process interventions in response to complex organisational issues. Use of the tools to promote process improvement, customer intimacy and overall organisational effectiveness. Able to support teams in the formation, storming and high-performing stages.

Facilitation Skills Self-Assessment
On the following page, you are asked to assess your current facilitation competences according to these stages. Rank your competence from 0 ->5 as described on the previous page.

0 = Incompetent   1 = Awareness   2 = Knowledge   3 = Skill   4 = Mastery   5 = Delivery

Stage 1

1. Understand the core concepts, values and beliefs of facilitation	
2. Skilled at active listening, paraphrasing, questioning and summarising key points	
3. Able to manage time and maintain a good pace	
4. Armed with techniques for getting active participation and generating idea	
5. Keeping clear and accurate notes that reflect what participants have said	
6. Familiar with basic tools like brainstorming and force-field analysis	

Stage 2

1. Knowledge of a range of procedural tools essential for structuring group discussions	
2. Able to design meetings using a broad set of process tools	
3. Knowledge of main decision-making approaches	
4. Skilled at achieving consensus and gaining closure	
5. Skilled at using feedback processes. Able to hear and accept personal feedback	
6. Able to set goals and objectives that are measurable	
7. Know how to ask good probing questions that challenge own and others assumptions	
8. Able to stop the action and check on how things are going	
9. Know how to use exit surveys to improve performance	
10. Able to manage meetings in an orderly and effective manner	

Stage 3

1. Skill and composure at managing conflict between participants	
2. Ability to make quick and effective interventions	
3. Able to deal with resistance non-defensively	
4. Skilled at dealing with personal attacks	
5. Sufficient process skills in order to redesign meeting processes on the spot	
6. Able to size up a group and use the right strategies for their developmental stage	
7. Able to implement survey feedback exercises	
8. Able to design and conduct interviews and focus groups	
9. Knowledge of survey design and questionnaire development	
10. Ability to integrate and consolidate ideas from a mass of information and summarise	

Level 4

1. Able to design and implement process interventions in response to complex organizational issues	
2. Knowledge of how to facilitate process improvement, and other organization development activities	
3. Able to support teams in their forming, storming and performing stages	

Personal Facilitation Competences Summary
My current competences are: (Include all the items you ranked as a 4 or 5)

The facilitation competences I most need to work on are: (those ranked as a 1, 2 or 3)

The competences can be listed in the WLDP facilitators Competence Database, and the competences to develop should be included in the personal development plan.

14.3 Learning Styles Questionnaire

This questionnaire is designed to find out your preferred learning style(s). Over the years you have probably developed learning "habits" that help you benefit more from some experiences than from others. Since you are probably unaware of this, this questionnaire will help you pinpoint your learning preferences so that your are in a better position to select learning experiences that suit your style.

There is no time limit to this questionnaire. It will probably take you 10-15 minutes. The accuracy of the results depends on how honest you can be. Please respond spontaneously rather than reflecting too long on a single statement – or go to the next statement. There are no right or wrong answers. If you agree more than you disagree with a statement put a tick by it (✔). If you disagree more than you agree put a cross by it (✖). Be sure to mark each item with either a tick or a cross.

❑ 1. I have strong beliefs about what is right and wrong, good and bad.

❑ 2. I often "throw caution to the wind".

❑ 3. I tend to solve problems using a step-by-step approach, avoiding any "flights-of-fancy".

❑ 4. I believe that formal procedures and policies cramp people's style.

❑ 5. I have a reputation for having a no-nonsense, "call a spade a spade" style.

❑ 6. I often find that actions based on "gut feel" are as sound as those based on careful thought and analysis.

❑ 7. I like to do the sort of work where I have time to "leave no stone unturned".

❑ 8. I regularly question people about their basic assumptions.

❑ 9. What matters most is whether something works in practice.

❑ 10. I actively seek out new experiences.

❑ 11. When I hear about a new idea or approach I immediately start working out how to apply it in practice.

❑ 12. I am keen on self discipline such as watching my diet, taking regular exercise, sticking to a fixed routine, etc.

❑ 13. I take pride in doing a thorough job.

❑ 14. I get on best with logical, analytical people and less well with spontaneous, "irrational" people.

❑ 15. I take care over the interpretation of data available to me and avoid jumping to conclusions.

❑ 16. I like to reach a decision carefully after weighing up many alternatives.

❑ 17. I'm attracted more to novel, unusual ideas than to practical ones.

❑ 18. I don't like "loose-ends" and prefer to fit things into a coherent pattern.

❑ 19. I accept and stick to laid down procedures and policies so long as I regard them as an efficient way of getting the job done.

❑ 20. I like to relate my actions to a general principle.

❑ 21. In discussions I like to get straight to the point.

❑ 22. I tend to have distant, rather formal relationships with people at work.

❑ 23. I thrive on the challenge of tackling something new and different.

❑ 24. I enjoy fun-loving, spontaneous people.

❑ 25. I pay meticulous attention to detail before coming to a conclusion.

❑ 26. I find it difficult to come up with wild, off-the-top-of-the-head ideas.

❑ 27. I don't believe in wasting time by "beating around the bush".

❑ 28. I am careful not to jump to conclusions too quickly.

❑ 29. I prefer to have as many sources of information as possible – the more data to mull over the better.

❑ 30. Flippant people who don't take things seriously enough usually irritate me.

❑ 31. I listen to other people's point of view before putting my own forward.

❑ 32. I tend to be open about how I'm feeling.

❑ 33. In discussions I enjoy watching the manoeuvrings of the other participants.

❑ 34. I prefer to respond to events on a spontaneous, flexible basis rather than plan things out in advance.

❑ 35. I tend to be attracted to techniques such as network analysis, flow charts, branching programmes, contingency planning, etc.

❑ 36. It worries me if I have to rush out a piece of work to meet at tight deadline.

❑ 37. I tend to judge people's ideas on their practical merits.

❑ 38. Quiet, thoughtful people tend to make me feel uneasy.

❑ 39. I often get irritated by people who want to rush headlong into things.

❑ 40. It is more important to enjoy the present moment than to think about the past or future.

❑ 41. I think that decisions based on at thorough analysis of all the information are sounder than those based on intuition.

❑ 42. I tend to be a perfectionist.

❑ 43 In discussions I usually pitch in with lots of off-the-top-of-the-head ideas.

❑ 44. In meetings I put forward practical realistic ideas.

❑ 45. More often than not, rules are there to be broken.

❑ 46. I prefer to stand back from a situation and consider all the perspectives.

❑ 47. I can often see inconsistencies and weaknesses in other people's arguments.

❑ 48. On balance I talk more than I listen.

❑ 49. I can often see better, more practical ways to get things done.

❑ 50. I think written reports should be short, punchy and to the point.

❑ 51. I believe that rational, logical thinking should win the day.

❑ 52. I tend to discuss specific things with people rather than engaging in "small talk"

❑ 53. I like people who have both feet firmly on the ground.

❑ 54. In discussions I get impatient with irrelevancies and "red herrings".

❑ 55. If I have a report to write I tend to produce lots of drafts before settling on the final version.

❑ 56. I am keen to try things out to see if they work in practice.

❑ 57. I am keen to reach answers via a logical approach.

❑ 58. I enjoy being the one that talks a lot.

❑ 59. In discussions I often find I am the realist, keeping people to the point and avoiding "cloud nine" speculations.

❑ 60. I like to ponder many alternatives before making up my mind.

❑ 61. In discussions with people I often find I am the most dispassionate and objective.

❑ 62. In discussions I'm more likely to adopt at "low profile" than to take the lead and do most of the talking.

❑ 63. I like to be able to relate current actions to a longer term bigger picture.

❑ 64. When things go wrong I am happy to shrug it off and "put it down to experience".

❑ 65. I tend to reject wild, off-the-top-of-the head ideas as being impractical.

❑ 66. It's best to "look before you leap".

❑ 67. On balance I do the listening rather than the talking.

❑ 68. I tend to be tough on people who find it difficult to adopt a logical approach.

❑ 69. Most times I believe the end justifies the means.

❑ 70. I don't mind hurting people's feelings so long as the job gets done.

❑ 71. I find the formality of having specific objectives and plans stifling.

❑ 72. I'm usually the "life and soul" of the party.

❑ 73. I do whatever is expedient to get the job done.

❑ 74. I quickly get bored with methodical, detailed work.

❑ 75. I am keen on exploring the basic assumptions, principles and theories underpinning things and events.

❑ 76. I'm always interested to find out what other people think.

❑ 77. I like meetings to be run on methodical lines, sticking to laid down agenda, etc.

❑ 78. I steer clear of subjective or ambiguous topics.

❑ 79. I enjoy the drama and excitement of a crisis situation.

❑ 80. People often find me insensitive to their feelings.

Learning styles questionnaire – scoring

You score one point for each item you ticked ☑. There are no points for items you crossed ☒.

Simply indicate on the lists below which items were ticked:

2	7	1	5
4	13	3	9
6	15	8	11
10	16	12	19
17	25	14	21
23	28	18	27
24	29	20	35
32	31	22	37
34	33	26	44
38	36	30	49
40	39	42	50
43	41	47	53
45	46	51	54
48	52	57	56
58	55	61	59
64	60	63	65
71	62	68	69
72	66	75	70
74	67	77	73
79	76	78	80
––	––	––	––

Totals ___ ___ ___ ___

Activist   Reflector   Theorist   Pragmatist

APPENDIX 1
FACILITATION METHODS AND TECHNIQUES - EXAMPLES

APPENDIX 1 - FACILITATION METHODS AND TECHNIQUES - EXAMPLES (Contd)

Detailed description of some frequently used facilitation techniques – to be observed on and filled out after practicing the different type of facilitation.

You can cut out each description to be used as an archive.

Empty templates are left at the end – to be used for new technique ideas

TECHNIQUE		Group size	Issues	Indoor/outdoor
Group sessions				
Meets the learning styles	Description			Equipment
Time	Remarks			**Number of assistants needed**

TECHNIQUE		Group size	Issues	Indoor/outdoor
Supervision				
Meets the learning styles	Description			Equipment
Time	Remarks			**Number of assistants needed**

TECHNIQUE		Group size	Issues	Indoor/outdoor
Mentoring				
Meets the learning styles	Description			Equipment
Time	Remarks			**Number of assistants needed**

APPENDIX 1 - FACILITATION METHODS AND TECHNIQUES - EXAMPLES (Contd)

TECHNIQUE		Group size	Issues	Indoor/outdoor
Reflecting teams		**6-12**	Experiences Attitudes Evaluations Values related discussion	+/+

Meets the learning styles	Description			Equipment
Reflectioners Pragmatists	The group is divided in two almost equal sized groups A and B. One group is seated in a circle or horseshoe around the board, and the other seated in another circle outside the first circle. The chair and the board placed so everyone can see Group A to share answers and discuss the question/issue, in example: *"How will I work on what I learned about myself as a leader - from working with the Personal Development Module?"* Use the Appreciative Inquiry principles while interviewing, listening and discussing: • *Discover facts* • *Dreams of the optimal future* • *Design ways of working and their consequences* • *Do - form an action plan* Group B is listening to the discussion without commenting, taking notes and reflecting upon the discussion and the content of this. *10 minutes of interviewing*. The groups change seats, and group B will share what they heard in the previous discussion and the learning they had from listening – maybe also upcoming considerations. *8 minutes of social reflection.* Another change of seats – and group A is discussing new ideas or comments to their previous plans while group B is listening. *5 minutes*. Optional a final commenting round with another change of seats – while group B could share what they individually learned from the process.			Flipchart or board, movable chairs for everybody
Time	**Remarks**			**Number of assistants needed**
½ hour +				1 to note comments on a board 1 timetaker /chair

APPENDIX 1 - FACILITATION METHODS AND TECHNIQUES - EXAMPLES (Contd)

TECHNIQUE		Group size	Issues	Indoor/outdoor
Lecture				
Meets the learning styles	Description			Equipment
Time	Remarks			Number of assistants needed

TECHNIQUE		Group size	Issues	Indoor/outdoor
Group coaching				
Meets the learning styles	Description			Equipment
Time	Remarks			Number of assistants needed

TECHNIQUE		Group size	Issues	Indoor/outdoor
Role play				
Meets the learning styles	Description			Equipment
Time	Remarks			Number of assistants needed

APPENDIX 1 - FACILITATION METHODS AND TECHNIQUES - EXAMPLES (Contd)

TECHNIQUE		Group size	Issues	Indoor/outdoor
Workshop				
Meets the learning styles	Description			Equipment
Time	Remarks			Number of assistants needed

TECHNIQUE		Group size	Issues	Indoor/outdoor
Trail				
Meets the learning styles	Description			Equipment
Time	Remarks			Number of assistants needed

TECHNIQUE		Group size	Issues	Indoor/outdoor
Personal reflection				
Meets the learning styles	Description			Equipment
Time	Remarks			Number of assistants needed

APPENDIX 1 - FACILITATION METHODS AND TECHNIQUES - EXAMPLES (Contd)

TECHNIQUE	5.2.1.1	Group size	Issues	Indoor/outdoor
Learning logging				
Meets the learning styles	Description			Equipment
Time	Remarks			Number of assistants needed

TECHNIQUE		Group size	Issues	Indoor/outdoor
Coaching				
Meets the learning styles	Description			Equipment
Time	Remarks			Number of assistants needed

TECHNIQUE		Group size	Issues	Indoor/outdoor
Mentoring				
Meets the learning styles	Description			Equipment
Time	Remarks			Number of assistants needed
	Can be implemented on a distance, once mentor and mentee know each other and have exchanged mutual experiences to the mentoring			

APPENDIX 1 - FACILITATION METHODS AND TECHNIQUES - EXAMPLES (Contd)

TECHNIQUE		Group size	Issues	Indoor/outdoor
Mind Mapping				
Meets the learning styles	**Description**			**Equipment**
Time	**Remarks**			**Number of assistants needed**

What is a Mind Map

A mind map is a diagram used to represent words, ideas, tasks or other items linked to and arranged radically around a central key word or idea. It is used to generate, visualise, structure and classify ideas, and as an aid in study, organization, problem solving, and decision making.

It is an image-centred diagram that represents semantic or other connections between portions of information. By presenting these connections in a radial non-linear graphic manner, it encourages a brainstorming approach to any given organizational task, eliminating the hurdle of initially establishing an intrinsically appropriate or relevant conceptual framework to work within.

A mind map is similar to semantic network or cognitive map but there are no formal restrictions on the kinds of links used. The elements are arranged intuitively according ot the importance of the concepts and they are organized into groupings, branches, or areas. The uniform graphic formulation of the semantic structure of information on the method of gathering knowledge, may aid recall of existing memories.

Mind Map
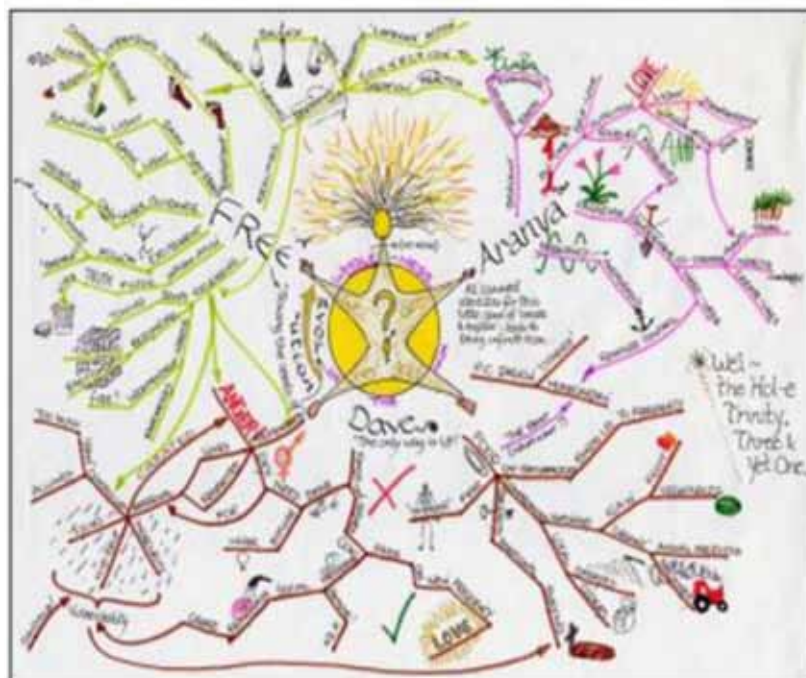
APPENDIX 1 - FACILITATION METHODS AND TECHNIQUES - EXAMPLES (Contd)

TECHNIQUE		Group size	Issues	Indoor/outdoor
Narrative story telling				
Meets the learning styles	Description			Equipment
Time	Remarks			Number of assistants needed

TECHNIQUE		Group size	Issues	Indoor/outdoor
Innovation and idea generating				
Meets the learning styles	Description			Equipment
Time	Remarks			Number of assistants needed

TECHNIQUE		Group size	Issues	Indoor/outdoor
6 Thinking Hats				
Meets the learning styles	Description			Equipment
Time	Remarks			Number of assistants needed

APPENDIX 1 - FACILITATION METHODS AND TECHNIQUES - EXAMPLES (Contd)

**The Silver White Hat
Information - Facts**

**The Gold Yellow Hat
Brightness - Optimism**

**The Blue Hat
Mange the thinking Process**

**The Black Hat
Judgement**

**The Red Hat
Feelings - Intuition**

**The Green Hat
Creativity**

APPENDIX 1 - FACILITATION METHODS AND TECHNIQUES - EXAMPLES (Contd)

TECHNIQUE		Group size	Issues	Indoor/outdoor
Meets the learning styles	Description			Equipment
Time	Remarks			Number of assistants needed

TECHNIQUE		Group size	Issues	Indoor/outdoor
Meets the learning styles	Description			Equipment
Time	Remarks			Number of assistants needed

TECHNIQUE		Group size	Issues	Indoor/outdoor
Meets the learning styles	Description			Equipment
Time	Remarks			Number of assistants needed

APPENDIX 2
WLDP SESSION PLANS AND TEMPLATES

Facilitation Guide

SESSION OUTLINE

WLDP SEMINAR Venue Dates	*(to be filled out before sharing with a seminar planning team and used as a template for this)*					
SESSION NAME/ WLDP SUBJECT						
PLANNING TEAM MEMBERS INVOLVED						
DATE AND TIME OF SESSION						
LINKING TO WLDP MODULES LINKING TO OTHER WAGGGS MATERIALS						
FOCUS SESSION AIMS OBJECTIVES						
ICEBREAKERS						
MAIN ACTIVITY (DETAILED)	**Time**	**Subject**	**Details**	**Explanation/ theoretical input**	**Materials/ Equipment**	**Responsibility**
EQUIPMENT NEEDED						
ROOM Setting of room						
ANYTHING ELSE						
Evaluation / feedback from	*(to be filled out after the session for uploading to the WLDP session database)*					
facilitators chairing this session						

STORY FOR TELLING

Title	
Story	
Could be used for – theme or module	
Morale (if any)	
Told by (who to contact for details)	

Report on WLDP event		*Venue*	*Dates*
Planning team (name, country, region, WLDP facilitator yes/no/pending):		*Participants (number, country, region)*	
Report subject	*How it was*	*Recommendations for the future*	*Link to annexe*
Programme – theme			
Session plan and flow			
Reactions to the programme			
Pre-seminar tasks			
Post-seminar projects -and plans for follow up			
Facilitation			
WLDP modules used – details about used chapters, exercises, quotations, and discussions welcome			
Feed back on the theoretical parts as well as the exercises. Did you use additional exercises and activities?			
Any other information			

We ask you to attach the session plans, descriptions of additional exercises and theme activities - and the programme to this report, if possible in e-versions (template for Individual and Group Exercises enclosed.

WLDP MODULE	Exercise
INDIVIDUAL WORK	**GROUP WORK**
OBJECTIVE	
METHOD	
MATERIAL	
TIME	

WLDP MODULE	Exercise
INDIVIDUAL WORK	**GROUP WORK**
OBJECTIVE	
METHOD	
MATERIAL	
TIME	

For the future WLDP database, the WLDP project team would like to know which modules and subjects each participant has been working with, and if this was individual (I), group (G) or plenary (P) work. This could be reported using the attached appendix 1.

PERSONAL PROJECT ACTION PLAN

Name:
Country:
Email address:

My vision :

Goal within 12 months from:

My mission is to:

Milestones/Actions	Objectives	Outcome (for whom)	Who can support?	Action start date	Action end date	❯

PERSONAL PROJECT ACTION PLAN Progress Report no.____

Goal:

Reporting date:

Name:

Country:

Email address:

Project to be ended (month/year):

Dear participant,

In order to be sufficiently informed about your project to support your progress you are kindly asked to fill in as much as possible about your progress and send this report to Anne – either by email (anne@waggsworld.org) or ordinary mail. Reporting should be done 3 times during the project period and a final report when your project should be finished.

You are welcome to send your progress report to other supporters in your national association as well.

Wishing you good luck and good progress with your project.

Planning Team

Status of plans *How are you progressing according to your plans?* *How close to your goal? % fulfilled?*	
Objective *Which of your objectives are met – and which are not?* *How do you feel about this?*	
Action *Which actions according to your plan did you do?* *Did you take extra actions?* *Which actions were not taken?* *How do you feel about this?*	

Outcome *What have you achieved by now?*				
Support and help *How have your supporters contributed to your project?*				
How have you been in touch with your supporters?				
What kind of support do you need right now?				
Personal Leadership Development *How has your project influenced on your personal development* *- as an individual?* *- as a leader?* *- as a world citizen?*				
Which new challenges have you discovered for your personal development, if any?				
Contributions towards development of the National Organization *How has your project made progress that can impact on the development of your association?*				
What can you do furthermore?				
What support or information do you need?				
Who knows about your project?				
Questions and ideas *- to your facilitator and/or WAGGGS*				
Any other comments				
Thank you!				

PERSONAL PROJECTS FACILITATORS' FEEDBACK		FACILITATOR:	Reporting date:
PARTICIPANT NAME & COUNTRY			
Dear facilitator, In order to be sufficiently informed about the participants' post-seminar projects you are kindly asked to fill in your comments on each of the projects that you are facilitating and send this report to the WLDP project team - by email or snail mail to Anne . Reporting should be done by the end of _____ and based on the participants' reports to you, but in case you feel the need of a more frequent contact, you are welcome to do so. Wishing you good luck and good progress with your facilitation of the participants.			
Status of plans *How is the participant progressing according to her plans?*			
Contact *How is your facilitation contact?*			
Action *Which actions did you do?* *Did you take extra actions?* *Which actions were not taken?*			
Support and help *Which support and help does the participant need?* *Which support and help do you need in this matter?*			

Information *Does anybody (IC, National organization, supporter, other) need to be informed about the progress?*	**Personal leadership Development** *How has the project influenced on the participants' personal development?*	**Contributions towards development of the National Organization** *How has the project made progress that can impact on the development of the national association, as far as you can see?*	**Questions and ideas**	**Any other comments**

Thank you!

PERSONAL PROJECT ACTION PLAN	Reporting date:
Name: Country: Email address:	

PARTICIPANT NAME & COUNTRY

Dear participant,

The set deadline for your Personal Project after the WLDP Seminar has arrived, and we would like you to evaluate your achievements and learning.

In order to monitor and share your successes we ask you to fill in as much as possible about your project and send this report to your facilitator – either by email or snail mail. *-marked questions are for the use of monitoring and evaluating the WLDP.

This report should be sent to your facilitator before the end of _____.

You are welcome to send your progress report to other supporters in your national association as well. If possible, could you ask your national association to give a recommendation on your project and the benefits for the association.

JLS08 planning team

Status of plans* *To which extent was your goal(s) for the project achieved?*	
*What are you most proud of/ pleased about?**	
Objective* *Which of your objectives were met – and which were not?*	
To which extent (%) were they met?	
How do you feel about this?	

Action *	**Outcome**	**Support and help**	**Personal Leadership Development**
Which actions according to your plan did you do?	What have you achieved/learned by now?	How have your supporters contributed to your project?	How has your project influenced on your personal development
Did you take extra actions?	Personally?	How have you been in touch with your supporters?	- as an individual?
Which actions were not taken?	Regarding leadership in your association?	What kind of feedback regarding your project have you received?	- as a leader? *
How do you feel about this?	Regarding leadership professionally?		- as a world citizen?
			- As a decision maker? *
			Which new challenges have you discovered for your personal development, if any?

Contributions towards development of the National Organization (can be answered by National Association)	**Future**	**Needs**
*How has your project impacted on the development of your association?**	*What can you do furthermore for this project?*	*What would you like to develop or learn?*
Who knows about your project?	*Have new ideas come up for further projects?*	*What could you offer to contribute to WAGGGS in the future?*
	- for yourself	
	- for others in your national association?	
	- For future WLDP/JLS participants?	
	Could a similar project be suggested for other WLDP/JLS participants?	
	What do you plan to do yourself?	
	What would you recommend?	

Questions and ideas
to your facilitator and/or WAGGGS

About yourself*
Age below /over 30 years?

Involvement/position in national association (trainer, national board, committee, leader, other)

Has your involvement/position in your national association or region changed since the event?*

Any other comments

Facilitator's comments and recommendations
Project, the participant's achievements, the contact, and recommendations

Suggestions for future projects like this

APPENDIX 3
BIBLIOGRAPHY

APPENDIX 3 - BIBLIOGRAPHY (Contd)

Information in brackets tells which languages the resource can be found in.

BOOKS

Lorin W. Anderson, David R. Krathwohl, Peter W. Airasian, Kathleen A. Cruikshank, Richard E. Mayer, Paul R. Pintrich, James Raths and Merlin C. Wittrock (Eds.) (2001): A Taxonomy for Learning, Teaching, and Assessing — A Revision of Bloom's Taxonomy of Educational Objectives; Addison Wesley Longman, Inc.

Dunn, R., Dunn, K., & Price, G. E. (1984). Learning style inventory. Lawrence, KS, USA: Price Systems

Dunn, Rita, Kenneth Dunn & Janet Perrin (1994): Teaching Young Children Through Their Individual Learning Styles: A Practical Approach. Allyn and Bacon

Dryden, Gordon & Jeanette Vos (1994): The Learning Revolution. Jalmar Press

Gardner, Howard (1983): Frames of Mind: The Theory of Multiple Intelligences.

Gardner, Howard (1999) Intelligence Reframed. Multiple intelligences for the 21st century, New York: Basic Books

Hindle, Tim (1998) Making presentations. Essential Managers

Honey, P. & Mumford, A. (2000). The learning styles helper's guide. Maidenhead: Peter Honey Publications Ltd.

How to use RESEARCH to enhance Guiding and Scouting – a tool kit for and Guide and Scout Associations. World Association of Girl Guides and Girl Scouts & World Organization of the Scout Movement

Kolb, David A. (1984): Experiential Learning: Experience as the source of learning and development

Loeng, Svein (2009): Andragogikk: en historisk og faglig gjennomgang. - Ny utvidet utg.. - Stjørdal : Læringsforlaget

Anthony Lorsback, and Tobin, Kenneth (1992): "Constructivism as a Referent for Science Teaching," Research Matters...to the Science Teacher. National Association for Research in Science Teaching

Rose & Malcolm J. Nicholl (1997): Accekerated Learning. Random House

Scharmer, C. Otto (2007): Theory U: Leading from the Future as it Emerges

Senge, Peter M. (1990): The Fifth Discipline: the Art and Practise of the Learning Organization.

Sprenger, Marilee (2008): Differentiation through Learning Styles and Memory. 2nd ed.

Townsend, John & Paul Donovan(2009): The Facilitator's pocketbook.

Audio – visual materials

Jonathan Livingstone Seagull (movie – a story about mentoring, learning, practicing, goal setting and reflection in nature)

Words are walls or they are Windows: Video with Marshall Rosenberg about Giraffe Language

WAGGGS Materials

Mentoring in a Nutshell (2006). WAGGGS Europe

WAGGGS Learning Guidelines (1998)

WAGGGS Trainers' Kit (1994)

Our Rights Our Responsibilities (2003)

LINKS TO TOOLS AND EXERCISES

ASTD
American Society for Training and Development ASTD: www.astd.org

COMPASS
http://eycb.coe.int/compass
A catalogue of facts, information and exercises on Human Rights.
The website has a good alphabetical search section to track exercises and theoretical information.
Council of Europe. 2nd ed. 2002. Also in a printed version. (34 different languages, including Arabic, English, French, Russian, Spanish)

COMPASITO
http://eycb.coe.int/compasito

A catalogue of facts, information and exercises on Human Rights especially for Children. Has good articles about Experiential Learning and Facilitation

Council of Europe. 2nd ed. 2002. Also in a printed version. (English, Russian)

DOMINO
http://www.eycb.coe.int/domino

Information and exercises on Peer Group Education, including a valuable section about facilitation
(English, French)

EDUCATIONAL PACK
HTTP://eycb.coe.int/edupack

Exercises, activities and facts about Cultural Differences and Diversity

(English, French)

T-KITS
http://www.training-youth.net

Tool kits with theoretical and practical information about a series of subjects relating youth organizations. Including easy-to-use exercises.

T-Kit 1: Organizational Management

(11 European languages, including English, French, German)

T-Kit 2: Methodology in Language Learning

(4 languages, including English, French, German)

T-Kit 3: Project Management

(13 languages, including English, French, German, Russian)

T-Kit 4: Intercultural Learning

(14 languages, including English, French, German)

T-Kit 5: International Voluntary Service

(11 languages, including English, French)

T-Kit 6: Training Essentials

(11 languages including English, French, German)

T-Kit 7: Under Construction...... Citizenship, Youth and Europe

(11 languages including English, French, German)

T-Kit 8: Social Inclusion

(10 languages including English, French, German)

T-Kit 9: Funding and Financial Management

(9 languages including English, French, German)

T-Kit 10: Educational Evaluation in Youth Work
(English, Polish)

12Manage
http://www.12manage.com/index.html
Various tools and information on leadership and management.

Leadership Capacity Tool Kit.
http://www.europak-online.net/en/home/142
Translated graphic from Stelter, Reinhard (editor) (2002): Coaching: Learning and Development. Page 29