



# facilitation training

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# The Facilitator's Development Programme

Increase your confidence, skills and understanding

This outstanding in-depth programme, which has been running since 1994, is a rich mix of professional and personal development. It will increase your confidence in facilitation, along with your skills and your ability to handle challenging situations. It is a unique combination of practice opportunities and applied theory inputs supported by constructive performance feedback.

The demands upon the facilitator are great, at both a personal and a professional level; facilitators have to be able to work with the quality of relationship and communication in the group. This programme will help you to work at that level of reality.

The professional facilitator is a master in the art of working with groups. They excel in enabling groups and teams to understand how they are working together, increasing their range of choices and thereby becoming more effective in their tasks. This is achieved through the facilitator's capacity to create and maintain a safe and constructive atmosphere for people to work in and an ability to enable participants to become more aware of how they are working together.

### What you'll achieve

Through this programme you will become more effective as a professional facilitator.

A much greater confidence based on your awareness of what you do, why you do it and the effect it has.

A greatly increased skillset, developing both your interpersonal and facilitation skills for working with groups and individuals.

Greater choice and flexibility in your group interventions and in your understanding of the process behind tools and techniques, including the range available.

An enhanced understanding of your own impact and what is happening in the group.

The ability to play a fuller role as a participant in all future groupwork.

*Over 1,000 people have now attended this programme since 1994, in both the UK and abroad (Denmark, Germany, India, Russia, Spain and Thailand).*

### Who is it for?

- All those interested in developing their professional competence in facilitation and their related interpersonal skills for working with groups and individuals, those wanting to improve their range and depth of interventions.
- Those who run management development and other learning and training events, meetings, project groups, team meetings and team briefings, conferences, workshops and seminars, etc.
- Human resources, personnel, training, learning and development, project managers, team leaders, trainers, consultants (both internal and external) and all facilitators.
- Those with a serious interest in understanding group dynamics and how to make powerful interventions to improve group effectiveness.

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## What the programme covers

### Theoretical basis

Humanistic psychology, specifically the client-centred approach of Carl Rogers and John Heron's model of facilitation. The programme also incorporates a number of other useful perspectives on individuals and groups.

### Principal assumptions

A commitment to pay attention to process and content whilst developing an awareness of self, others and group.

### The range of facilitation

Exploration of the full spectrum of facilitation, from core (where task is paramount) to developmental (where learning is the main focus).

### The four stages of facilitation

- 1 Meeting the client and contracting.
- 2 Designing the best structure to achieve the desired outcomes.
- 3 Running the face to face event.
- 4 The follow-up actions and outcomes.

### Planning

A key skill, often overlooked, that requires both competence and confidence from the facilitator. It is one of the primary tasks during the first meeting with the client and is critical to the contracting process. The programme breaks this process down into specific skills and practices them.

### The use of structure

How to appropriately and consciously structure the group experience through the use of basic structures such as; group size, layout and shape, timings, physical space, icebreakers, etc.

The three stages of selecting, planning and managing structures are explored.

### Tools and techniques

Using and running a range of these to build up a toolkit. Exploring what they are, how they work and how to choose the most appropriate ones.

### How to actually facilitate

This is about the reality of being present and making spoken interventions. The course looks at the experience of being the facilitator and the appropriate interpersonal skills when facilitating. Amongst other discussion management techniques, these include; listening, summarising and questioning along with observing and giving feedback based on your observations, to both individuals and groups.

### Presence and leadership style

Authority, self confidence and what gets in the way. This is built upon the facilitator developing a greater awareness of their style, a process that is supported by feedback from others members of the group.

### Climate setting in the group

Setting up and maintaining the appropriate culture of safety, honesty and constructive communication. Understanding the purpose, background and importance of unconditional positive regard.

### Use of your self

The essential use of the facilitator's own responses and reactions to what is happening in the group, looking at what to share and how and when to share it.

### Observation skills

How and what to observe. Working with the three essential underlying aspects of observation and compiling checklists.

### Feedback

The purpose and effect of giving feedback to both individuals and the group as a whole.

### Working with emotions

Understanding and working with the emotional energy in groups. Why it is necessary and how to incorporate it constructively.

### Group dynamics

Exploring the issues of group dynamics, identifying them and what they may signify. Gaining confidence in working with them.

### Constructive confronting

What issues might the facilitator need to confront and how to go about it constructively. Why it is necessary and helpful to actively highlight obstacles to group and individual progress.

### Meaning

How to work with participants as a facilitator to help make sense of their experiences and thoughts, both during and at the end of sessions.

### Common concerns

The common concerns that facilitators experience are often centred around difficult people and challenging situations. Together we will look into what these are and how to work with them.

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## How the programme runs

### Pre-course work

A month prior to the first module each participant will receive a pack containing; a copy of the course objectives, a timetable and the pre-course work.

The pre-course work will consist of a series of questions for the participant to think about. These will focus them on; their current thinking around facilitation, their understanding of the relevant skills, their learning opportunities and their personal style of facilitating.

It will also list four books which provide a useful introduction to the current thinking around facilitation.

### Lots of practice

The overriding experience for participants is of taking part in practices, each practice being followed by both giving and receiving feedback.

This process allows participants to sit in the facilitator's seat and experience the reality of facilitation, to try out new ways of facilitating and to receive detailed feedback from both the other course participants and the course facilitator.

In addition participants will also learn significantly about the reality of participation and what actually makes a difference, from their experiences of being a course and practice-group member.

### Feedback

The whole process will be part of the learning, covering observation, reflection and giving feedback. Feedback for

participants will be both spoken and written (so that they can reflect on it in detail later).

### Coaching at the developing edge

Individual coaching by the course facilitator at the place where each participant's learning is most relevant.

### Applied theory

The main theories around group process will be identified during the course and particularly after each facilitation practice, examples will be highlighted from what has happened during the practices.

### Inputs

The course facilitator will give various inputs during the programme to explain the background theory and models that underpin the values, skills and understanding of facilitation.

These will happen at the start of the course, whenever they are appropriate to participants' learning and especially during feedback after each practice.

### Exercises

A range of exercises will be used to support the development and practice of the key facilitation skills including making interventions and managing structures.

### Project work – between the modules

On the in-house course participants will undertake project work to integrate their learning from the first module into their working lives and to bring questions and clarification back to the start of the second module.

### The final session of the course

This session reviews all the learning during the course and allows participants to complete their learning diaries. Action planning and future support are explored. Both individual learning objectives and the course objectives are revisited and evaluated.

### Post course follow up

There is the option of a post-course follow-up day to support participants' development as facilitators and their post-course experiences of facilitation back in the work environment.

### Course manual

Each participant will receive a comprehensive course manual which covers all aspects of the course and provides additional material which opens the way to further learning. It also includes a bibliography for further reading and study.

### Further reading and study

By the end of the programme participants will have a clear direction for developing their facilitation skills further.

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## Additional information

	In house	Open
Duration	2 x two day modules or 4 consecutive days	4 consecutive days
Costs	£8,000 + VAT + expenses (expenses = accommodation, subsistence, travel and a copy of the course manual @ £35 per person)	£1,500 + VAT + accommodation/venue costs ( <a href="http://www.elementsuk.com/opencourse.html">http://www.elementsuk.com/opencourse.html</a> )
Venue	According to your needs	A conference centre in the West Midlands/Welsh Borders area

- The course is run over a period of four days. Each day runs from 9.00am to 6.15pm.
- The in-house programme is either run as two x 2-day modules with an interval of about two weeks between the two modules or as four consecutive days, depending upon your preference.
- The open course is always run as four consecutive days.
- Group size; minimum 4, max 10.
  - a) The ideal group size is 8, the course has been designed and timetabled for a group of this size.
  - b) The course runs well with 'smaller than 8' group sizes.
  - c) It can stretch to an absolute maximum of 10 but there are some learning costs which I will talk through with you before a decision is made if this is relevant.
  - d) It cannot run with more than 10 participants. This is due to the time taken by facilitation practices which form a very significant part of the course.
- Both the in-house and the open programme require participants to complete some pre-course work to prepare themselves for attending the programme.
- Each participant gets a comprehensive course manual at the start of the programme.
- Each participant receives a certificate of attendance on completion of the full programme.
- The programme runs in such a way that it can be adapted to the needs of those who are new to facilitation as much as it is designed for those who already have experience of facilitating and wish to develop their skills further.

*"Thank you, this course opened my eyes to what facilitation really is and I thought I knew before I attended! It showed me how my behaviours aligned with my intent and values directly affect outcomes. It also demystified group dynamics along with clearly setting out the other areas of facilitator competence. So much practice and so much feedback! it was a masterclass in facilitation. What a fantastic experience, so much more than just a training programme. I am going back to work with so much more confidence and so many more skills."*

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## Client list

- ActionAid
- Alcatel Networks Ltd
- Alcatel Telecom
- AnnoVista Ltd
- Aon Ltd
- Astra Zeneca
- BAE Systems plc
- Baird plc
- Bard Ltd
- Balfour Beatty Rail
- The Bank of England
- Barclays Bank
- Bass Breweries
- BaxterStorey Ltd
- Belron International
- BG Group (India)
- Blackburn and Darwen Council
- Birmingham City Council
- BMT Defence Services Ltd
- Bolton at Home
- Bovis Lend Lease Projects
- BP Oil
- Brathay
- British American Financial Services
- British Rail International
- British Telecomm
- B.S.S.
- Bywater PLC
- Cable and Wireless plc
- Cambridge University
- Canterbury City Council
- Cargill plc
- Carlson Marketing Group UK
- Celerant Consulting
- CJ Associates
- CMS Cameron McKenna
- Critical Discussions Ltd
- The College of Law
- The Complete Works Ltd
- Concern Universal
- Concert
- Consignia plc
- Courtaulds Textiles International
- Coventry University
- Cyril Sweett Ltd
- Dalkia plc
- Derbyshire Learning and Skills Council
- The Development Partnership
- Dewhurst Ladieswear
- Dudley Metropolitan Borough Council
- Egremont Group
- Electrolux
- Eli Lilly
- Enterprise Oil
- Ernst and Young
- Espiritas Limited
- Eurofighter GmbH (Munich)
- Euro RSCG Biss Lancaster
- The European Environment Agency (Copenhagen)
- Forbuys Ltd
- Foseco International Ltd (Bangkok)
- Foseco India Ltd (Pune)
- Greater London Employers Association
- GKN Westland Helicopters
- Glaxo Wellcome
- Gossard
- G.P.T. Marconi
- Greggs plc
- The Guinness Trust
- Health and Social Care Information
- Heart of England NHS Foundation Trust
- Higher Education Funding Council for England
- Herefordshire Council
- Herefordshire Housing
- Herefordshire Partnership
- HFC Bank
- The Highways Agency
- Hinckley and Bosworth SSP
- The Home Farm Trust
- H.M. Customs and Excise
- Holiday Inn
- Hudson Global Resources
- Identity and Passport Service
- I.E. Business School (Madrid)
- Imperial Tobacco
- Ingersoll Rand International
- IPC Magazines
- J.D. Williams Ltd
- John Smith's Ltd
- King's College, London
- Lafarge Roofing Ltd
- Lloyds Pharmacy
- Local Government Management Board
- The London Borough of Enfield
- The London Borough of Haringey
- Lucent Technologies
- Madeva Pharma
- Manweb
- Martin Currie Investment Ltd
- Mayfair
- Merrill Lynch
- MCI Worldcom
- MIND
- Mitsubishi Corporation
- The MOD
- The National Audit Office
- National Savings and Investments
- The National Trust
- National Westminster Bank PLC
- National Westminster Insurance Services
- NetApp UK
- Newbridge Networks
- Nexpress Solutions Ltd
- NHS Institute for Innovation and Improvement
- Nortel
- Novacoms Systems
- The Office of the Deputy Prime Minister
- Outward Bound Professional
- Otto UK
- Oxford Psychologist Press
- The UK Passport Service
- Pathways Consultancy (Moscow)
- Pepsico Europe
- PGS Exploration
- Philip Pirie Ltd
- Philips Electronics
- The Planning Inspectorate
- Price waterhouse Coopers
- PRO Insurance Solutions Ltd
- Quanta Training Ltd
- The RAF
- Railtrack (Thameslink 2000)
- Reed Smith Richards Butler
- Religious Society of Friends (the Quakers)
- Remploy
- Rexam Metallising Ltd
- N.M. Rothschild and Sons
- The Royal Bank of Scotland
- The Royal British Legion
- Royal London
- The Royal Society for the Protection of Birds
- Sanofi Winthrop
- SAP (UK) Ltd
- Scientific-Atlanta
- Scope
- Scottish Courage
- Scottish Life
- Scottish Power
- Securicor
- The Shaw Trust
- Shell International
- Shell Information Technology
- Sigma
- The Society of Petroleum Engineers
- Southampton Institute
- South West Trains
- Sparknow LLP
- Spirax Sarco
- Stagecoach
- St Andrew's Healthcare
- St Edmundsbury Borough Council
- St. James's Place
- Tarmac Ltd
- Tate and Lyle
- Thinkwell
- Trebor Bassett
- TM Group
- Torbay Council
- University of Birmingham
- University Hospitals Coventry and Warwickshire
- University of Strathclyde
- VAT (Policy Directorate)
- Virgin Money
- The Wellcome Foundation
- The West Bromwich Building Society
- West Kent Housing Association
- West Lothian Healthcare NHS Trust
- Westminster University
- Wexner Global Ltd
- Windsor Fellowship
- 7Y Farming Services

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Elements was formed in 1991, originally running a range of programmes around leadership, management and team development along with other specialised related programmes such as 360 degree feedback, observation and feedback skills and internal consultancy training.

In 1994 Elements changed to focus solely on facilitator development training. This happened in response to client requests and the realisation that our very particular skills enabled us to develop others' skills in working with groups in organisations.

Over the years Elements has been a partnership of various people including Nick Eve, Rowena Chapman, Clive Oxford, Adrian Wilcox, Sheila Ashley and Susanna Piohtee. Rowena is now at Birkbeck College, Adrian is now a senior manager with MIND, Susanna is now working back within an organisation and Clive and Sheila are now concentrating on their clinical work. At the moment Nick Eve is running Elements on his own.

The Facilitator's Development Programme has grown out of all this experience and learning. It has been running highly successfully since 1994, in a continuously evolving form, in both the UK and abroad (Denmark, Germany, India, Russia, Spain and Thailand).

## Nick Eve

I specialise in developing people's facilitation skills. My work is all about developing people's ability to run groups professionally and effectively. I have been doing this since 1994. Before that I worked as a facilitator in organisational development. My fascination with groups and the role of the facilitator in enhancing their effectiveness has grown out of my own experiences, both with organisations and also from my group psychotherapy background.

I focus primarily on the practice and skills of working with groups and underpin this with enough relevant theory so that you understand why you do what you do and where the theory comes from. This means that on my courses you will get a lot of practice complemented by input and applied theory. Overall my aim is to increase your awareness of what you are doing, the effect it is having, what is going on in the group and how these dimensions interact with each other.

I have been involved in management development, consultancy and mentoring for over 25 years and underpinning this I also have a strong background in group psychology. I started working with the Leadership Trust and then became a freelance facilitator with a wide range of management development organisations. At this time I undertook a group psychotherapy training and a training in groupwork. I was working both with organisations and private development groups at this time.

My main expertise is in the provision of training to develop people's facilitation skills and their facilitative management styles. My overriding interest is in groups, how they operate and the role that a positive, supportive and impartial facilitator can have on improving their effectiveness in both the long and short term.

I have extensive training and experience as a group process facilitator. This ensures that my work is well founded theoretically and my ability to explain the core processes to participants from a wide range of backgrounds is superb (and I enjoy the work tremendously and am continually learning more).



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## Example timetable

This is a breakdown of a typical timetable. Exact timings may vary but it gives a good description of the learning and focus of each session. It also provides a view of how the programme develops over the four days.

### Day One

#### Session 1: 9.00am - 11.00am

- The aim of this session is to establish the group, experience the core issues of the programme and to introduce the facilitator and the learning outcomes.
- Right from the start we will focus on the two key areas of process and content, understanding what they are and how they interact from personal experience during the session.
- Also the atmosphere of learning and exploration is established, we are looking for curiosity and openness.
- The style of the facilitator is to be open to question and to encourage the participants to question in their own minds what we are doing and what effect it is happening.
- We will highlight the relationships in the group and the way in which groups start to interact and how they start on their task. All the time we are looking at what is going on in this group and how we can relate that to the groups that participants work with.
- The course objectives will be made explicit and checked and the course manual will be handed out and introduced.
- The structure of the programme, how the learning works and what is expected of participants will be made clear.
- We will look at how participants have arrived and what their expectations of the facilitator are and how this may affect their participation.
- Other key areas we will look at include psychological safety and the issue of contracting whether it is implicit or explicit.
- Finally we will start the work with the learning diary structure which encourages participants to diary their learning during each session and we will review the starting process that we have gone through and relate it to the facilitation of groups.
- This first session establishes the culture and methods of the rest of the programme.

#### Session 2: 11.15am - 1.15pm

- This session is about the key models and theories of facilitation and establishes a shared language for the programme.
- Starting with very short and precise definitions of facilitation we will work in more and more depth to establish our shared understanding of facilitation.
- With a mix of both historic theories and also specific models from Elements the participants will build up a comprehensive understanding of the key processes and how they interact.
- Part of this will include detailing the key competencies and skills of the facilitator and going into more depth for some of the issues already raised such as process and content.
- We will also look at the key stages of facilitation including the client planning stage.
- By the end of the session participants will have a sound understanding of the key elements of facilitation covering the facilitator, the group, the task and the individual.
- Development of conscious awareness is the key aim for this session.

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- Finally we will also use the pre-course work that participants have completed to cement their understanding.

### **Session 3: 2.00pm - 4.00pm**

- In this session we will familiarise ourselves with the client centred approach as it relates to facilitation and understand why it is the fundamental underpinning of the facilitation approach. We will briefly contextualise this in the history of humanistic working and also management and organisational development.
- We will clarify the intentions of the facilitation, their values and how these impact on their behaviour and what this means for the members of the group and the expectations it puts on them.
- Finally we will set up a small exercise to demonstrate the fundamental importance and impact of listening between the facilitator and the group and we will analyse how the facilitator demonstrates this with the group and the reasons why it is so important.
- Again we will finish off with a learning diary session to focus on learning and thoughts and share these.

### **Session 4: 4.15pm - 6.15pm**

- In this session we are going to get to grips with the reality of working from the client's position, ie the group members. This means that we are going to unpack 'empathy' and learn what it means in practice, how to do it and to explore the effect it has on individuals and the group when the facilitator works from a position of empathy. Part of this will also be to clarify what it means when we lose hold of our intention and how to pick this up.
- Using participants own experiences of relationships of all types we will go into some depth to understand empathic behaviours and interventions and also to bring out the effect it has on developing the group's ability to work at its full potential.
- We will look in micro detail at the facilitation skills of summarising and questioning and we will use practice exercises to fully understand what these apparently simple skills really mean in practice.
- In all the exercises from now on we will be looking at the facilitator's skills and behaviours with the group, using a variety of structures we will do some exercises in pairs and then build on these into small groups and finally into working with the whole group. One reason for doing this is to prepare participants for the facilitation practices which start in session 9 or 10 and from then on are a major part of the programme.
- At the end of the first day we will revisit the learning diaries and review the days learning.
- Some brief evening work will help participants to prepare for the next day.

## **Day Two**

### **Session 5: 9.00am - 11.00am**

- At the start of the second day, after recapping on the learning and thoughts stimulated by yesterday, we will look at the fundamental intent of the facilitator, to work in an impartial and non judgmental way with each and every participant, to help participants make their full potential available to themselves and the group and to pay attention to the detail of what people are trying to contribute.
- To achieve this we will take part in exercises that take participants deeply into their own process and allow them to relate their own experiences to the situation they will be in as facilitators.

### **Session 6: 11.15am - 1.15pm**

- Now we are going to look in depth at the role of the facilitator as observer, the one who has an exceptionally high level of awareness of what is happening in the group, with individuals and also for their own process as they interact with the group.

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- We will do this with a wide variety of exercises that clarify the role and breadth of awareness and we will work up to an in depth exercise to practice this with a subject group, looking at what the facilitator observes, how they categorise it and the effects on the group of sharing their observations, looking at timing, focus and language.
- This is a time consuming and demanding exercise which usually significantly deepens participants understanding of the role and its potential to affect the group through professional interventions.

### **Session 7: 2.00pm - 4.00pm**

- We have now looked at the three key principles of the client centred approach as it relates to facilitation and in this session we are going to pull all of this together and to review the overall learning.
- Firstly we will pick up any questions and clarifications that are needed and then participants will engage in exercises to help them clarify their own understanding and to look at how they can communicate this to both clients and groups in their future work situations.
- Throughout the programme participants have been working with their individual learning diaries and these will provide a lot of material for reflecting on the course and their thoughts about their own facilitation practice back at work.

### **Session 8: 4.15m - 6.15pm**

- We are now going to look at John Heron's dimensions of facilitation model and start to integrate it with the client centred interpersonal skills that we have refined so far. Initially we will look at Heron's place in the development of facilitation as a professional practice and make sense of his model by relating it to this programme and to participants experiences back at work.
- At this stage we will become familiar with the language and Heron's usage and we will learn the various aspects of the model.
- In this session we will also go into more detail about the forthcoming facilitation practices, their practicalities, their structure and any questions they raise for participants.
- If this is a modular programme then we will set up the interim work for participants to complete before returning to the second module, if it is an open course then this does not apply.

## **Day Three**

### **Session 9: 9.00am - 11.00am**

- If this is the start of the second module we will spend enough time reconnecting with participants experiences of the first module and also relate this to the reality of reconvening a facilitated group.
- This session is to explore the three modes of Heron's model and to make sense of this in relation to participants experiences of facilitation.
- Through highly interactive and participative exercises we will bring the language of the model alive and bring out its essential relationship to the facilitation experience.
- We will also use exercises in this session to ease participants into the facilitation practices which will start in the next session.

### **Session 10: 11.15am - 1.15pm**

- We are now looking at the planning dimension of facilitation and this includes the stage of working with the client whoever that may be to clarify the context for the piece of facilitated work. As the foundation on which all the rest of the facilitation stands this stage is exceptionally important and not always paid enough attention to.
- We will go into detail around this dimension and clarify the exact role of the facilitator in completing this successfully.

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- Around half way through this session we will move into the first practices. From now on these are a major part of the programme and the practice itself along with the in-depth feedback that follows each practice allow each participant to try out what they have learnt and also to build up a picture of their own style.
- They will also need to provide detailed feedback to every other participant which means they will have to develop their ability to analyse the facilitator's behaviours and to verbalise the dynamics they experience. Understanding how the feedback works and developing skill and confidence in giving it is a significant part of the facilitator's skillset.

### **Session 11: 2.00pm - 4.00pm**

- Whilst making it clear that this programme is not a tools and techniques programme, in this session we will look at the role and function of structures of all sorts and how they can help both the group and the facilitator. We will look at the overall mapping of structures onto a session, and we will clarify the stages of selecting and using structures.
- Identifying where facilitators can find more tools and techniques and helping participants understand how much they already have available to them is important. We will clarify the main categories of structures and identify which ones are familiar to the group.
- Then we will move onto the next set of practices and feedback.

### **Session 12: 4.15pm - 6.15pm**

- The meaning dimension introduces us to the role of the facilitator in helping participants make sense and share the sense they make. This role is constantly in the facilitator's mind and they are always looking for ways of stimulating the participants to clarify their thoughts and to share them with the group. The facilitator needs a sound understanding of the conceptual process to facilitate this.
- We will then move on to the next set of practices and feedback. As we move through the practices we will find that they are developing in depth and that the subsequent feedback from the other participants and the course facilitator is also increasing in complexity.
- This is the end of day three and some short but focussed evening work will be given to the participants to help them prepare for tomorrow and to link their learning from today into the final day.

## **Day Four**

### **Session 13: 9.00am - 11.00am**

- The start of day four brings us to the dimension of feelings, looking at the emotional reality of facilitating, understanding the repercussions of the fact that you are facilitating human beings with emotional responses not machines and whatever the content of the session may be it is people's emotions and feelings that affect what they say, how they hear others words and how open they are to integrating the two.
- This is not about working in a "touchy-feely" manner, it is about understanding the psychological processes that affect how individuals in a group communicate and what drives their behaviour. A facilitator who understands this dimension and feels competent to make interventions focussing on it is able to design more effective sessions and handle situations that arise.
- We will look at the responsibilities of the facilitator in the arena of feelings and also the boundaries, being clear about what this actually means in practice. This session will take us back to look at psychological safety which we touched on in the early part of the programme, this time we will go into it in much more depth.
- We will also look at the stages of group development and how these tie in with the emotional journey in a group and what issues commonly come up at the various stages.

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# facilitation training

## ELEMENTS

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- The second half of the session will be taken up the next set of practices and feedback and parallel process means that these are often picking up on the issues we have been looking at in the sessions.

### **Session 14: 11.15am - 1.15pm**

- In this session we are going to explore in great depth the confronting dimension, understanding the role of the facilitator in confronting obstacles to group progress, clarifying the main categories of obstacles and the benefit of the facilitator acknowledging this part of their role.
- A group where the facilitator is skilled in observing the group progress and able to make interventions to help the group examine obstacles and unpack them is an effective group.
- We will identify participants ideas around effective group behaviours and also ineffective ones.
- In what is one of the major issues for a facilitator we will breakdown the process of identifying obstacles and then deciding what action to take. We will look at the three main options; of structuring a response, of managing the group around the obstacle and of processing the obstruction. We will look at the facilitator's decision making process and highlight the potentially unconscious traps that exist.
- Within the processing option we will look in detail at exactly what this means, how to do it, including the language choices and the likely consequences of choosing this path.
- Then we will move onto the next set of practices and feedback.

### **Session 15: 2.00pm - 4.00pm**

- This session is about the underlying values of the facilitator that determine the behaviours and interventions. Being conscious of intent before starting means that the facilitator has much more likelihood of arrival at the desired outcome.
- The final set of practices and feedback take place next.

### **Session 16: 4.15pm - 6.15pm**

- In the final session of the programme we will start off by reviewing the process that participants have been engaged in for a lot of the last two days, that of practice and feedback. Identifying which of these two activities link back to their work we will analyse the experiences and extract individual learning from the process as a whole, focussing on how the facilitator would use the processes back at work.
- Next we will return to the learning diary which participants have been filling in throughout the programme and they will review and collate their learning from this. They will begin this process individually and then collect together with others to share and explore their main points they have identified.
- We will pick up on the key issues of supervision and support for participants future work and identify the options and strategies available and outline the importance of continuing development of both skills and understanding.
- Participants will then move into an action planning phase to put their key learning into practical steps to bridge the move back into their professional careers.
- We will revisit the course objectives from session one and participants will evaluate how far they have been met for themselves and for the group.
- The course closure will pick up any unfinished issues and participants will be awarded their certificates as appropriate.