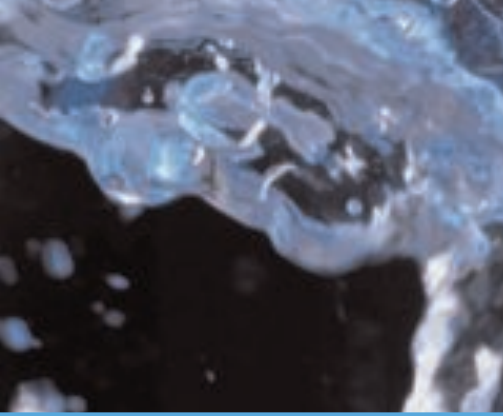




ELEMENTS

the business of human relationships



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 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.

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.

WHAT YOU GET OUT OF IT

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.

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

By the end of the course I felt competent to facilitate in all environments, either in a group or on a one-to-one basis. I developed my own style of facilitation whilst fully understanding the overall methodology of facilitation. - JOHN SMITH'S LIMITED



Who it is 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.

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

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

WHAT THE PROGRAMME COVERS

1 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.

2 Principal assumptions

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

3 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).

4 The four stages of facilitation

- i. Meeting the client and contracting.
- ii. Designing the best structure to achieve the desired outcomes.
- iii. Running the face to face event.
- iv. The follow-up actions and outcomes.

5 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.

6 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.

7 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.

8 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.

9 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.

10 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.

11 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.

12 Observation skills

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

13 Feedback

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

14 Working with emotions

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

15 Group dynamics

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

16 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.

17 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.

18 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.



It will allow me to facilitate much more widely at work now, it has given me more confidence and lots of additional ideas to use. There is a belief that facilitation skills can only be provided externally and that we don't have these skills in-house, no longer! - NATIONAL AUDIT OFFICE



How the programme runs



One of the most effective and well run courses I have ever attended. Really grateful to you for role-modelling so expertly what an excellent facilitator should be - HM CUSTOMS AND EXCISE

1 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.

2 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.

3 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).

4 Coaching at the developing edge

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

5 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.

6 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.

7 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.

8 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.

9 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.

10 Post course follow up

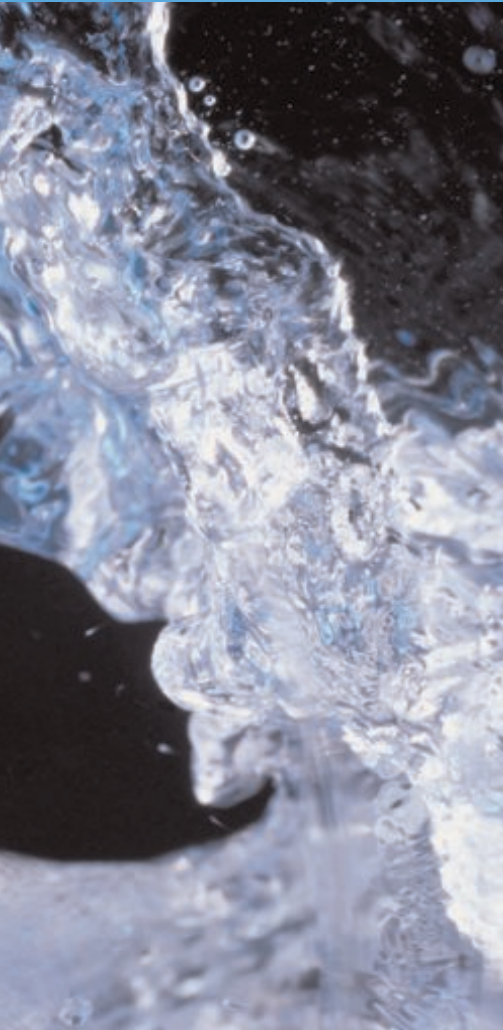
There is the option of a post-course follow-up day to support participants' development as facilitators and their post-course experiences of facilitation back in the work environment.

11 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.

12 Further reading and study

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



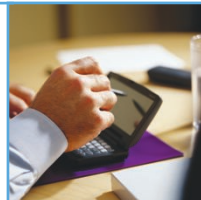
ADDITIONAL INFORMATION

	IN-HOUSE	OPEN
DURATION	2 x two day modules	4 consecutive days
COSTS	£7,000 + VAT + expenses expenses = accommodation, subsistence, travel and a copy of the course manual per participant	£1,250 + VAT + accommodation costs
VENUE	According to your needs	A country hotel, west of Birmingham

- The Facilitator's Development Programme is run both in-house (for a group of participants from your organisation only) and as an open course (participants come from a variety of different organisations).
- The course is run over a period of four days. Each day runs from 9.00am to 6.00pm.
- The in-house programme ideally has an interval of three weeks between the two modules.
- 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.

I have come away with a range of 'tools' which I can now begin to put into practice. I now have confirmation of my skills/abilities which I can start to use more efficiently - GKN WESTLAND HELICOPTERS



Elements - about the company

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 Europe (Moscow, Munich, Copenhagen and Madrid).

Clients

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, Belron International, 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, 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, Cyril Sweett Ltd, Dalkia plc, Derbyshire Learning and Skills Council, The Development Partnership, Dewhirst 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), Forbuoys Ltd, 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, Newbridge Networks, Nexpress Solutions Ltd, Nortel, Novacom 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, 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), 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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