



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
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Facilitation

2024

Trawsnewid Addysg; Trawsnewid Bywydau
Transforming Education; Transforming Lives



www.uwtsd.ac.uk

What **jobs/roles/names** can be given to people who work with young people?

Youth groups and clubs

Physical Education

Adventure

Sport

Outdoor Education

School

- Coach
- Instructor
- Leader
- Mentor
- Teacher
- Manager
- Lecturer
- Support worker
- Advocate
- Therapist
- Facilitator

What is Facilitation?



Facilitation defined...

- To facilitate, is to assist a process or person to make progress.
- "facilitate" emanates from the French/Latin "facile" meaning "easy". Literally the process of facilitation is to **make something easier**.

Where is facilitation used?

The phrase 'Facilitation' is often employed in adult education, community education, youth work and informal education to emphasise the key contrast with the...

"emotionally congenial aspect of their practice with what they regard as the rigid and conformist nature of schooling"

(Brookfield, 1986 p.123).

Why facilitation?

Recent developments within “mainstream education” focus on learning rather than teaching, the use of the term ‘facilitation’ has become more common place.

Why facilitation?

Teaching tends to emphasise the curriculum
and outcomes

Learning tends to emphasise the individual

The process of facilitation often focuses upon enabling participants to rationalise and better understanding their...



Thoughts...

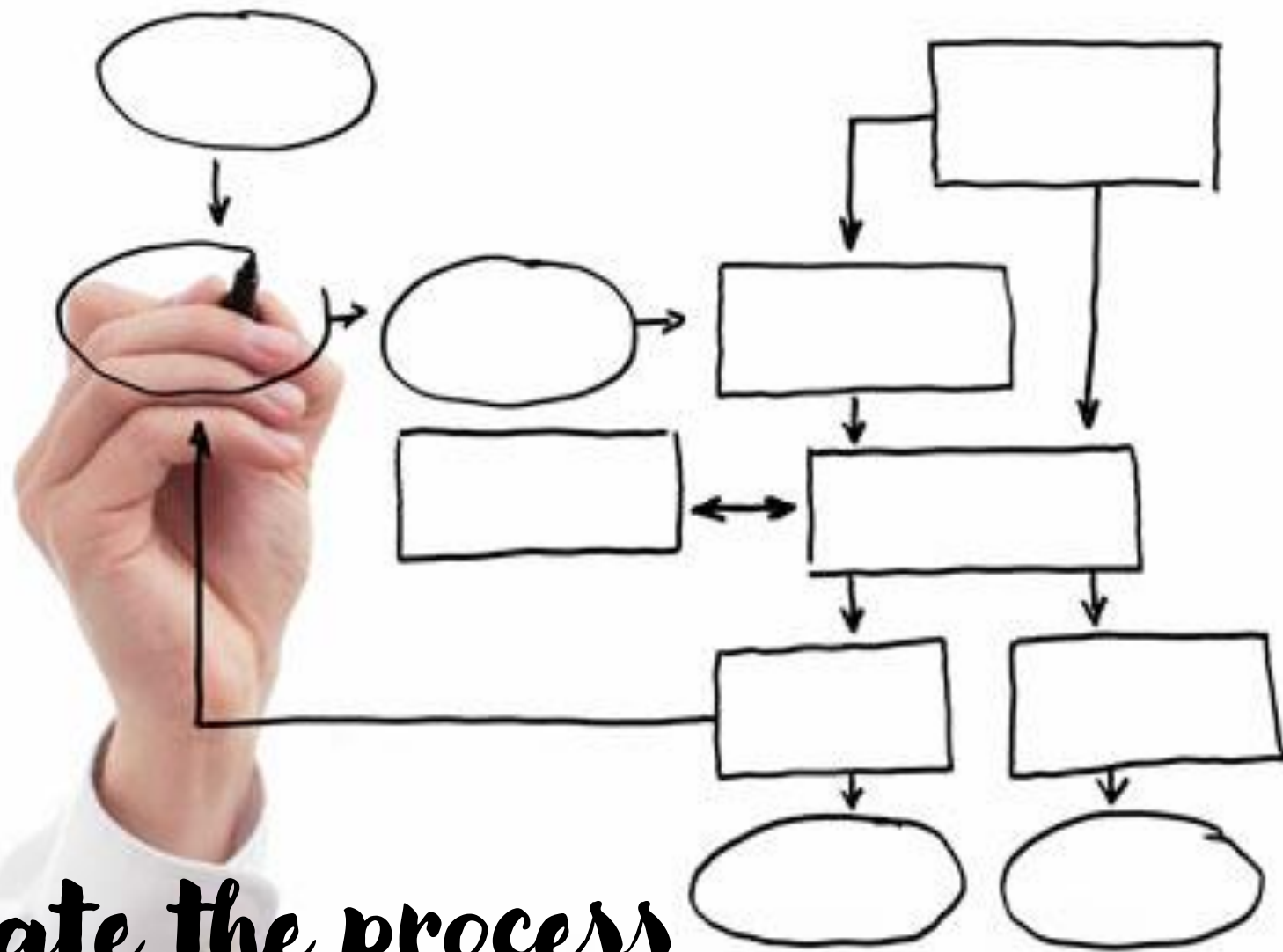


Behaviours...



Feelings...

A facilitator provides opportunities,
guidance or resources to assist
participants towards achieving a
goal.



Create the process

Heddwen and Jon's secret goal???

What has been our goal since the start of this module?

What facilitative processes have we used?

Create the processes...



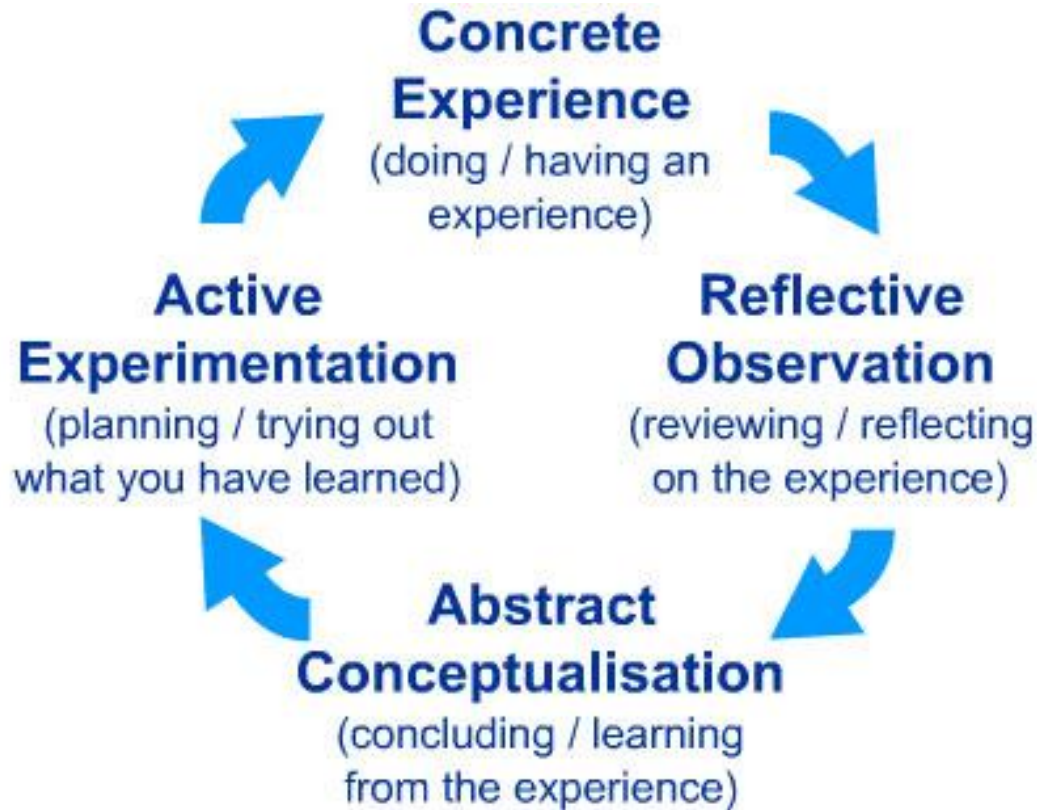
A series of conscious decisions made to
facilitate the process

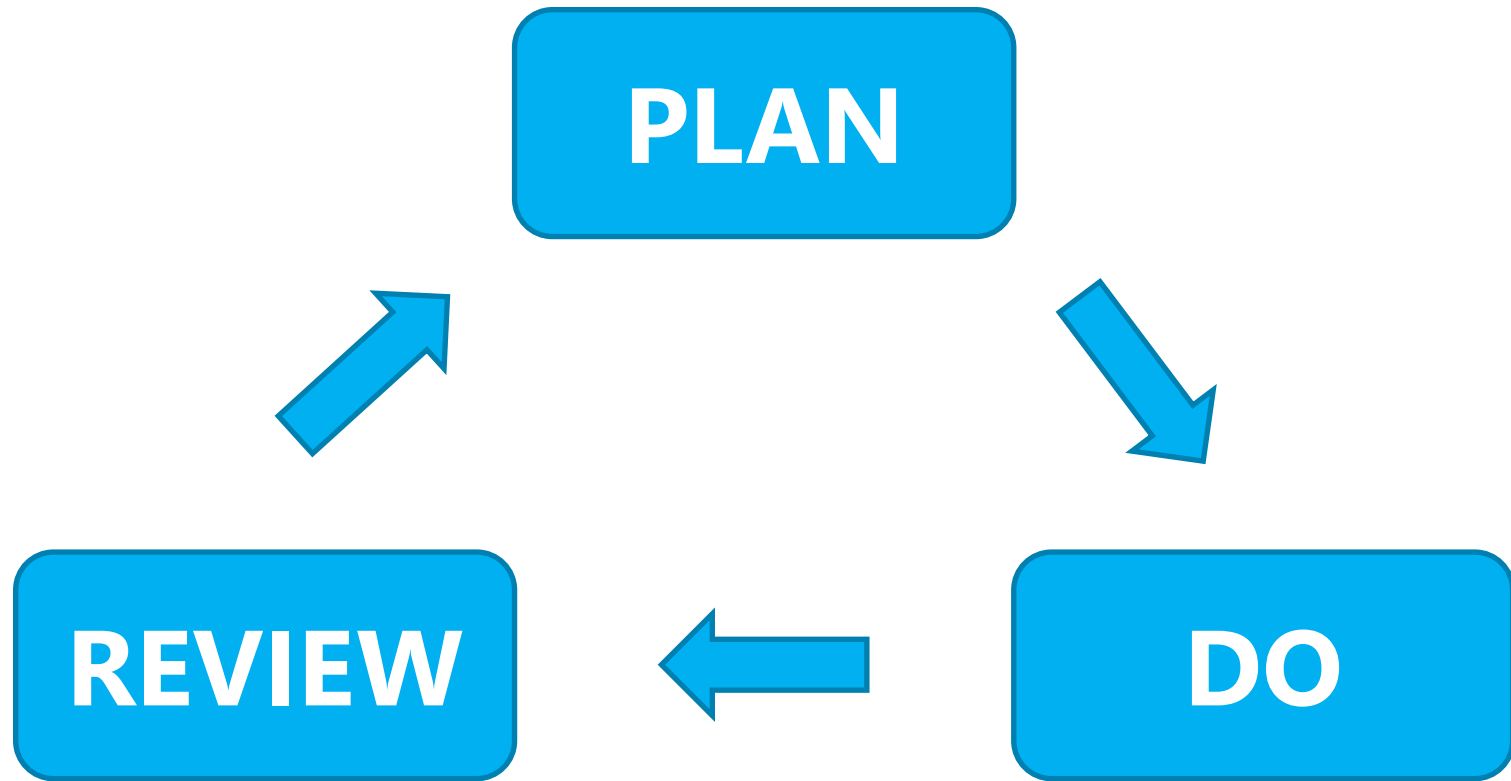
In outdoor adventure education we
tend to look at facilitation as a
means of helping people through
the process of experiential learning

(Kolb, 1984)

Experiential Learning

Kolb, 1984





Create the processes...

A key skill for a facilitator is knowing how much to get involved in the processes and when.....

Four Stages of Group Development



Tuckman, B. (1965)

1st Stage



FORMING

The group meets, interaction begins, they start to work out what is expected of them and what the task will be. Excitement and enthusiasm might be mixed with fear and anxiety.

2nd Stage



STORMING

The level of challenge is increased, possible conflicts may come to light, personal agendas may surface, and the group may challenge authority.

3rd Stage



NORMING

The group finds ways of resolving conflict, and begin to emerge as a cohesive unit. Feedback and criticisms are often taken more constructively and team members generally start to work more co-operatively.

4th Stage



PERFORMING

Trust is formed. Confidence grows both individually and as a group. Sight becomes set upon a common goal and all pull together to achieve it.



Adjourning **Tuckman & Jensen (1977)**

The task is complete and often the group will go its separate ways at this point. They will share their sense of relief or loss depending on the successful completion of the task.

A facilitators core principles...

EMPATHY

Stop – Look - Listen

VALUEING

**Acknowledge contributions
– focus on individual input**

GENUINENESS

**Share own experience of
being with the group**

Create the processes...

The key skill for the facilitator is knowing how much to get involved in the processes and when.

+

A series of conscious decisions made to facilitate the process

Heron's Modes of Facilitation

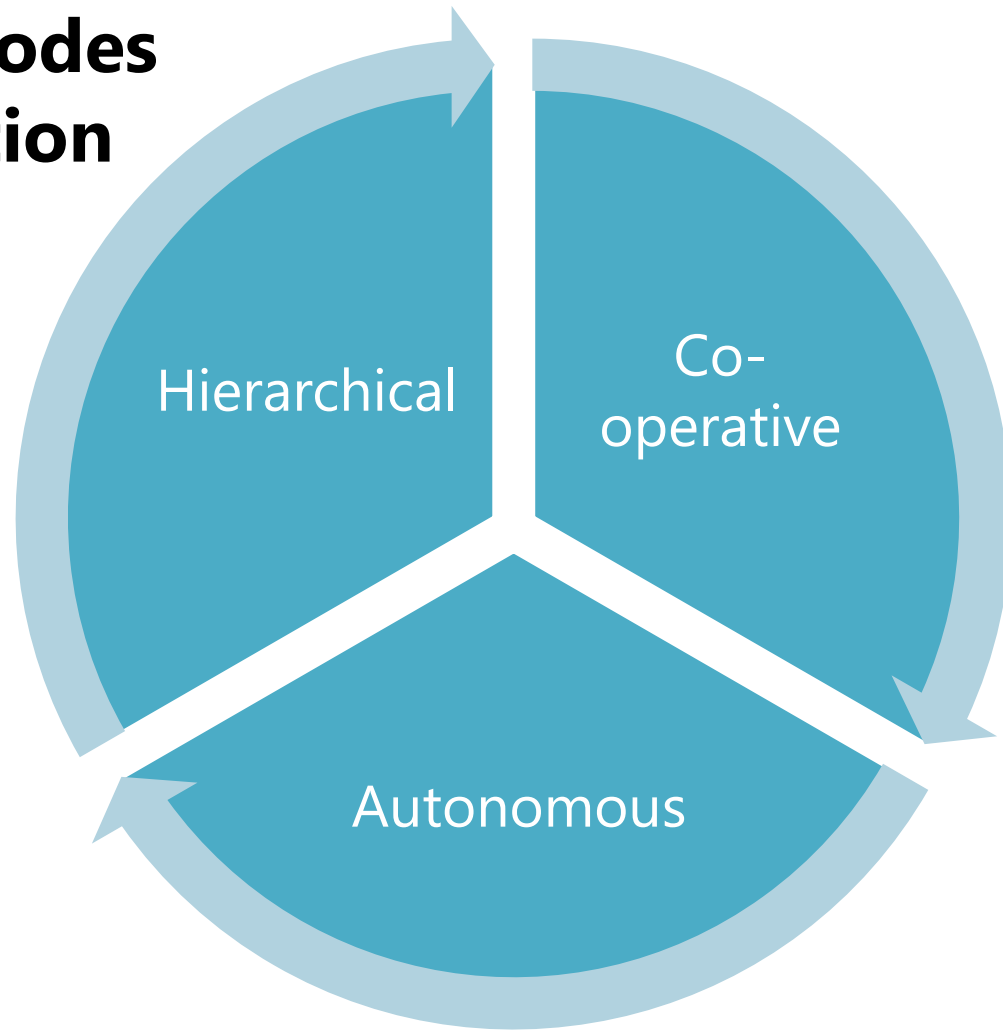


Heron, J (1994) The Facilitators' Handbook



Heron, J (1994) The Facilitators' Handbook

Heron's Modes of Facilitation



Hierarchical

Facilitator alone, acts or decides for the group.

Planning, challenge, structure, learning processes, group emotions all sit with the facilitator.

Facilitator leads from the front taking full responsibility for the learning environment

Co-operative

The facilitator and group act or decide together.

The facilitator where necessary will prompt and help the group decide on a course of action.

Collaboration between group and facilitator is key to success in this mode.

Autonomous

The group act or decides without any intervention from the facilitator.

The facilitator steps back and allows the group to evolve their own programme.

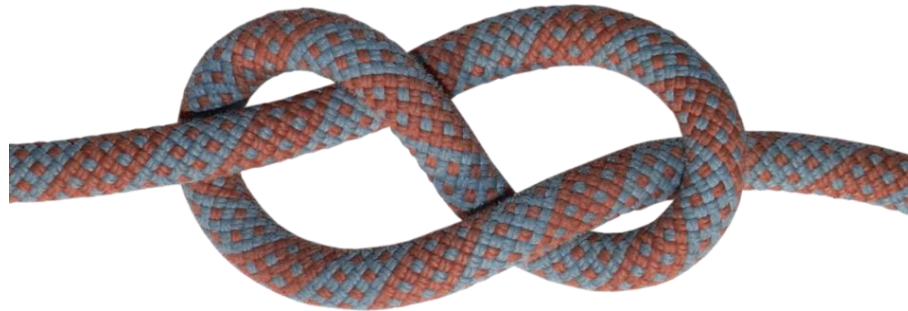
Self-directed practice is encouraged and requires a subtle balance of conditions within which the group can operate in this mode.

Lets go try it out...

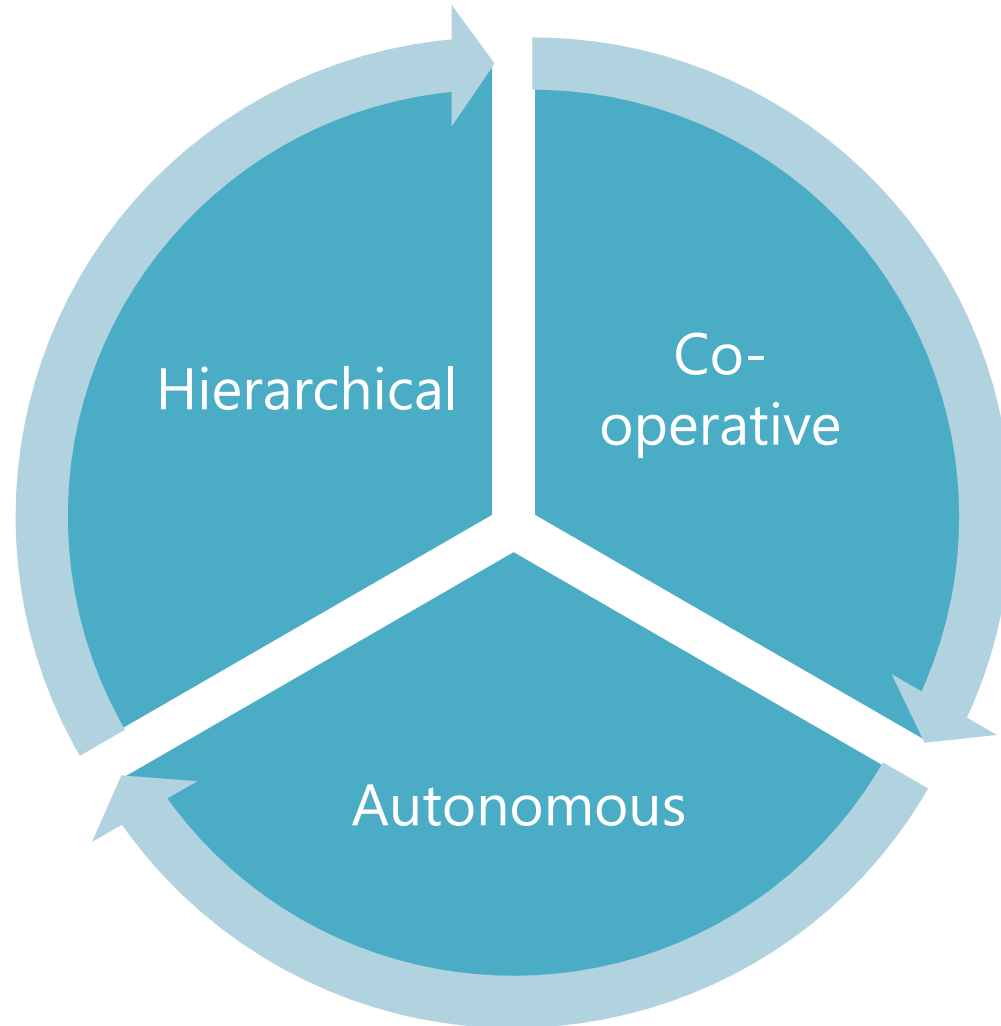


Discussion Points.....

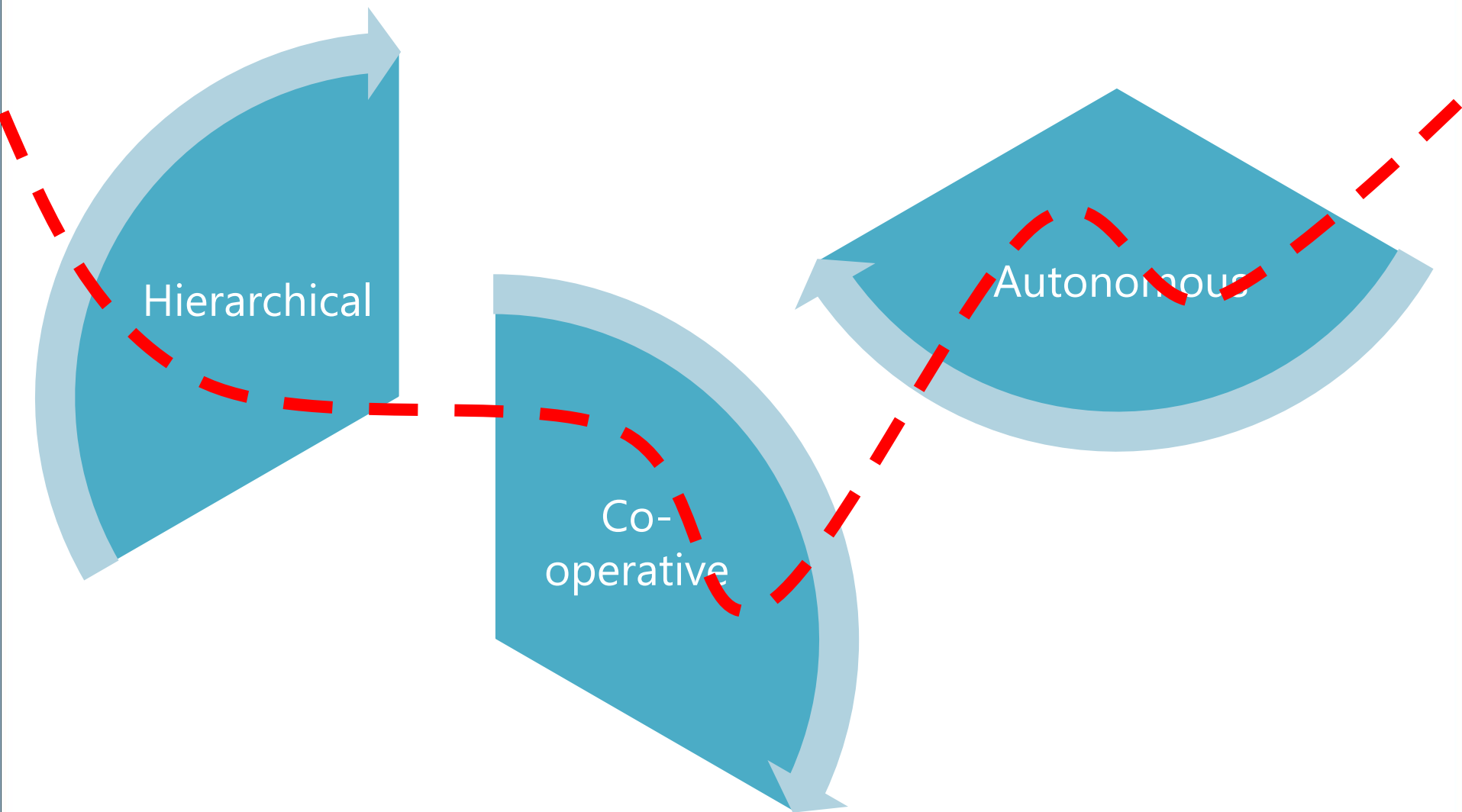
- Did the modes of facilitation change?
- What did the facilitator do to influence the learning environment?
- How did the learning process facilitate learners of different abilities?
- Did the facilitated process effectively achieve the outcome?



Heron's 3 Modes of Facilitation



Heron's 3 Modes of Facilitation

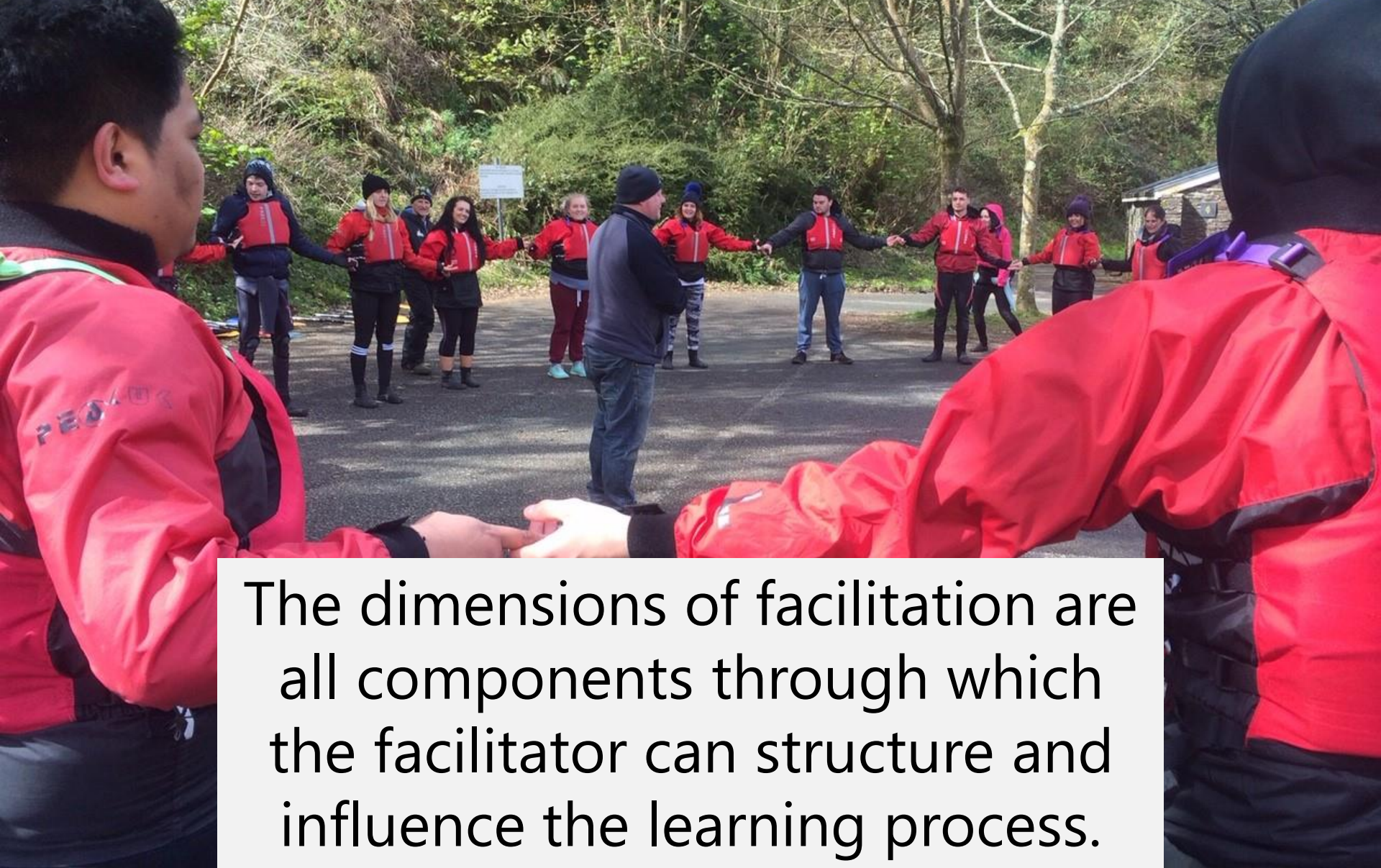


Modes

- Hierarchical
- Co-operative
- Autonomous

Dimensions

- Planning
- Structuring
- Meaning
- Feeling
- Confronting
- Valuing



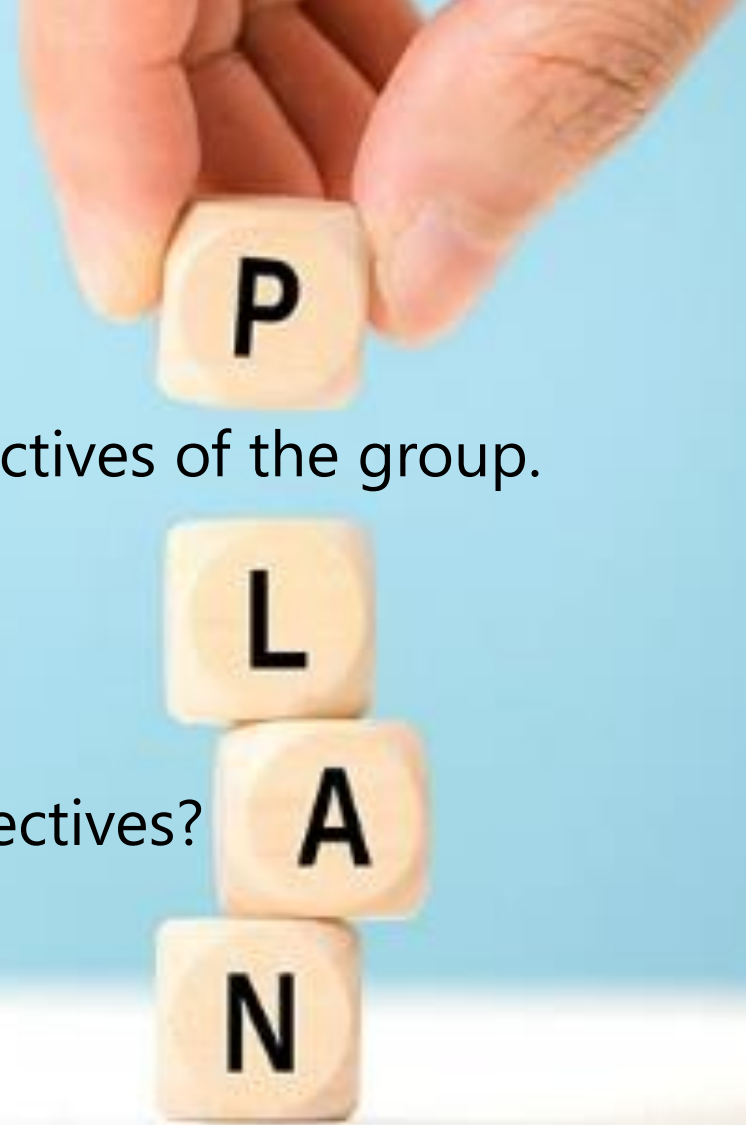
The dimensions of facilitation are all components through which the facilitator can structure and influence the learning process.

The planning Dimension

Concerned with the aims and objectives of the group.

Goals – Means – End

How will the group acquire its objectives?



The Structuring Dimension

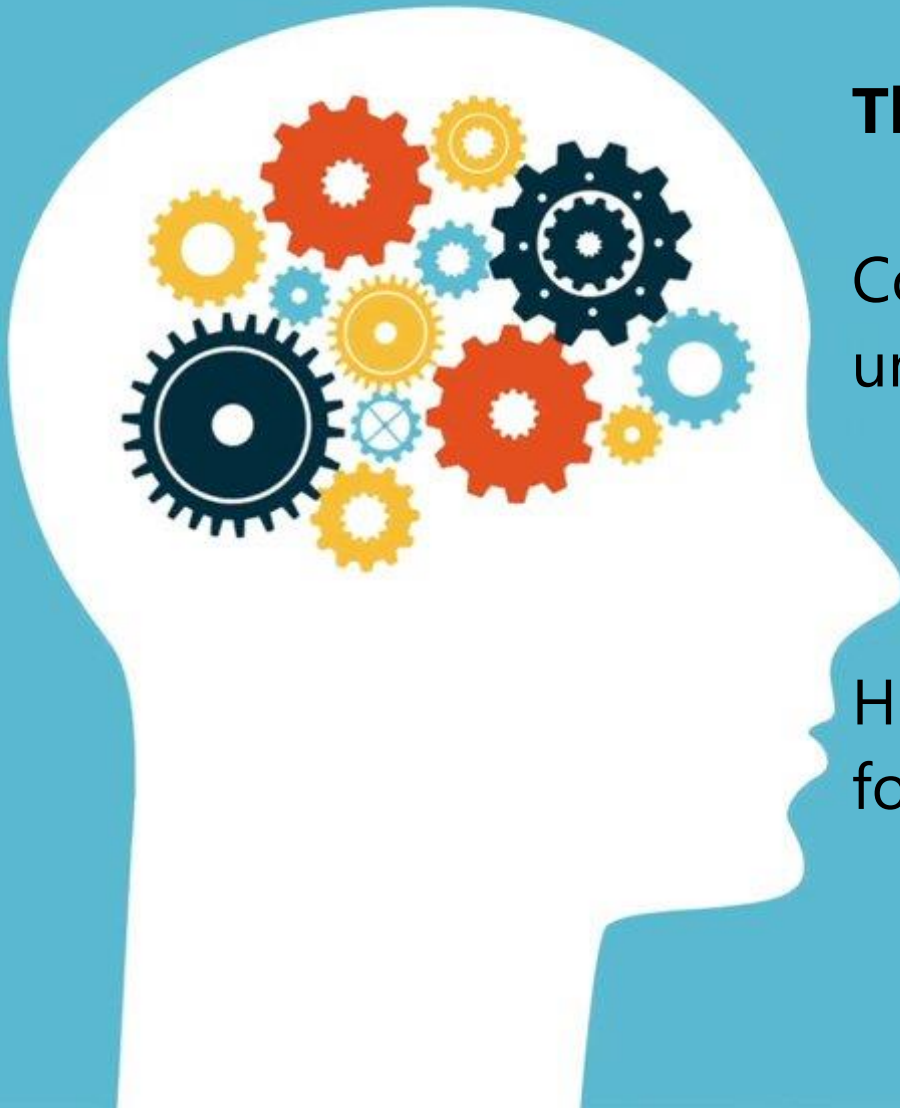
Creating the structure for the learning of the group.

How can the groups learning experiences be structured?



We need creativity





The Meaning Dimension

Concerned with the participants understanding of what is happening.

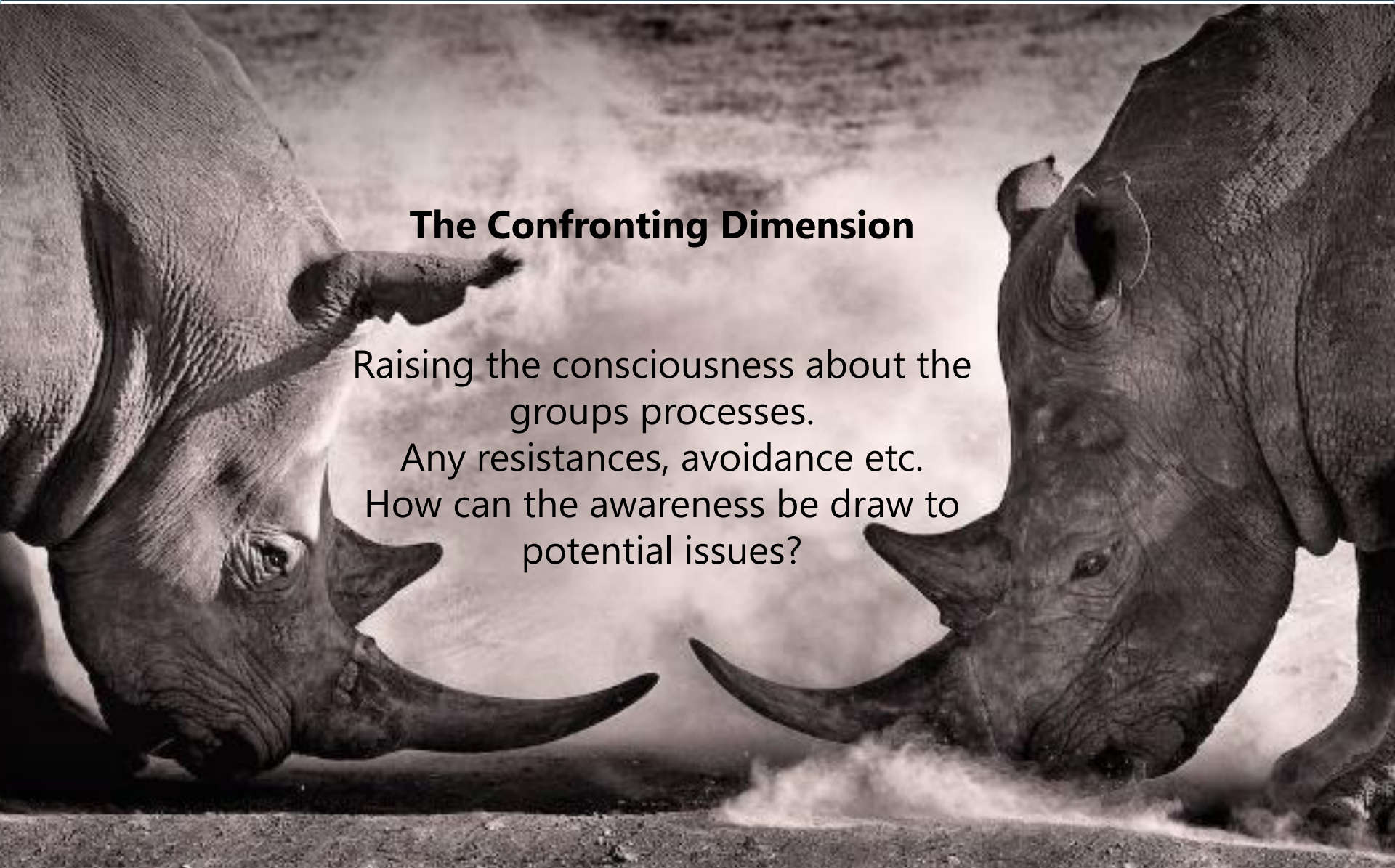
How can meaning be given to and found in the experiences?

The Feeling Dimension

Focused upon the management of the emotions and feelings within a group during the experience.

How will the feelings within the group be handled?





The Confronting Dimension

Raising the consciousness about the groups processes.

Any resistances, avoidance etc.

How can the awareness be draw to potential issues?



The Valuing Dimension

Developing a supportive culture for group members.

How can this supportive culture be nurtured and maintained?





The modes and Dimensions merge

Giving us 18 different options to help the Facilitated process grow....



The 18 basic Options

	Planning	Structuring	Meaning	Feeling	Confronting	Valuing
Hierarchical	1	4	7	10	13	16
Co-operative	2	5	8	11	14	17
Autonomous	3	6	9	12	15	18



The 18 basic Options

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1. *The Planning Dimension* – Hierarchical mode

You plan here for the group. You Direct the planning of the groups learning, deciding on the content of the course programme and making decisions.

The 18 basic Options

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7. ***The meaning Dimension*** – Hierarchical Mode

You make sense of what is going on for the group, you give meaning to events and illuminate them, you are the source of understanding what is going on.

The 18 basic Options

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16. ***The Valuing Dimension*** – Hierarchical Mode

You take strong initiatives to care for group members. You manifest directly in word and what you do, your commitment to their fundamental worth as a person.

Personal Reflection

Reflect upon a formative facilitated process you have experienced the consider the following.....

What made it such a formative experience?

Now with an enhanced knowledge of facilitated processes can you see the deliberate actions made by the facilitator?

Can you identify different modes of facilitation and the key moments they were used?



ExLibris
Leganto
Reading Lists

References

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