

DECISION-MODES AND DIMENSIONS OF FACILITATION

DECISION-MODES → and DIMENSIONS ↓	HIERARCHY <u>Direction</u> Facilitator does it FOR people	CO-OPERATION <u>Negotiation</u> Facilitator does it WITH people	AUTONOMY <u>Delegation</u> Facilitator gives it TO people
<u>PLANNING</u> the programme of learning and development			
<u>UNDERSTANDING</u> and making sense of experiences, images and ideas			
<u>CONFRONTING</u> and raising consciousness about defences, distortions and avoidances			
<u>FEELING</u> the presence and managing the emotional dynamic of the group			
<u>STRUCTURING</u> the current learning activity of the group			
<u>VALUING</u> choice and creating a climate of celebration and respect for persons			

From Heron, J., *The Complete Facilitator's Handbook*, London, Kogan Page, 1999

DECISION-MODES, DECISION-LEVELS, DECISION-PROCEDURES, DISCUSSION METHODS

DECISION-MODES → and DECISION-LEVELS ↓	HIERARCHY <u>Direction</u> Facilitator does it FOR people	CO-OPERATION <u>Negotiation</u> Facilitator does it WITH people	AUTONOMY <u>Delegation</u> Facilitator gives it TO people
<u>Level 4</u> deciding who decides who plans the programme of learning			
<u>Level 3</u> deciding who plans the programme of learning			
<u>Level 2</u> planning the programme of learning			
<u>Level 1</u> managing this learning activity			

DECISION-MODES

HIERARCHY <u>Direction</u> Facilitator does it FOR people	<u>Autocratic direction</u> F decides for people without consulting them	<u>Consultative direction</u> F decides for people after consulting them and may or may not heed them
CO-OPERATION <u>Negotiation</u> Facilitator does it WITH people	<u>Negotiation</u> F decides with people seeking integration of his/ her ideas and theirs	<u>Co-ordination</u> F is chairperson of group meeting, prompting and enabling people to decide
AUTONOMY <u>Delegation</u> Facilitator gives it TO people	<u>Structured delegation</u> F delegates to people a procedure for making their own decision	<u>Contract delegation</u> People decide in their own way within a broad contract about time and objectives

DECISION-PROCEDURES 1. Elected leader follows his/her own light after collecting in relevant information only. 2. Elected leader follows his/her own light after hearing everyone's preferences and proposals. 3. Elected leader negotiates with people to integrate his/her preferences and proposals and theirs, then seeks assent by consensus or gathering the sense. 4. Unanimity. 5. Percentage majority vote. 6. Simple majority vote. 7. Consensus: the prior contract is that when the minority realizes it has been heard, understood and still disagreed with, it yields to the majority. 8. Gathering the sense of the meeting: anyone may gather at any time and if the gathering doesn't take, then the cycle of discussion and gathering is repeated until a gathering does take.

DISCUSSION METHODS 1. Rounds. 2. No-one speaks twice until everyone has spoken once. 3. No-one speaks until handed the bean-bag. 4. No-one speaks until sitting in the fish-bowl. 5. Sub-groups of high contributors, of medium and of low contributors.

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BASIC FACILITATION SKILLS

	HIERARCHY USE BY DIRECTION	CO-OPERATION USE BY NEGOTIATION	AUTONOMY USE BY DELEGATION
PLANNING	Mastery of decision-modes and decision-levels <ul style="list-style-type: none"> • applied to programme of learning • applied to all F dimensions 		
MEANING	Use of conceptual maps Use of discussion and dialogue for reflection and review Use of imagery: visual, auditory, kinaesthetic and tactile Use of interpretations and process comments Use of suggestion Use of feedback and assessment: self, peer, facilitator		
CONFRONTING	Use of confronting interventions for consciousness-raising		
FEELING	Use of charismatic presence and voice Use of experiential space Use of attunement, ritual, and the holonomic principle Use of switching and of polarities Grasp of group dynamics, transference and counter-transference Healing the memories: cathartic use of content and process cues		
STRUCTURING	Use of pregroup contract Use of culture setting to create a learning environment Managing contribution rates: use of the catalytic tool-kit Use of the experiential learning cycle and structured exercises Use of multi-stranded learning and activities		
VALUING	Use of validation and appreciation Use of reaching out Honouring choice and personal autonomy		

BASIC METHODS FOR TRAINING FACILITATORS

DISCRIMINATION Learning a repertoire of skills	The trainer presents a repertoire, a map of skills & degenerations Trainees learn it with discrimination training Trainees use it to assess their strengths, weaknesses, training needs
MODELLING Seeing the repertoire modelled	The trainer models the skills with metacomments <ul style="list-style-type: none"> • as on-the-job trainer now • in special demonstrations • in over the shoulder micro-skills modelling • through case histories, video records The trainer presents criteria of competent facilitation for discussion
PRACTICE Practising the repertoire	Trainees practise skills in areas of need, with feedback and reruns <ul style="list-style-type: none"> • real here and now group • real events: re-enactment, projected rehearsal • imaginary scenarios: typical, bizarre • restriction exercises, stretch exercises Trainees do course design exercise, with presentation & discussion
FEEDBACK Getting feedback on one's practice	Trainees get feedback on practice from self, peers, trainer Self, peer, trainer assessment of competence with agreed criteria Self, peer and trainer accreditation re type of F work

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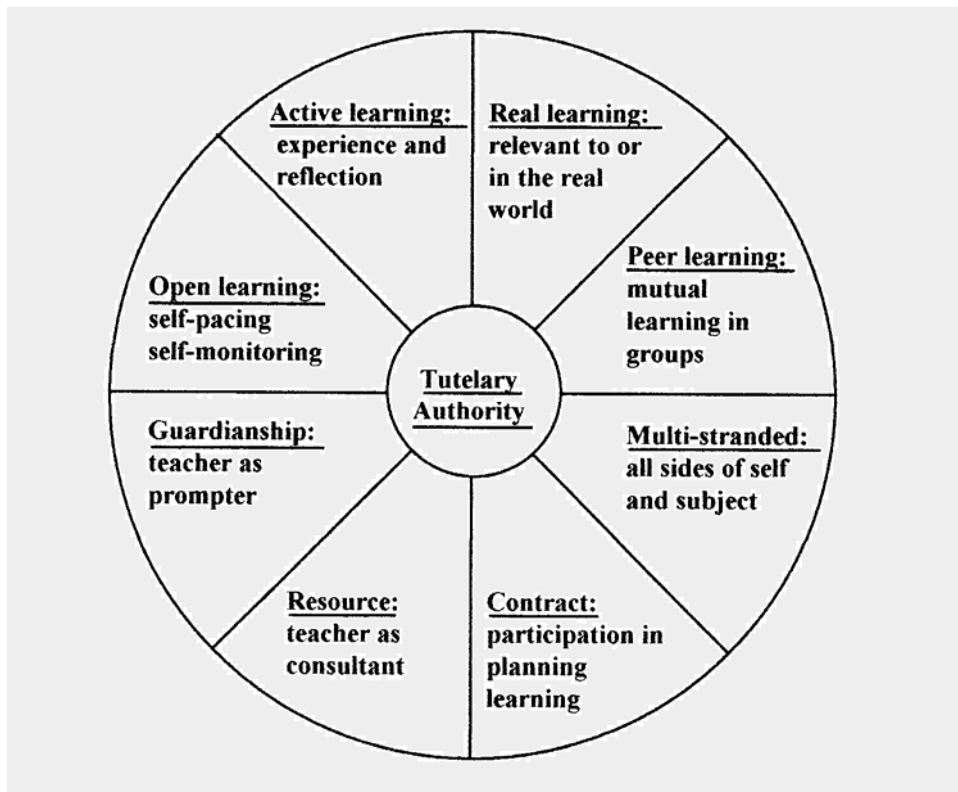
ITEMS FOR MULTI-STRANDED LEARNING AND MULTI-STRANDED ACTIVITIES

<p><u>Affective strand:</u> feeling</p>	<p>Physical and mental relaxation. Participative attunement with people, processes, nature, presences. Opening and closing, holonomic and special purpose rituals. Invocations, evocations and benedictions. Use of bells, gongs, candles, incense, robes.</p>	<p>Sacred postures, dancing, chanting and singing. Celebration, praise, worship, high prayer; meditation of all kinds. Charismatic training and exercises. Inner transmutation exercises. Sharing peak experiences. Making music, listening to music. Appreciation of colour and form.</p>
<p><u>Affective strand:</u> emotion</p>	<p>Building self-esteem and affirming self. Appreciation from and to others. Co-operation and mutual support. A confident emotional climate. Positive emotional associations. Creative expression of positive emotion in song, dance, movement, music, art, drama, story-telling, games. Verbal expression of positive emotion. Exploring emotional and interpersonal processes underlying the task.</p>	<p>Identifying, owning and accepting emotional states. Redirecting, switching and transmuting emotional states. Removing emotional blocks to creativity and learning. Clearing projections from and to others. Interrupting the displacement and acting out of past distress. Healing the memories: catharsis of past distress.</p>
<p><u>Imaginal strand:</u> intuition and imagery</p>	<p>Perception, memory, imagination: visual, auditory, kinaesthetic, tactile. Pictures, graphics, movement, mime, sound, music. Film, TV. Story, allegory, myth, metaphor and analogy. Poetry. Role play, dramaturgy, caricature. Cases, instances, demonstrations. Symbolic imagery.</p>	<p>Associated imagery and resonant experiences. Brainstorming, synectics, lateral thinking. Creativity training. Use of the voice: timing, tone, rhythm, inflection, speed, volume, pauses. Extrasensory perception, psi capacities and use of subtle energies. Insight, intuition, divination.</p>
<p><u>Conceptual strand:</u> reflection and discrimination</p>	<p>Reading, writing and talking. Phenomenological descriptions, maps. Loose or tight conceptual framework. Free or directed association of ideas. Divergent or convergent thinking. Deductive thinking: contradiction and necessary implication. Causal thinking: cause and effect, causal laws and theories. Systems thinking: mutual influence.</p>	<p>Dipolar thinking: interdependence of opposites. Contextual thinking: interpretation as a function of culture and history. Problem-solving. Practical thinking: for this end, do that. Ethical thinking: moral judgments. Evaluative thinking: judgments of worth and value. Conjecture: potentials and possibilities.</p>
<p><u>Practical strand:</u> intention and action</p>	<p>Intentionality: long term and short-term goals, means and ends, options and outcomes, action-plans and programmes. Visualizing the future. Doing: exercise of the will, action, direction of the execution. Discussion/decision-making methods. Organizational restructuring.</p>	<p>Body-work and bodily exercises. Breath-work and breathing exercises. Subtle energy work and exercises. Structured exercises of all kinds. Skills: technical, aesthetic, intrapsychic, interpersonal, transpersonal, psychic, political, organizational, ecological, economic, technical, psychomotor.</p>

	<i>What to learn</i> Topics Categories of subject Topics within subjects Integration of subjects	<i>When to learn</i> Time Sequencing, concurrence Allocation and pacing Time out	<i>How to learn 1</i> Methods Reading, writing, projects Lectures, tutorials Experience, reflection	<i>How to learn 2</i> Resources Self, peers, staff Books/papers, computers Placements, equipment	<i>Whether learning 1</i> Assessment Criteria, structure of Doing it Student self-monitoring	<i>Whether learning 2</i> Evaluation Criteria, structure of Doing it Staff self-monitoring
Staff direction <i>High</i> → <i>Medium</i> → <i>Low</i> →						
Staff-student contracts <i>High</i> → <i>Medium</i> → <i>Low</i> →						
Student self-direction <i>High</i> → <i>Medium</i> → <i>Low</i> →						

Options for educational decision-making

Tutelage authority: tutor as facilitator of learning



1. Open learning. There is a great emphasis on the provision of open learning materials: systems and packages of information and exercises - words and graphics - which are presented in a way that takes account of the self-pacing, self-monitoring learner.

2. Active learning. Much importance is given to the design and facilitation of holistic, participative methods - games, simulations, role plays, and a whole range of structured activities - which will involve learners in self-directing action and reflection, in affective and interpersonal transactions, in perceptual and imaginal processes, in subtle and spiritual attunement. The facilitator uses the experiential learning cycle in various formats: this grounds learning in personal experience, and releases learning as reflection on that experience.

3. Real learning. Projects, field-work, placements and inquiry outside the classroom, case studies, problem-oriented learning, all these become vital aspects of the learning process, so that it is dynamically related to what is going on in the real world.

4. Peer learning. The autonomy of the learner needs the supportive, interactive context of other autonomous learners, hence the importance of the peer learning group for student co-operation in teaching and learning, in experience and reflection, in practice and feedback, in problem-solving and decision-making, in interpersonal process, and in self and peer assessment.

5. Multi-stranded curriculum. The curriculum is holistic and multi-stranded. This means several different and related things:

- The main subject on the curriculum is balanced by complementary minor subjects.
- Each subject is presented by the facilitator in a way that brings out its interconnections with the whole person and with other interdependent subjects.
- The active learning methods used within a subject involve various aspects of the whole person, and may empower learning by evoking deep inner resources.
- The active learning methods used within a subject also bring out its implications for different aspects of human life, and its interdependence with other subjects.
- Other activities in the classroom are not to do with the formal subject, but to do with the self and others in ways that involve various aspects of the whole person.

6. Contract learning. The student is supported and helped to plan their own programme of learning and to participate in assessment of learning, by the use of collaborative contracts and collaborative assessment with the facilitator. This item overlaps with the facilitator's exercise of political authority, which I discuss later in this chapter.

7. Resource consultancy. The amount of stand-up teaching becomes greatly reduced compared with the old approach. The facilitator becomes much more a resource and consultant, available to be called in when needed by the self-directing, active learner - to clarify, guide, discuss and support.

8. Guardianship. The facilitator cares for and watches over students as a guardian of their needs and interests, alerts them to unexplored possibilities, to new issues of excitement, interest and concern; and reminds them of issues discussed, of commitments made and contracts agreed.

Practitioner five part model of whole person education and whole person medicine

Education	Medicine
Concern for the student as a being of body, mind and spirit seen in historical, social and political contexts: <i>respect for the whole person in his or her whole context.</i>	Concern for the patient as a being of body, mind and spirit seen in historical, social and political contexts: <i>respect for the whole person in his or her whole context.</i>
Regard for the student as a potential self-directing learner: <i>arousing and enhancing the student's intrinsic motivation to learn.</i>	Regard for the patient as a potential self-healing agent: <i>arousing and enhancing the patient's intrinsic motivation toward wellness.</i>
Power-sharing between teacher and student: <i>progressively and appropriately sharing responsibility for planning and managing learning.</i>	Power-sharing between medical professional and patient: <i>progressively and appropriately sharing responsibility for diagnosis and treatment.</i>
Ability to offer a wide range of interventions: <i>having a diversity of skills in facilitating self-directed and whole person learning.</i>	Ability to offer a wide range of interventions: <i>having a diversity of skills in facilitating self-directed and whole person health management.</i>
Commitment to teacher self-gardening: <i>ongoing personal development, physically, emotionally, interactively, spiritually; and unfolding historical, social and political awareness.</i>	Commitment to medical professional self-gardening: <i>ongoing personal development, physically, emotionally, interactively, spiritually; and unfolding historical, social and political awareness.</i>

Adapted from Heron, J. et al, *Whole Person Medicine: A Co-operative Inquiry*, British Postgraduate Medical Federation, University of London, 1985.