

**FACILITATING GROUPS  
COMPOSED OF PARTICIPANTS  
WITH VARYING LEVELS OF  
EXPERIENCE**

# WORK SHOP OUTLINE

- **INTRODUCTION-** OVERVIEW OF WORKSHOP
- **Part one:** UNDERSTANDING THE STAGES OF EXPERIENCE
- **Part two:** WORKING WITH GROUPS COMPOSED OF PARTICIPANTS AT VARYING STAGES OF EXPERIENCE
- **SUMMARY-** FACILITATION MODEL

# WORK SHOP INTRODUCTION

- **Objective-** To adapt learning activities to match the varying experience levels of the learners
- **Rationale-** Facilitation is situational. There is no one good way to facilitate all groups, yet every group can be facilitated in such a way that the learners learn and develop
- **Process-** We will model Activity Based Learning utilizing an ice breaker, mini-lectures, small group discussions, individual reflections, de-briefs, problem-solving and decision making

# ICE BREAKER

- Find someone in the group you have not met before
- Take a minute or two to introduce yourself to this person
- Allow your “new friend” a minute or two to introduce themselves.
- Join with another group of two and introduce your new friend to the group
- Repeat until everyone has been introduced
- After intro’s each participant should share a “war story” about training when learners had a wide variety of experiences
- Stay in your group of four for the up coming mini-lecture

# **Part 1: Understanding the various stages of experience**

# UNDERSTANDING STAGES OF EXPERIENCE- Introduction

- **Objective-** To introduce the four stages of experience
- **Rationale-** Identifying the stage of experience is critical in the design, selection, and implementation of a facilitation strategy
- **Process-** Will start with a mini-lecture, followed by a couple of small group tasks, an individual reflection, and a debrief

# GROW'S STAGED SELF-DIRECTED LEARNING MODEL (1996)

- Theoretical construct that allows us to discuss the very complex human interactions that take place during learning
- Model simplifies the complexities of learning to the concept of "readiness" and its two key variables maturity and experience
- The model maps the territory well enough, and provides useful concepts to allow us to answer the question- **How can we make activity based learning work for groups composed of learners of varying levels of experience?**

# READINESS

Readiness is composed of two variables:

- **Maturity**- level of experience in self-directed learning
- **Experience**- level of experience in sport and coaching

These two variables may be expressed as continuums:

# CONTINUUMS

**Lacking experience  
in self-directed  
learning**

**Experienced and  
skilled in self-  
directed learning**

**Lacking experience  
In sports/ coaching**

**Background and  
skilled in sports/  
coaching**

# FOUR STAGES OF EXPERIENCE

## IMMATURE

**Dependent learner-** lacks the relevant knowledge and skills as well as lacking the experience and/or self-confidence to pursue learning on their own or as part of a group.

**Interested learner-** has a background in sports/ coaching, but lacks the skills or self-confidence to be a self-directed learner.

## INEXPERIENCED

**Involved learner-** has skills and knowledge to learn with and from others, but lacks the background/ experience in sports/ coaching

## EXPERIENCED

**Self-directed learner-** has the background in sports/ coaching and is able to take responsibility for their own learning

## MATURE

# FOUR STAGES OF EXPERIENCE

- In your group of four take a moment to summarize the information just presented and generate any questions the group may want answered

# UNDERSTANDING STAGES OF EXPERIENCE- Task 1

- Each group will receive a piece of flip chart paper
- The recorder will draw a T-chart as per example (behaviours, feelings, thoughts)
- Rotate recorders, review responses, & add to responses
- Repeat the above step until left hand side of the T-chart is complete

# UNDERSTANDING STAGES OF EXPERIENCE- Task 2

- On the right hand side of the T- chart list adaptations you could use with the assigned stage of experience
- Post your flip chart paper on the wall
- Walk around and view the T-charts of the other groups
- After you have viewed all the charts, complete your individual personal reflection

# UNDERSTANDING STAGES OF EXPERIENCE- Debrief

- Feelings & reactions to the process you have just been through
- Why did we go through the process of rotating recorders? What are the benefits of doing this?
- Reaction to the mini-lecture?
- Response to the T-chart activities?

## **Part 2: Working with groups composed of participants at varying levels of experience**

# WORKING WITH GROUPS COMPOSED OF PARTICIPANTS AT VARYING STAGES OF EXPERIENCE

- **Objective-** To examine guidelines that are successful in working with groups of varying experience stages
- **Rationale-** In the real world, each group exists in its own context. This context most often includes learners who are at all four stages of experience
- **Process-** Will start with a small group task, followed by a “jig saw” activity and end with a debriefing and a personal reflection

# WORKING WITH GROUPS COMPOSED OF PARTICIPANTS AT VARYING STAGES OF EXPERIENCE- Task 1

- Read your assigned guideline sheet
- Join with three other learners who have the same guideline sheet
- In your small group design a brief presentation (3 minutes) that explains the guideline. Your presentation should include definitions, explanations, & examples. Each member of group must have a copy of this presentation.

# WORKING WITH GROUPS COMPOSED OF PARTICIPANTS AT VARYING STAGES OF EXPERIENCE- Task 2

- Form groups of eight (with each member having a different guideline)
- Each member will present his/ her guideline to the group
- At the end of the presentation the group should discuss their reactions to the guidelines
- Develop 5 generalizations (application of the guidelines) for effectively facilitating groups composed of members of varying experience
- Share your strategies with the large group

# WORKING WITH GROUPS COMPOSED OF PARTICIPANTS AT VARYING STAGES OF EXPERIENCE- Debriefing

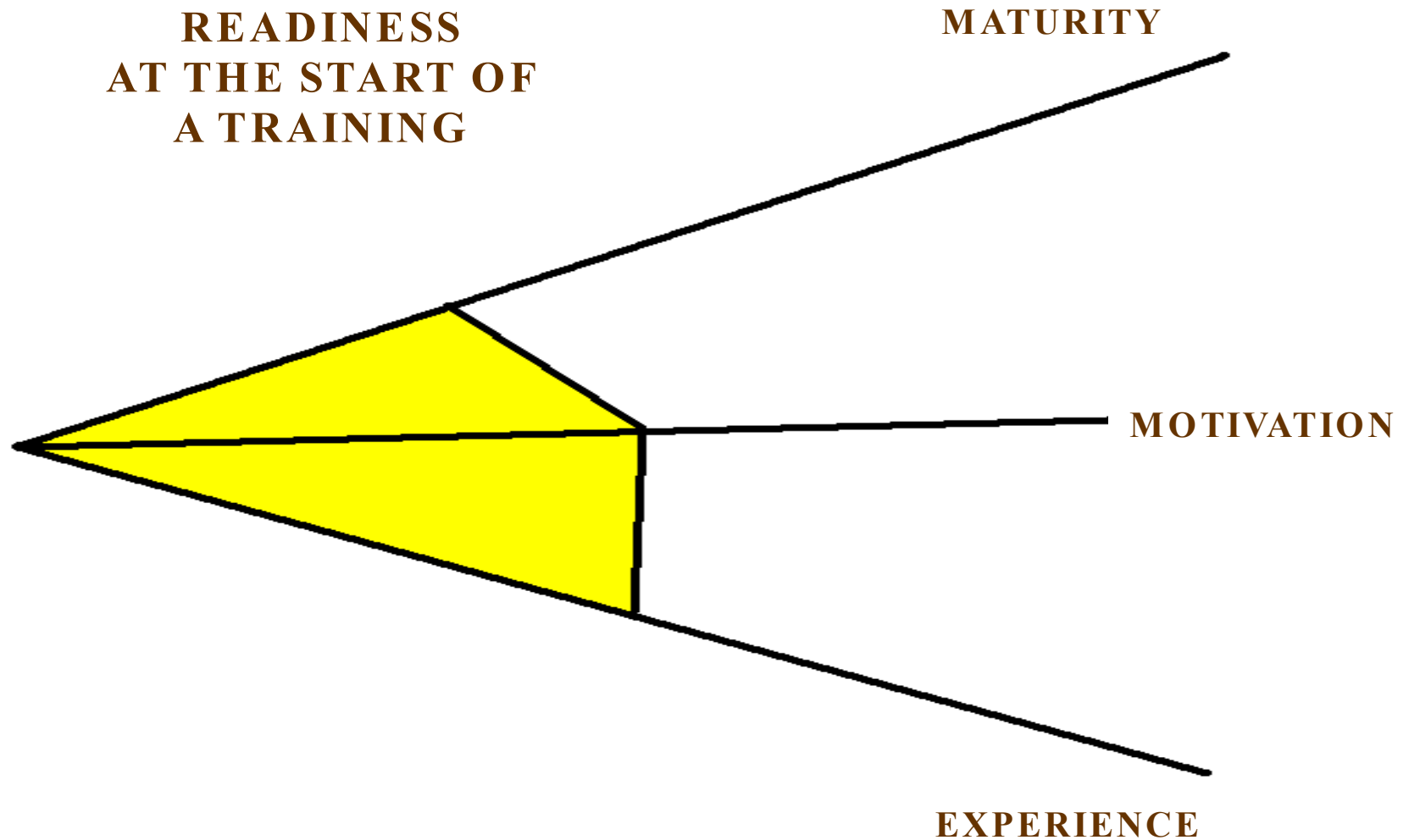
- What is your reactions/ feelings toward the process?
- Reactions to the “jig saw” technique?
- Level of understanding of the content presented in the groups?
- Questions about the process?
- Add to your reflection sheet from the previous section?

# **SUMMARY- FACILITATION MODEL**

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- Facilitation is a complex process, that requires **meta-cognition** on part of the facilitator. While facilitating the facilitator must read:
  1. The **maturity** of the group-ability to direct their own learning
  2. The **motivation** of the group- effort put forth to complete tasks
  3. The **experience** of the group-breadth of discussion/ responses
  
- And adapt the learning activities to match and then challenge (with support) the group's nature (combination of maturity, motivation, & experience)
  
- By doing so the facilitator enhances the **readiness** of the group by:
  1. Enhancing the group's ability to take responsibility for their own learning
  2. Providing successes which readies the group for more demanding tasks
  3. Assisting the group in "making sense" of their coaching context
  
- And ultimately allows the facilitator to maximize learning by:
  1. Sharing **ownership** of the process with the learners
  2. **Engaging** the group at the task at hand
  3. Providing tasks that are **meaningful & relevant** to each coach's context

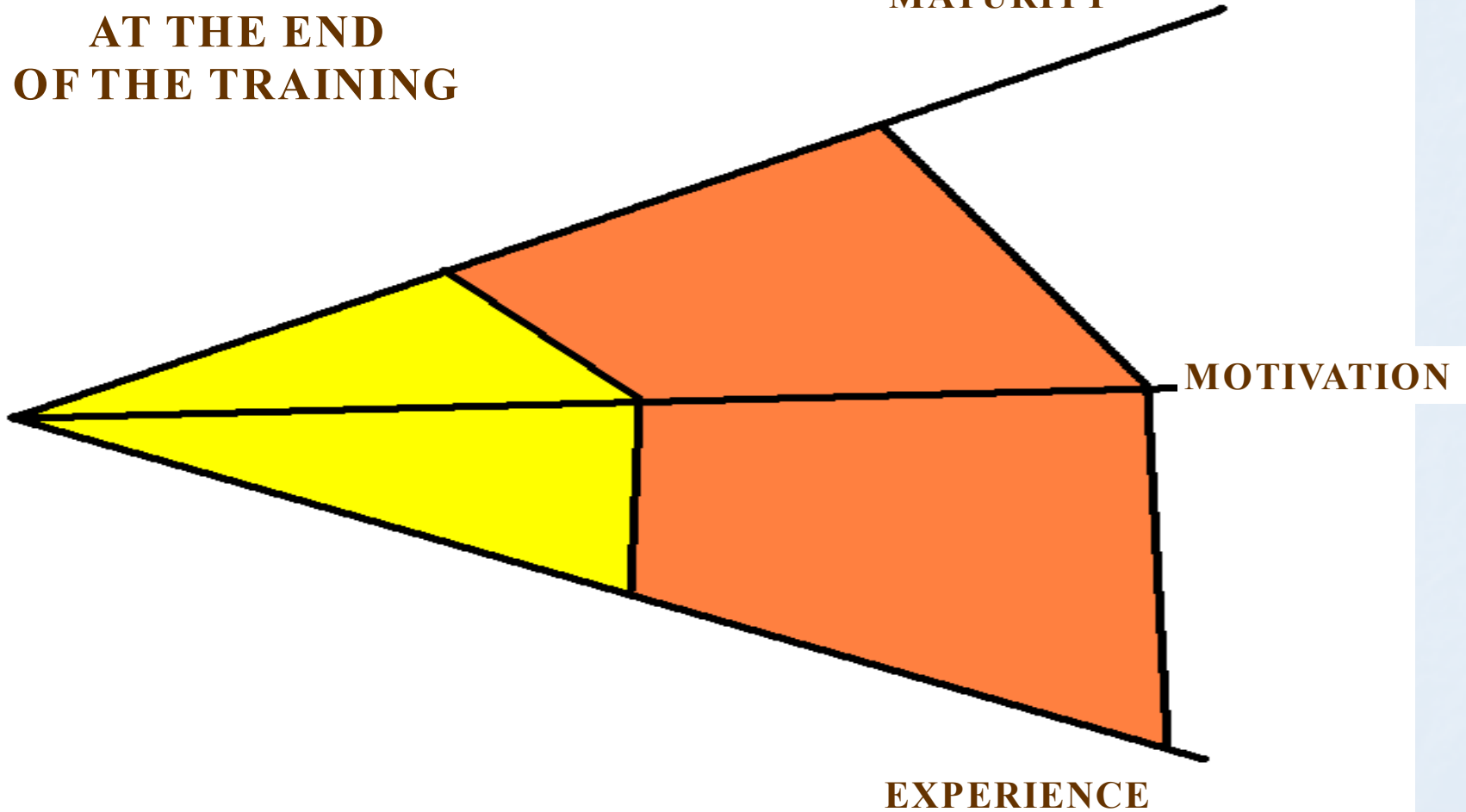
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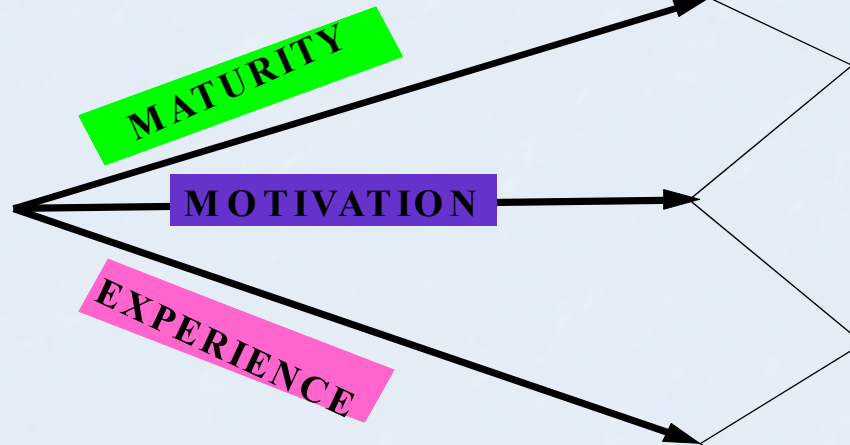
**READINESS  
AT THE END  
OF THE TRAINING**

**MATURITY**



# SUMMARY- FACILITATION MODEL

**FACILITATION** is the process of developing the individuals' ability to direct their own learning while promoting mastery of the competencies being taught.



**ADAPTATIONS:** Adjust the learning activities while maintaining the skill development and content by:

1. Providing scaffolding
2. Utilizing advanced organizers
3. Organizing groups in ways that encourage the development of self-directed learning skills while promoting mastery of the content/ skills
4. Providing a common experience from which all learners could benefit
5. Timing activities so they match the stage of development (forming, storming, norming, and performing)

**PROCESS-** Provide a process that is rewarding by:

1. Ascertaining the readiness level of the group
2. Providing learning activities that are at the readiness level of the group and that can be completed successfully enhancing the self-directed learning skills, confidence, and efficacy of the learners.
3. Providing learning activities that challenge these newly developed skills and confidence

**CONTENT-** Must engage the learner by:

1. Being relevant to the learners' context
2. Being meaningful through the development of skills appropriate the learners' context
3. Drawing from the learners' life experiences

**GROUP:** Must develop a group that interacts through friendly social interaction while being intellectually stimulating by (the process of learning must be a rewarding experience):

1. Developing positive interdependence amongst the learners
2. Providing opportunities for learners to explain, discuss, and teach each other
3. Promoting the asking of questions, active listening, problem-solving, and decision making
4. De-briefing the learners so as to increase their understanding of the group process
5. Developing accountability amongst the members of the group

