

I W O R K - N O W - W I T H - S O M E - O N E - D I - F F E R E N T - F R O M - U -

	HIERARCHICAL	CO-OPERATIVE	AUTONOMOUS
<p>PLANNING To do with the <i>Programme</i> and <i>learning objectives</i>: also includes Assessment and the Evaluation of Course/Facilitator.</p> <p><u>Dilemma</u> "Need to guide people to freedom".</p>	<input type="checkbox"/> You plan the whole programme, including: <ul style="list-style-type: none"> ▪ Time ▪ Topics ▪ Resources ▪ Methods <input type="checkbox"/> May consult group but not negotiate.	<input type="checkbox"/> You negotiate and co-ordinate the learning contract. <input type="checkbox"/> You may present your programme and ask for their views or <input type="checkbox"/> May ask the group to provide programme for discussion.	<input type="checkbox"/> You delegate to the group. <input type="checkbox"/> May operate as a peer, or a facilitator or even NOT AT ALL if they ask you to leave. <p style="text-align: center;">N.B.: <u>The dilemma</u>:- "Need to guide people to freedom".</p>
<p>MEANING To do with <i>making sense</i> of, and <i>understanding</i> what's going on in the learning group, in the three areas of:</p> <input type="checkbox"/> The task <input type="checkbox"/> The process of the group <input type="checkbox"/> The learning process	<input type="checkbox"/> You input the theory i.e. the concepts & images <input type="checkbox"/> You interpret, and <input type="checkbox"/> You assess what's going on	<input type="checkbox"/> You ask neutral open questions to stimulate the group e.g.: "What is happening now?" <input type="checkbox"/> You describe events without interpretation <input type="checkbox"/> You collaborate and negotiate an assessment	<input type="checkbox"/> You allow members of the group to reflect and reach understanding themselves. <input type="checkbox"/> May delegate this to a group member.
<p>CONFRONTING Raising <i>awareness</i> about <i>blocks</i> to learning in the group.</p> <input type="checkbox"/> Anxieties, ignorance, limited learning objectives, cultural oppression, "Easy Street" <input type="checkbox"/> The <i>issue</i> being avoided, the <i>behaviour</i> to do this and the <i>source</i> of the behaviour <p>"Tell the truth with love and not moralistic judgment, oppression or nagging". Don't PUSSYFOOT or SLEDGEHAMMER.</p>	<input type="checkbox"/> You interrupt things and interpret for the group <input type="checkbox"/> May describe the block to the group	<input type="checkbox"/> You ask for views from group on their avoidance of: <ul style="list-style-type: none"> • Issue • Behaviour • Source <input type="checkbox"/> May describe events.	<input type="checkbox"/> You provide a safe, supporting and trusting environment to allow the group to confront for itself. <input type="checkbox"/> May delegate the confronting role e.g. have a "devil's advocate" role.
<p>FEELING The <i>management of feelings</i> i.e. the emotional life of the group.</p> <p>You aim to <i>identify</i> negative emotional processes, <i>interrupt</i> them and change to positive emotional process.</p> <p>By acknowledging that positive and negative are always present you are concerned with <i>getting the balance</i> right.</p>	<input type="checkbox"/> You <i>decide</i> how the group will manage feelings; you <i>think</i> for the group and decide on action e.g. switching dynamics with games, exercises, ceremonies for opening and closing. <input type="checkbox"/> You <i>give</i> permission for catharsis.	<input type="checkbox"/> You <i>work with</i> the group on different ways of managing feeling. <input type="checkbox"/> E.g. by <i>getting the view</i> of the members and then <i>negotiating</i> changes, new methods etc. <input type="checkbox"/> You may work 1 : 1 with a member rather like a <i>counsellor</i> .	<input type="checkbox"/> You give the group <i>space</i> to manage its own feeling. <input type="checkbox"/> e.g. by working in pairs/trios. <input type="checkbox"/> You <i>may delegate</i> this to a member in turn.
<p>STRUCTURING To do with structuring of learning experiences: The environment and methods, and the supervision of these. This is the "here and now" part of planning a course, i.e. details of the course design.</p>	<p>You <i>take responsibility</i> for design and supervision of exercises.</p> <p><i>Pre-course</i> you organise the programme, rooms, resources, fee, group composition.</p> <p>You <i>set the ground rules</i>, purpose of exercise and review them yourself.</p>	<p>You co-operate <i>with the group</i> on ground rules, exercises and review of things.</p> <p>You use a <i>range of skills</i> here akin to <i>counselling</i> and consulting.</p>	<p>You <i>give space</i> to the group to devise and manage its own learning.</p> <p>You <i>delegate</i> design, choice and review to the group. You may become a <i>peer</i> member or even <i>leave</i> the group.</p>
<p>VALUING To do with creating a <i>climate of respect</i> for people.</p> <p>Members feel <i>valued</i> and <i>honoured</i>.</p>	<p>Your <i>actions</i> and commitment to valuing people <i>direct</i> the group.</p> <p>You <i>decide ground rules</i> that support this, and have <i>positive regard</i> for people.</p> <p>You are actively charismatic i.e. exhibit "distress-free" authority. Very important in early stages of a group.</p>	<p>You <i>collaborate</i> with members as they develop, <i>respecting self-determination</i>.</p> <p>You <i>give the choice</i> of doing something or not.</p> <p>You collaborate with the group to create a favourable climate.</p> <p><i>By co-operating</i> with the other 5 dimensions, you <i>are valuing</i> people.</p>	<p>You <i>create space</i> for the group to exercise autonomy and self-determination.</p> <p>You may <i>delegate</i> facilitation to a member.</p> <p>Make <i>self-disclosures</i> about your beliefs, attitudes, feelings, anxieties and delights.</p>