Facilitating Learning and Groups
“Creating & Sustaining a Culture of Learning”

What it's all about

How can the long-term survival of an organization operating in a context of relentless turbulence and flux be ensured? Although no one has yet discovered the formula for success, one thing is becoming increasingly clear: A culture of continuous learning is an essential prerequisite to thriving, let alone surviving in the competitive global marketplace. Organizations which succeed in tapping the latent learning potential and creative capacity of the workforce will discover the surest path to optimal sustainability. How well equipped are you or your organization to achieve this?

Organizations are realizing that this potential lies within themselves and are recognizing the critical role that internal facilitators of learning have to play. In addition, they are realizing that facilitation is no longer only the domain of Human Resources practitioners, but of all who find themselves in leadership positions in a wide range of differing situations.

Attend this highly interactive and experiential workshop to discover how to tap into a system or individual's capacity to learn and enhance their capacity for effective action.

This practical workshop is designed to assist those involved in the leadership and development of people tap their capacity to facilitate learning. The workshop assists participants in making the journey away from the traditional training/instructor approaches towards a learner-centred approach. It helps them to gain a new level of meaning with regard to learning and the development of people.

The 5 day workshop is limited to 5 participants per “Lead” Facilitator. This is to ensure that each participant has adequate opportunities to practice using appropriate competencies and to receive feedback.

Come and Learn

- Why leaders and facilitators must become facilitators of "learning"
- Why conventional "training" can't achieve breakthrough results
- Why continuous learning is the only path to systemic sustainability
- What core competencies are required to facilitate learning and an enhanced capacity for effective action
- How to design interventions to catalyse continuous learning
- How to tap into the learning potential of all learners
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- How to replace low-impact structured interventions with unstructured systemic learning
- How to facilitate learning and change based on the nature of the system as a "whole"
- How to facilitate the ongoing learning of individuals and teams
- How to facilitate structure processes and emerging group processes

Who should attend

- Team leaders and managers
- Human Resource Development specialists including trainers and instructional designers
- Facilitators of “action learning”
- Process and group Facilitators

If your work has anything to do with change and learning, you’ll want to attend.

Workshop Content

Previous participants have discovered the answers to the following:

The Theory - The Question of Why?

- Continuous learning as a sustainable phenomenon
- The “Traditional” World View
  - The "Clockwork Universe"
  - Traditional (Scientific) Management
  - The Consequences – Potential Pathologies (mindsets)
- A “New” World View
  - Organizations as "Living" systems
  - Open Systems vs. Closed Systems
- Bridging the gap between learning and organizational / individual action
- Confronting with Care
- The importance of “Caring Why” and “Caring For”
- Learner-centred vs. intervention-centred learning
- The Facilitator Continuum: From Structured Process to Transformational Leadership

The Model - The Question of What?

- **Engaging** - How to explore with others the meaning and context of the theory / model(s) / must know information (‘essential embedded knowledge’) in a manner which encourages an increased level of consciousness and an increased capacity for action.
- **Enabling** - How to create a positive, safe environment while providing direction through guiding the group process to enable achievement of agreed objectives / goals / outcomes.
- **Coaching & Feedback** - How to assist individuals or a team in their development as they work
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towards achieving agreed outcomes. It involves giving guidance and direction, and working with them on how they can go about achieving a certain objective(s) or developing a skill(s).

The Practice - The Question of How?

Engaging

- Establishing / declaring the learning / task process in advance and indicating the transition between learning / task events / activities.
- Building the relevance of the "must know" information to the learners' needs, their experiences and expectations.
- Demonstrating the relevance and practical application of the theory to the individual’s or group’s learning / task objectives.
- Maintaining the interest level of the individual or group and expressing your own individuality.
- Putting the "pressure" on the learner(s).
- Consistently focusing on learning and personal development, and not just the presentation of technical / theoretical information.
- Confronting the system and individuals with care.

Enabling

- Directive vs. non-directive facilitating.
- Structured vs. unstructured facilitating.
- Providing overall direction for an interaction and developing a clear understanding of the topic or issue being discussed.
- Showing that you are actively listening to and understand the concerns and feelings of the learner(s).
- Gaining learning / task activity commitment.
- Strategies to encourage participation.
- Making appropriate process suggestions.
- Helping individuals and the system to confront with care.
- Working with the learner(s) to design their own processes.
- Working with emerging and predetermined outcomes.
- Maintaining a learning / task outcomes focus to ensure that participants achieve their learning / objectives.
- Providing opportunities for learners to practice their skills in a non-threatening environment.
- Intervening into task and relationship processes for the good of the learner(s) / group.

Coaching & Feedback

- Generating ideas and suggestions on what and how to go about something.
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- Reaching agreement on the best solution and tying down the details.
- Reviewing and establishing follow-up.
- Connecting learning with the realities of work.
- Facilitating effective feedback to the learner which clearly reinforces the positive behaviours used and identifies the development areas against the specific criteria / behaviour of newly learned skills.