مركز الملك حمد العالمي للتعايش والتسامح
King Hamad Global Center for Coexistence and Tolerance

FAITH IN LEADERSHIP
TOMORROW'S LEADERS TODAY

Leadership for Coexistence Programme
Train the Trainer Module 1
Foundations

Participant Booklet

THE 1928 INSTITUTE
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Contents

Qualities of a Trainer, Mentor and Facilitator

• **What are their skills and qualities?** • **How do they behave?** • **What are their motives for doing this work?**
Which of these skills, behaviours, qualities and motives do you already have? **What might you like to develop across the Train the Trainer modules?**

Brave and Participatory Spaces

An important aspect of any programme is that it is a brave space for people to be able to participate. This is slightly different from the term ‘safe space’. Sometimes a space can be safe because certain topics are avoided or left unsaid – but this may not allow people to fully express themselves.

This poem illustrates the ethos of a brave space:

An invitation to brave space

Together we will create brave space.
Because there is no such thing as a “safe space” —
We exist in the real world.
We all carry scars and we have all caused wounds.
In this space
We seek to turn down the volume of the outside world,
We amplify voices that fight to be heard elsewhere,
We call each other to more truth and love.
We have the right to start somewhere and continue to grow.
We have the responsibility to examine what we think we know.
We will not be perfect.
This space will not be perfect.
It will not always be what we wish it to be.
But… It will be our brave space together,
And… We will work on it side by side.

by Micky Scottbey Jones

How is this programme designed in order to create brave spaces?

Creating a Group Agreement (Ground Rules)

One helpful way to create brave and safe environments for groups is to begin with creating a group agreement. This makes sure that everyone has a clear, shared understanding of how to behave during their time together. It also builds your credibility as a leader within the group. If challenging behaviours do occur then you are able to refer back to the group agreement as a reminder of expectations or even as a justification of any consequences which you may need to pursue.

What will you call them?

You may want to think carefully about what to name this process because that can have a big impact on the way it is perceived. Some phrases may sound rigid or formal, others may sound too casual. Here are some useful phrases to draw from:

team rules norms group charter agreement expectations guidelines promises

Presenting Or Creating?

How you develop your group agreement may depend on the length of the event / programme you are running as well as the capabilities of the group. If time is short, it can be easier to present the group with a pre-made list of rules. These could be set in stone or you could invite the group to offer up suggestions, amendments and additions.

For longer programmes and personal sharing spaces it can be a nice bonding and trust building activity to have groups co-create their own set of agreements. As a facilitator your role is to ask open ended questions which help the group to identify their expectations and phrase them constructively. These questions may be helpful to support rule creation:

- "How will we treat each other in this space?"
- "What do we need to do to make this event / programme work?"
- "What will we do if ______ happens?"

Ways of facilitating the conversation:

- **Circle time** – ask the whole group to generate ideas and you scribe them on a flipchart. This can be quick and allow everyone to hear all suggestions.
- **Group work** – break into small groups to generate ideas then come together and feed back. This gives each person more talk time and generates more ideas.
- **Individual submissions** – let each person think and submit ideas for rules on sticky notes or using a digital platform. Collate and group similar ideas to create a final list. This is good to ensure that everyone has a say.

Ensuring Supportive Rules

Sometimes people can generate rules in a limiting or negative way. It is important to facilitate the discussion to be constructive and supportive. Key questions that can help with the co-creation of rules are:

1. Is this rule realistic?

For example, rules that say 'always' or 'never' can be quite limiting. "We will always arrive on time" sounds like a nice rule, but it is not always possible. Anyone who broke the rule may feel punished which can break down the safety of the space. This could be rephrased to "We will respect the timings of the day" which encourages a positive expectation without being rigid.

2. Is the rule said in a positive way?

Your group members may come up with negatively focused rules (Don't do this, No doing that). A problem here is that they exclude certain behaviours but don't identify what you would like to happen instead. As a facilitator, as the group "so what DO we want instead?" Making sure things are said in the positive has a big impact on group culture. For example:

Don't repeat anything said in the group > Keep personal information confidential
No phones ringing in the group > All phones on silent or off
Don't talk over people > Take it in turns to speak

Once your group has generated its agreement you can encourage members to take a copy or even sign the paper in order to create a sense of commitment. For longer programmes you may want to revisit the group agreement on a regular basis to see if they are still fit for purpose and whether amendments are needed.

Useful Topics

Every group agreement is different depending on your group – however this list may give you ideas for things that would be helpful for a smooth event. If your group does not raise any of these issues then you may like to prompt them: "How will we handle / approach…?" "Do we need a rule about…?"

- Use of phones in the space (for learning and personal use)
- The purpose of the space
- Timings, lateness and letting others know about delays
- Open mindedness / respect for others' ideas and opinions
- How to respectfully disagree with each other
- How to make sure people speak in fair amounts
- Being present, giving attention and managing interruptions
- Confidentiality – keeping personal issues / details / stories inside the group
- Social media, photographs and permissions to share certain things

Professional Boundaries

Professional boundaries are limits in place that protect the professional person's power and behaviour as well as protecting their client or service user's vulnerability and rights. In some industries the boundaries are very clear (like between a doctor and their patient), where as in some industries boundaries can be a little more complex because of emotional involvement and personal sharing levels.

Maintaining boundaries can be challenging for a number of reasons:

- Clients may be immature, vulnerable or unable to understand boundaries themselves
- Staff members may be inexperienced in setting boundaries
- When staff and clients are a similar age there can be a temptation to treat them as friends
- Relationships that are long term can become more casual or less boundaried over time
- Work relationships that rely on a lot of sharing and personal growth can encourage emotional attachment that tempts people to cross boundaries.

Training and mentoring peers is rewarding and it is natural to feel a sense of care and attachment to participants. However, it is important to do this in a boundaried way by befriending them. **Befriending** is to enter a professional relationship with someone where you act as a friend to provide support, service or company.

Befriending shares some of the same qualities and behaviours as friendship, but there are also some important differences as shown in the table below.

Friendship only	Both	Befriending only
• Close personal attachment is formed • Loyalty to that person (which may include keeping secrets) • Equality of responsibility and influence • Shared interests • Long term relationship • Emotions are expressed freely • Feels natural and uninhibited	• Trust • Mutual understanding • Support • Respect • Active listening • Bonding • Honesty • Personal gain and benefits • Reliability • Confidentiality	• Relationship is based on professional circumstances • Controlled or regulated emotions • Responsibility for the other • One side holds more power and influence • Contact occurs in a specific environment • Short term relationship • Specific purpose • Formal • Limitations & boundaries

It is important that all staff know the difference between friendship and befriending to help avoid:

- **Boundary Crossing** – acts that are outside of the professional role but do not cause harm and are not exploitive. For example, a doctor giving a patient a lift home, a mentor showing a participant photos of their recent family holidays.
- **Boundary Violation** – an action that does harm to the professional, service user or the working relationship between them. For example, a doctor asking a patient to go on a date, a mentor asking a participant to loan them money.

We can think of boundaries as being on a continuum where the ideal scenario is the middle ground.

Under involved Professional Over involved

If a professional is over or under involved with their client it can impact negatively on the relationship as shown in the following table.

	Under Involved	Professional	Over Involved
The Professional	• Ignores, distances, avoids or neglects client • Delays acting on clients' needs • Takes short cuts or skips processes • Withholds important information from the client • Uses disrespectful, demeaning, insulting or humiliating tone or language. • Fails to protect the client's dignity or confidentiality	• Provides care or service without being personally attached • Always asks 'what is best to meet the client's needs?' • Communicates respectfully and in a friendly way but without being over familiar • Follows all procedures carefully • Treats all clients in fair and equal way • Works with the client in appropriate spaces and at agreed times • Knows they are supporting the client's needs but are not responsible for them	• Over thinks about the client outside of the work situation (compassion fatigue) • Favouritism or preferential treatment of the client • Feels personally responsible for the client's progress • Uses more physical contact than is required or appropriate • Spends time with the client outside a working relationship • Shares personal information and contacts • Refusal or reluctance to allow other team members to work with the client • Flirtation, rude jokes, over sharing.
The Client	• Feels under valued • Receives inadequate service • May feel like the poor service is their fault or that they did something wrong • Becomes less confident in the relationship and their ability to progress	• Feels respected, listened to and provided for • Knows that the professional is not their friend • Feels able to challenge and ask questions about their service • Understands which behaviours are their responsibility and which the professional can support them with	• Feels like a friendship or close attachment is in place • May be overly reliant on a single professional • May give inappropriate gifts or financial tokens to the professional • Seeks interaction with the professional outside of work activity • Loses sight of the professional purpose

It is always the responsibility of the professional to set and maintain the boundaries in the relationship. The client usually has less power, knowledge or awareness of the need for boundaries and so may accidentally invite breaches of boundaries.

The professional must set clear expectations, monitor warning signs, politely refuse to cross boundaries and follow procedures if they sense an issue is arising.

Types Of Boundaries

Personal information – Information that would identify an individual or be considered private to an individual. E.g. Address, phone number, photographs of them, family details, sexuality / relationship details, politics, religious beliefs, medical history.

Sometimes participants may be encouraged to engage in personal story sharing in order to demonstrate bonding, authenticity and self-reflection. This may lead to people revealing the kinds of personal information above. Participants will usually only do this if they feel the space is brave enough and if the activity warrants sharing.

Some personal information needs to be shared in a professional setting in order to carry out the service that is being provided. If so, this will usually come with procedures and safeguards such as:

- Staff having a professional phone number and email address (separate to their personal ones)
- Participants' personal details being stored in a secure location (locked cabinets, pass-worded devices) and are only accessible to those who need that information
- Checking the data protection and handling laws of the country they operate in
- Organisations having policies on when and how to share information confidentially

Sometimes clients may choose to share personal information such as revealing a past experience or giving out their email address. The professional needs to decide if this is appropriate to the situation and, if not, politely let them know.

Sometimes a professional may want to share information about themselves in order to demonstrate authenticity, empathy or to promote rapport. But it can also result in the relationship feeling like more of a friendship. The professional must always ask themselves 'is this for the benefit of the participant?'

Physical – Boundaries around proximity and touching. Most professional relationships will have no or limited physical contact (maybe a handshake). It is important not to engage in unnecessary physical contact to avoid allegations of misconduct. Some industries may have their own policies about physical contact if it is expected in the role (e.g. medical professionals, sports trainers).

Physical boundaries may vary person to person and they may depend on the exact context. The boundary can be blurred if an upset participant asks for a hug or if a problem solving game encourages close proximity.

Some helpful things to consider for nuanced physical boundaries:
- Generally, avoid unnecessary physical contact with colleagues and clients
- Is there a gender or cultural sensitivity to consider?
- Does this physical contact serve the best interests of the participant in this moment?
- Is this proximity or contact a reasonable requirement of the current activity?
- Is it consensual?
- Are any risks being safely managed?

Time and Place – This is about where and when you meet participants. Professional relationships usually exist in a particular location or setting and with specific working hours. For example, you would expect to see a dentist in their practice, or have a cleaner come to your office or home.

It is important that both parties are clear on where and when the professional relationship exists so that no one tries to extend the relationship outside of those times and locations.

- Work with participants in the designated training space
- Avoid being in 1:1 private spaces with participants so there can be no allegations of misconduct
- Meet and communicate in agreed working hours using agreed communication channels

Emotional – Ensuring people's feelings are safe and levels of emotional sharing and labour are appropriate. Both staff and participants are at risk of over or under sharing emotional information over the course of a programme. Befriending a participant rather than being their friend helps to protect the emotional wellbeing of both parties.

Professionals who become over involved with clients can find it emotionally draining; getting compassion fatigue and feeling like they need to rescue the other person from their situation. Professionals need time apart from clients, and sometimes a support network, to ensure that the relationship is not impacting their emotional wellbeing. (especially if they work in an emotional industry)

Clients may be going through emotionally challenging circumstances. The best services usually go at the client's pace so that they do not feel overwhelmed and are carried out in such a way as to not re-traumatise individuals. Professionals need to be good at recognising triggers and signs of distress relevant to their industry.

- Judging how much of your own emotional sharing serves the participant – enough to befriend
- Give participants time and space for sharing – work to their pace
- Allow participants privacy on the issues they choose
- Seek your own support to avoid getting fatigued

Material – this usually refers to money, resources and belongings. Some smaller material interactions may be acceptable such as letting others borrow your nice pens for a brainstorming task. It would be inappropriate to allow a participant to borrow your car or to give them money.

In some industries, if money does need to be loaned or given to clients, there will be practices about petty cash and recording expenses. Giving and receiving gifts can cross material boundaries as well as have an emotional aspect.

On our programme all core resources are provided for participants. Small gifts like a thank you card at the end of the programme, snacks or a personalised token of appreciation would be acceptable but significant gifts should be politely declined. (significant may be in scale or value).

Intellectual – this refers to people's right to have their own thoughts, ideas and beliefs. All individuals have a right to free speech (assuming they take responsibility for any consequences it may cause). Respecting other's right to express their ideas and discuss them allows for a healthy boundary.

Professionals need to judge the appropriateness of some topics in some settings, be able to choose which ideas to share and which ones to challenge without being disrespectful to the person. Intellectual boundaries can be violated when someone humiliates or dismisses another for their ideas. The group agreement on the programme often encourages participants to speak freely on the understanding that they can be constructively challenged in order to widen their perspectives.

Legal and Policy – some boundaries are written into law, such as stopping at traffic lights or the criminalisation of assault. Each citizen is usually responsible for understanding the laws of their country and the countries they travel to. Individual or organisational boundaries should never go against the law. (Except in unique circumstances when laws pose a human rights issue e.g. apartheid was legal in some countries).

Some boundaries are enforced by companies and organisations in the form of their own policies which state rules and expectations (such as 'no phones in the office'). All organisations need to induct staff on their own policies, stating the parameters, fair practice and the consequences for not abiding by those rules.

Advice For Maintaining Boundaries

- Befriend participants - be friendly but not their friend
- Servant leadership - stay focused on your role and the service you are there to provide
- Group agreements – early on in a programme create ground rules together to make sure everyone is clear on the working relationship. This may include your role, how and when you can be contacted and your responsibilities.
- Check that the participant has understood your boundaries and the service you provide
- Be a role model – you have more responsibility and influence than participants so it is up to you to set and maintain the boundaries for others to follow
- Meet participants in designated training spaces or agreed events that support the aims of the programme
- Communicate with clients within appropriate times – generally in the daytime.
- Communicate via appropriate channels. This will generally be in-person. Participants may ask to communicate via email or social media about particular topics. Consider the professionalism of the communication channel (e.g. Instagram is much more casual / less boundaried than LinkedIn) If in doubt, check with your programme co-ordinator.
- Avoid 'rescuing' the participant from their issue or situation
- Declare any conflicts of interest or dual relationships (e.g. a participant is also your friend, a relative, a member of a social group) – it may be appropriate to pass responsibility for this participant on to another staff member.
- Do not encourage gift giving. Politely decline gifts that are not appropriate in scale or value.
- If you experience an issue with boundaries, address it quickly – begin by referring to your agreement or role. If issues persist then discuss with your programme coordinator.
- When sharing personal information about yourself ask yourself 'does it help the participant to meet their goals?' This helps to avoid over-sharing
- Maintain confidentiality. Participant information should only be shared with other professionals if it meets GDPR guidelines, is relevant to the service that you are providing or protects their safety. Professional sharing of information may require you to use certain forms, systems or record keeping.

For each of the scenarios discuss:

1. Is it…
    a. **professional** – acceptable behaviour for the situation
    b. **a boundary crossing** – outside of the professional relationship but does not exploit or cause harm
    c. **a boundary violation?** – an act that does harm either to the professional, the participant or the relationship between them
2. What type of boundaries does the scenario involve?
3. What could the staff member do to maintain healthy boundaries?

Scenario 1 – one of the participants is planning to study the same degree topic as you and you have a great chat about it over lunch. They ask if you can swap phone numbers in case they want further mentoring or advice.
Scenario 2 – at the end of the programme one of the participants is so grateful to you that they give you a big hug and gift you a voucher for a local restaurant.

Scenario 3 – during a team game, participants are mixing around the room quickly and they bump into each other and you.

Scenario 4 – a participant opens up in the home group about a traumatic experience and asks for some advice. You tell them that they should stay after training is finished so that you have a private room because you can only help them if they tell you the full details.

Pacing Participants

In training and facilitation, **pacing** is about understanding the speed the group is ready to go at, physically and mentally. This is most important at the very beginning of a session, but also useful to monitor throughout.

Mental pacing is about the speed of learning, discussion or thinking.
- Go too slowly and participants could get bored, lose attention, feel patronised or disengage
- Go too quickly and participants could feel panicked, left behind, overwhelmed or like there's no point joining in

Physical pacing is about the activity or energy levels.
- Do too many high energy / running around activities and participants will get tired, run out of energy and may even get uncomfortable, achey and sweaty
- Do too many low energy, thoughtful activities and participants may get sleepy, restless or lethargic

Good pacing means having a balance so that all participants stay interested, engaged and learn at a speed that is good for them.

Two Questions for Effective Pacing

1. How are the group feeling? (Physical / emotional pacing)

Participants body language and general demeanour can give a lot of information about how they are feeling. For example, tiredness, excited, happy, nervous.

It is also good to ask pacing questions about how participants are feeling, what they are looking forward to and perhaps what they did before they got to the training. This gives people time to adjust to each other's moods and allows you to pick a suitable starting activity. If everyone is too sleepy, something really energetic could be off putting. If people are nervous this will impact learning, if they are already excited you may be able to jump straight in. Finding out how people feel can give you a head start.

Good ways of checking how the group are feeling:
- Use thumbs up or body language signals for a check in
- Get each person to share one word about how they
- Get participants to draw a quick picture to represent their mood
- Use a scale with a tick, cross and question mark – give them statements and see how many agree or disagree
- Get people to do an action / movement to show how they are feeling.

2. How well do they know the content / activity / learning? (Mental pacing)

When you are facilitating, if participants already know the content well, then they will be ready to move at a much quicker pace. If you go slowly then they can lose interest unless you have a way to make the content deeper or more challenging for them.

If participants know less of the content than you think, moving into advanced topics could be overwhelming and you can lose time needing to go backwards and cover any gaps in knowledge.

Sometimes you can check what participants already know or can do before they come to a training session - test scores, questionnaires, ideas boards or even activities as part of an application or interview process. This isn't always possible and can sometimes be too formal. Which means that you will want to start a session with a content check in.

- Do a group activity that gives participants the chance to demonstrate their existing skills and or knowledge
- Ask participants to explain / define key terms around the topic
- Generate as many key words / facts around this subject as possible
- Ask them, on a scale of 1-10 how confident are you in this subject
- Give participants sticky notes and ask them to summarise what they already know on the subject or what they would like to learn about the subject
- Get participants to verbally share in the group what they know already and what they want to gain from the session
- Use a short quiz to checks knowledge or understanding

Things like this can help bring everyone to the same pace as well as identify topics that you don't need to cover, or areas that need more work.

<u>Transitions</u>

It is important to be aware that pacing can be lost during transitions - this is when you change from one activity to another. For example; breaks, coming back for a second day, breaking into groups, collecting equipment or coming back together from group work.

A part of effective pacing is making sure you spend as little time as possible transitioning. This may mean:

- Giving very succinct and easy to follow instructions
- Having resources for the next activity ready so they can be handed out quickly
- Planning more complex activities after a break so that you have time to prepare
- Working with a co-trainer so that you can seamlessly move from one person delivering to the other

Sometimes transitions can maintain pace if you use music or movement during the transition to keep the energy high.

Types Of Pacing Activity

Ice Breakers
These are any form of activity which help the group get to know each other better. These are best used when participants first meet (or early on in a programme) as they can help overcome awkwardness and create a sense of belonging to the group. Ice breakers can also fit into the warm up / cool down / check in category. These usually include name games or activities where participants learn about each other.

Warm Ups / Energisers
Energisers and warms ups are used to give people a boost of enthusiasm and energy. They work best at the beginning of the session to wake people up, in between long discussions and sometimes even at the end to get people feeling good about going home or to the next part of their day. They should be quite short and involve all participants. They often include movement and may include competition or teamworking.

Cool Downs
Cool downs are activities which help people reflect, calm down or generally take a break. They are a useful way to help calm down a group who have just done something really active. They are also a good way to end a session. If participants are too tired / reluctant to do a warm up then a cool down can still be a change of pace. These are especially useful if participants need a break from their main activity (e.g. a content heavy task) but you don't want them to be too excitable.

Check Ins
These are short activities that allow participants to show the group how they are feeling or getting on with something. These are more about a reflective display of current energy – rather than altering the energy of the room. These are more useful when a group meets regularly and often. E.g. at the start of each session participants let each other know how they felt about their previous week. They can also be used at the end / middle of a challenging activity.

Reviews
These can sometimes fit into the cool down or warm up category. They are activities which help participants consider what knowledge, skills or experiences they have gained so far. They are good in the middle or at the end of sessions to raise awareness about how much has been done – they can also be useful for planning next steps.

Unifiers
These are really short activities or questions that bring the group together by uniting them. Closed questions can be used to create an instant unity e.g. who dropped the ball in the game? Hands up if you enjoy chocolate. People feel bonded when they know they agree with each other. Activities which participants all dislike can also be unifying in a sense. Silly movements and bad puns can bring people together because people enjoy complaining about them together.

Pacing Tips

Knowing about the different types of pacing allows you to be balanced when you plan your session. Try to make sure there are a mixture of:

- high energy and low energy activities
- times of movement and stillness
- working in groups and alone
- times to learn new things and to practice existing skills

Once you have planned the session you may need to make changes on the day. If you notice the group getting tired you may ask yourself; do we need a break here? Can I get them to move around or do this in a more active way? If groups are very lively and distracted you may want to spend a few minutes doing a cool down or quiet reflection to bring the energy level down.

If you change your plan, you might be worried about 'wasting time' on an activity you hadn't planned for. Remember, if you spend a bit of time getting the energy levels back to a good place, you may actually save time. If you let the group keep being distracted or tired then they will be more likely to disengage and you will lose time anyway.

Many pacing activities don't require any equipment as participants speak, move around or share ideas. However, if you are facilitating at a long session or conference then it is usually good to carry around some handy resources that are useful for a range of pacing activities:

- sticky notes
- paper & pens
- a ball or beanbag
- an instrument / something to make a clear noise

What pacing activities do you remember from the programme or know yourself? Which categories do they fit into?	
Ice breakers	
Warm ups or energisers	
Cool downs	
Check ins	
Reviews	
Unifiers	

Home Group 1

You may like to record any reflections from your discussion (being mindful of confidentiality).

- What are your goals for Train the Trainer?
- What skills and qualities would you most like to develop?
- What type of pacing activities do you feel most confident leading?

Safeguarding

Although most safeguarding laws relate to children and vulnerable adults, it is good practice to be aware of them when working with adults too. The laws will be different in each country and should be reviewed carefully. Organisations should always ensure that they:

- Manage risks to service users, staff, volunteers and the general public
- Ensure all policies, procedures and practices are in place
- Check policies, procedures and practice on a regular basis and update as needed
- Get checks on all workers and volunteers who will be working with vulnerable individuals to ensure that they are suitable for the role (criminal background checks)
- Ensure all staff are trained on relevant safeguarding information and procedures
- Safeguard children or adults at risk
- Handle and report incidents and concerns

This section focuses on the core safeguarding guidance needed on our training programme. If you work with children or vulnerable adults then you will more in-depth information for those groups. You may also need to complete additional procedures such as certified training or background checks.

<u>**Definitions**</u>

Safeguarding – measures which protect individual's health, wellbeing and human rights, allowing those individuals (especially children, young people and vulnerable adults) to live free from abuse, harm and neglect.

Child – anyone under the age of 18.

Vulnerable adult – sometimes known as an adult at risk. A person over the age of 18 who may be unable to take care of themselves or protect themselves from harm or exploitation.
This may include someone who is:

- Is elderly and frail
- Has a mental illness including dementia
- Has a physical or sensory disability
- Has a learning disability
- Has a severe physical illness
- Is a substance misuser
- Is homeless

Abuse – a relationship where one person mistreats or misuses another, breaching the acceptable standards for how people should be treated. Acts of abuse usually intentionally cause harm, injury, maltreatment, exploitation or distress to another person.

Coercion – the use of emotional, psychological or physical force to compel someone to act in a way that they would not otherwise choose or is contrary to their best interests.

Disclosure – when an individual shares their experience of abusive treatment. Disclosures can be:

- ***direct***– specifically telling others about what's happened to them
- ***indirect*** – making ambiguous statements which suggest that something is wrong
- ***behavioural*** – intentionally or unintentionally displaying behaviour that signals something is wrong
- ***non-verbal*** – writing letters, drawing pictures or trying to communicate in other ways

Observation - when staff members see or hear abuse or an indicator of abuse

The 5 Rs Model

The 5 Rs model provides a rough framework for individuals and organisations to follow when considering their safeguarding practices. Each of these Rs will be covered in further detail over the following pages.

1. **Recognition** – be able to recognise signs and symptoms of abuse, including direct disclosure.
2. **Response** – if you have a safeguarding concern or if someone discloses and issue to you, knowing how to respond appropriately to the situation to safeguard the individual's wellbeing.
3. **Recording** – recording what the individual said using their own words. Taking a precise and factual account of everything related to the situation.
4. **Reporting** – passing the concern on to the appropriate safeguarding staff member according to your organisation's process
5. **Referral** – engaging the appropriate authorities to support the individual's safety and wellbeing.

1) Recognition - types of abuse, definitions & their signs

There are different categories of abuse and each can have different signs and symptoms. You do not need to be able to accurately label different types of abuse. It is more important that staff members are aware of common signs of abuse so that they can confidently and quickly report concerns. It is then down to other professionals to determine the best course of action and the type of abuse occurring.

Physical Abuse – when someone's body is deliberately harmed or illness is induced.

Examples of physical abuse:

- hitting, shaking, throwing, kicking
- poisoning
- burning or scalding
- drowning
- suffocating
- rough handling
- inappropriate use of restraint
- forcible feeding or withholding food

Signs of physical abuse:

- Unexplained bruising in well protected or soft parts of the body (cheeks, ears, palms, arms and feet back, buttocks, tummy, hips and backs of legs)
- multiple bruises in clusters or at different stages of healing
- injuries in the shape of objects, hands or fingers
- bite marks
- swollen lips or chipped teeth
- burns on body parts which would not usually be exposed to heat (backs of hands, feet, legs)
- history of unexplained falls or accidents
- unexplained fractures
- unexplained lacerations or abrasions
- untreated medical problems or delays in seeking medical help
- weight loss due to malnutrition or dehydration
- loss of hair in clumps
- frequent visits to the GP or hospital

Emotional / Psychological abuse – regularly subjecting someone to behaviour that results in trauma, anxiety, depression, low self-esteem and poor mental health. The usual goal of emotional abuse is to control the victim. Some level of emotional abuse occurs in all of the other forms of abuse.

Examples of emotional abuse:

- criticising someone, saying they are worthless or unloved
- shouting, threatening and name calling
- humiliating, mocking or forcing to perform degrading acts
- blaming or scapegoating for things which are not their fault
- controlling their life and decision making
- restricting their relationships and social interactions
- pushing someone too hard to attain unrealistic standards
- manipulation or blackmail
- ignoring, isolation and emotional coldness
- exposing someone to distressing events or interactions
- restricting positive praise and encouragement
- threats of abandonment or reduced contact
- denial of their cultural or religious needs
- failure to respect their privacy
- restricting stimulation and engagement in meaningful activities
- patronising or infantilising them
- gaslighting – lying and distorting reality to get someone to doubt their thoughts or memories.
- undermining or invalidating someone's feelings or needs
- creating chaotic or erratic situations (arguments, mood swings, contradictions)

The signs of emotional abuse may be harder to spot as they are usually behavioural. You will need to compare these to the individual's usual behaviour and their development compared to most people of their age (e.g. it can be normal for teenagers to have mood swings).

Signs of emotional abuse:

- being overly affectionate towards strangers or ready to form attachments to them
- appearing to have a distant or reluctant relationship with their carers
- lacking confidence, being withdrawn and anxious
- being aggressive towards peers and possibly animals
- displaying age-inappropriate language or behaviours
- struggling to regulate their emotions – mood swings and outbursts
- lacking social skills or having few friends
- fears making mistakes or being punished
- self-destructive or dysfunctional behaviours
- self-harm or suicidal intentions
- shows fear or reluctance for professionals to contact their care givers
- upset, confusion, fearful, distress
- insomnia or excessive sleeping
- displaying behaviours around a specific person such as fear, withdrawal or being eager to please
- under or over eating and changes to weight
- being compliant or too eager to please people and seek approval

Bullying – when individuals or groups seek to harm, intimidate or coerce someone in order to hold power over them. This is usually repeated over time and can involve physical or emotional harm.

Examples of bullying:

- verbal abuse, threats, name calling
- non-verbal abuse such as hand signs or glaring
- emotional abuse, such as threatening, intimidating or humiliating
- ignoring, isolating or excluding
- undermining, by constant criticism or spreading rumours
- controlling or manipulating someone
- racial, sexual or homophobic bullying
- physical assaults, such as hitting and pushing
- stealing from or damaging possessions
- making silent, hoax or abusive calls

Signs of bullying:

- their belonging get 'lost' or damaged
- physical injuries
- being afraid to go school or work resulting in avoidance or sick days
- asking for or stealing money
- being nervous, anxious or withdrawn
- low self esteem
- problems eating or sleeping
- beginning to bully others
- stammers when talking
- suicidal thoughts or intentions

Cyberbullying – the use of technology to harass, threaten, embarrass or target another person. This may occur via text, email, phone calls and social media sites.

Examples of cyber bullying:
- sending threatening or abusive messages
- creating and sharing embarrassing content
- 'trolling' – posting menacing, threatening, derogatory or upsetting messages on social networks, online games or chat rooms
- excluding people from online spaces
- setting up hateful sites or content about a person
- creating fake accounts in order to embarrass someone or get them into trouble
- creating fake content of another person (which may be AI generated) in order to damage their reputation
- encouraging people to self-harm via digital messages
- encouraging people to engage in radical or dangerous behaviours

The signs of cyber bullying are very similar to bullying. There may be specific anxieties around wanting to access or avoid particular digital devices.

Discriminatory abuse – unequal treatment based on a person's protected characteristics (age, disability, gender, pregnancy and maternity, race, religion and belief).

Examples of discriminatory abuse:
- verbal abuse or derogatory remarks in relation to a protected characteristic
- denying access to an interpreter, signer, lip reader or accessible communication format
- harassment or deliberate exclusion on the grounds of a protected characteristic
- substandard service provision related to a protected characteristic

Signs of discriminatory abuse:
- expressions of fear, anger, upset or anxiety
- support that is offered does not take account of the person's individual needs in relation to their protected characteristic
- reluctance to socialise outside of their own social group / culture
- feelings of vulnerability

Sexual abuse – Sexual abuse involves forcing or enticing someone to take part in sexual activities, whether or not they are aware of what is happening. The activities may involve physical contact or no contact.

Examples of sexual abuse:
- sexual touching any part of the body (with or without clothes)
- rape or penetration by putting an object or body part into the mouth, vagina or anus
- nonconsensual masturbation (of the victim or abuser)
- the removal of clothes or indecent exposure
- the touching of some else's genitals
- watching or hearing sexual acts

- looking at or producing pornographic material
- allowing someone else to make, view or distribute child abuse images
- meeting someone following online sexual grooming with the intent of abusing them
- persuading or forcing children to post sexually explicit text (sexting), images or to engage in sexual activities via webcam

Signs of sexual abuse:

- anal or vaginal soreness, itching, bruising or bleeding
- discomfort when walking or sitting down
- bruising to the thighs, buttocks, upper arms and markings on the neck
- sexually transmitted infections or urinary infections
- pregnancy
- unusual knowledge about with sex for their age or a preoccupation with sex
- uncomfortable with or anxious about physical contact
- wears inappropriate clothing (to reveal or cover body parts)
- becoming sexually active at a young age
- incontinence
- social withdrawal
- torn or stained underwear perhaps with unusual discharge
- upset or agitation when bathing, changing clothes or receiving personal care
- low self-esteem and possible self-harm
- poor concentration
- sleep disturbance
- reluctance to be alone with particular people

The following types of abuse are described briefly without a detailed list of their signs and symptoms. This is either because the signs and symptoms are similar to the types of abuse already covered OR that these types of abuse are less relevant to our audience of independent adults.

Domestic Abuse - incidents or patterns of controlling, coercive or threatening behaviour, violence, or abuse by someone who is or has been an intimate partner or family member. This can include physical, emotional, sexual or financial abuse, honour-based violence, forced marriage and female genital mutilation. Individuals experiencing domestic abuse will display the signs and symptoms of those specific abuse types.

Financial abuse – a type of abuse which includes having money or other property stolen, being defrauded, being put under pressure in relation to money or other property and having money or other property misused.

Neglect (acts of omission) – failing to meet the basic physical or psychological needs of someone in your legal care (child or vulnerable adult). This may include improper clothing, medicine or food as well as failing to provide comfort and connection.

Organisational / institutional abuse – neglect or poor practice within a service institution such as a care home, hospital or home care service. This may include insufficient staffing, medical support, lack of family visitation and failing to respond to people's needs.

Fabricated or induced Illness (FII) – a form of physical abuse where a person fakes illness in others or administers unnecessary medicine to cause or imply an illness. This is usually done as a form of attention seeking or cry for help. (Sometimes known as Munchausen Syndrome by proxy)

Child Sexual Exploitation (CSE) – a form of sexual abuse where individuals are coerced or groomed into abusive relationships where they may be given gifts, money, status, drugs, alcohol or affection in exchange for sexual activities. The individual may be tricked or not recognise that they are being abused – believing they are in a consensual and trusting relationship. They may be given 'rewards' up front to build trust before exploitation begins. CSE may occur in a 1:1 relationship or in larger groups in the case of trafficking and gang exploitation.

Modern Slavery – slavery, human trafficking, forced labour and domestic servitude. It usually includes trafficking - moving people from one place to another to be exploited. This can occur between or within countries. Often victims will be groomed or led to believe they will lead a better life with the trafficker.

Female Genital Mutilation (FGM) – the partial or total removal of external female genitalia for non-medical reasons. This may also be called cutting or female circumcision.

The signs and symptoms covered so far may be indicators of specific types of abuse. There are also more general signs of abuse that can be observed that may occur across any type of abuse. These are the signs to be particularly aware of in a mentoring relationship.

General signs of abuse:

- Changes in usual patterns of behaviour, mood or personality
- Sudden problems in eating or sleeping
- Becoming withdrawn from others or overly clingy with others
- Fear of particular places or people
- Aches, pains or injuries
- Being uncharacteristically aggressive, anxious or upset
- Knowledge of issues that are inappropriate for their age
- Difficulty engaging in the service you are providing – distraction, erratic behaviour or behaviour that may on the surface seem to be disruptive.

It is very important to remember that behaviour you may interpret as challenging could be a sign of abuse. Unusual behaviours like aggression, secrecy or anxiety could indicate that an individual is struggling to cope with a distressing or abusive situation.

2) Response – Concerns and disclosures

It is important that you are able to respond appropriately to a safeguarding situation. This involves a balance of:

- Addressing the individuals' needs in the moment
- Addressing the individual's welfare in the longer term
- Maintaining the appropriate level of confidentiality
- Creating a physically and emotionally safe environment
- Following procedures set out by your organisation

A response usually happens after a disclosure. Remember that disclosures can be direct, indirect, behavioural or non verbal. Disclosures can also be partial – with only some information being revealed at this time and more being uncovered later.

Another important term is **cause for concern.** This is where you observe something that makes you concerned about an individual's safety or welfare. For example, you notice a bruise on someone's cheek or observe someone being humiliated. It is important to take action, even if a direct disclosure has not been made to ensure protection from harm as quickly as possible.

Your actions could involve:

- asking the individual if they are ok
- discussing your concerns with your safeguarding lead
- taking advice from a professional body

It is often difficult for children and vulnerable adults to speak out about abuse for fear of further negative consequences. Also, they may not fully understand or recognise the abuse that they are experiencing. It is important that when someone speaks out about abuse it is taken seriously and handled sensitively to try and reduce further harm.

People may not feel comfortable about making a disclosure because they:

- don't trust the caregivers and professionals around them
- fear the consequences of asking for help
- believe that they will not be taken seriously
- feel too embarrassed to talk about a private or personal problem
- feel ashamed or responsible for what has happened to them
- worry about confidentiality
- worry they will be causing trouble and making the situation worse
- find formal procedures overwhelming
- do not realise they are being abused due to grooming

Disclosures and confidentiality

An individual who makes a disclosure (or is about to make a disclosure) may ask for the disclosure to be kept secret. It is very important that you **DO NOT** agree to keep secrets.

> You can explain that as part of your professional confidentiality you will *generally* not share private information that a participant shares with you with anyone else – **unless it is about their safety and wellbeing**. In these cases, you will need to pass on information about that issue to the safeguarding lead in order to keep them safe.

Sometimes an individual will choose not to proceed with the disclosure. However, they may be ready to share anyway and be relieved to know that you will follow procedures that may help them to address their situation.

Helping people to disclose abuse

Recognition - People can only make a disclosure if they recognise the abuse and know that it is wrong. Caregivers and professionals must play a role in educating people on abuse and the need to speak out.

Know who to talk to - Provide individuals with a range of trusted adults (either specific people or generic services like the police) and their contact details to reach out to if they ever have a concern.

Create trusting spaces - Individuals will usually disclose abuse to services and individuals whom they trust. It is important that people have access to a number of different spaces that develop trusting relationships so that individuals have the opportunity to make disclosures.

Reinforce the positive outcomes - Share stories and examples of individuals who reported abuse and were subsequently helped out of the situation. This can help to overcome the fear of making a disclosure.

Responding To Disclosures

NSPCC Research[1] identified three main interpersonal skills which adults needed to display when responding to disclosures of abuse. These skills apply for all service providers forming long term relationships with client groups.

1. Show you care, help them open up
Give your full attention to the person speaking and keep your body language open and encouraging. Be compassionate, be understanding and reassure them that their feelings and experiences are important. Phrases such as 'you've shown such courage today' can be helpful.

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[1] H. Baker, P. Miller, E. Starr, S. Witcombe-Hayes and C. Gwilym, (2019). *Let children know you're listening: the importance of an adult's interpersonal skills in helping to improve the child's experiences of disclosure*. London: NSPCC. https://learning.nspcc.org.uk/media/1664/let-children-know-listening-briefing-english.pdf

2. Take your time, slow down

Respect pauses in the speech, allow silence and don't interrupt the speaker – let them go at their own pace. Recognise and respond to their body language. Remember that it may take several conversations for them to share what's happened to them.

3. Show you understand, reflect back

Make it clear you're engaged and paying attention to what the speaker is telling you. Reflect back what they've said to check your understanding – and use their words and phrases wherever possible so as not to lead or change the story.

These guidelines can also be supplemented with further dos and don'ts:

	Do	Don't
During Disclosure	• Listen actively • Take it seriously • Allow them to speak freely and give a spontaneous account • Reassure them that they are right to tell and the situation is not their fault • Remain calm and composed • Use the individuals' own words when reflecting back (and reporting) • Tell the individual what steps you plan to take	• Interrupt • Make or express judgements or opinions about the situation • Push for more information / interrogate the individual • Ask leading questions • Ask them to repeat it to other professionals – this can be traumatising • Promise to keep things secret
After Disclosure	• Ensure any emergency action is taken immediately • Follow your organisation's procedures • Record everything you have heard and witnessed as soon as possible • Pass on your recording to the designated safeguarding officer • Take a non-biased approach	• Discuss the situation with anyone other than the designated safeguarding officer • Discuss the situation with or confront the perpetrator • Make speculations or accusations • Express any biases towards the individual or the alleged abuser

3) Recording - Making Notes

It is important that records of concerns are recorded to feed into the reporting process and possibly be used as evidence later on. This is especially important when concerns and reports from multiple sources build up a bigger picture. Try to make your notes as soon as possible after your concern or the disclosure in order to record all information as accurately as possible.

You should record:

- Details of individual that you are concerned about: name, age (if a child) and contact details if known such as an address, phone or email
- The date, time and location of the concern or disclosure
- What they disclosed (if applicable) using their exact words wherever possible
- Anything else which gave you concern such as signs of abuse, behavioural changes. It is important to be as factual as possible rather than giving your opinion
- Any information the individual gave you about the alleged abuser

Organisations working with children and vulnerable adults will have a standard form for recording.

4) Reporting – Sharing information

As part of the disclosure, you will have already made clear to the individual that you need to pass some of this information on to the safeguarding lead. After the disclosure you can remind the individual what information you will be passing on, to whom and telling them what process will be followed. This creates clear expectations and helps to maintain trust.

Most organisations will have a flow chart to help you decide what action or reporting to take. Our safeguarding procedure is on the next page.

There may be times when you are unsure whether you need to report a concern – perhaps if it feels like an isolated incident or a minor concern. As a general rule it is always best to report **any** concern to your designated safeguarding lead – even if you think it may turn out to be a false alarm. Remember that they may hear concerns from other staff members to build up a picture.

5) Referral – Involving Other Services

You only need to make a referral to the police or emergency medical services if the individual is in immediate danger. Otherwise, all other referrals are made by the designated safeguarding lead. They will use the information they gain from you (and possibly other sources) to decide what kind of referral is needed – if any.

This may include reporting to the police, social services, a local authority or seeking advice from a specialist.
The safeguarding lead may decide that a referral is not needed at this time and may simply monitor the situation and file the concern. This will become important if more concerns are raised later.

What to do when you have a concern about the safety or wellbeing of an individual.

Are they in immediate medical danger?

Yes → Call emergency medical services and / or administer first aid.

No → **Is there an immediate risk of harm, abuse or crime?**

Yes → Call the police

No → Respond to the individual's needs in the moment:

- Actively listen to the disclosure
- Ensure they are safe and comfortable
- Explain what will happen next

Make a timely and factual record of your concern:

- Details of individual that you are concerned about: name, age (if a child) and contact details if known such as an address, phone or email
- The date, time and location of the concern or disclosure
- What the individual disclosed (if applicable) using their exact words wherever possible
- Any observations which gave you concern such as signs of abuse or behavioural changes. Making sure to be as factual as possible rather than giving your opinion
- Any information the individual gave you about the alleged abuser

Is there an allegation or risk that your designated lead safeguarding staff member is perpetrating this abuse or directly involved in this safeguarding issue?

Yes → Share your concern with a different member of staff responsible for safeguarding or the police.

No → Share your concern with the designated lead safeguarding staff member.

That individual (or designated authority) will be responsible for following policies and choosing a suitable course of action which may include:

- Reporting the incident to the police, social services or other professional authority
- If appropriate, informing the individual's caregivers (for children or vulnerable adults)
- Seeking advice from a specialist like social services, domestic abuse professionals or a local authority.
- Collating all concerns in case they are needed for investigation
- Monitoring the situation and the individual's wellbeing if they are still involved in the service

General Best Practices for Safeguarding

Concerns

- Raise all concerns, no matter how small, to your designated safeguarding lead
- Do not disclose any concerns to any other person than your safeguarding lead. This includes other staff members. The safeguarding lead will decide if information needs to be shared with others.
- You may wish to ask your designated safeguarding officer for feedback / follow up – they may not be able to tell you anything (if an investigation is taking place or if it breaches confidentiality) but they can reassure you that matters are being dealt with
- Do not directly accuse or confront anyone about suspected abuse
- Do not 'investigate' or interrogate around suspected abuse

Staff Conduct

- Do not make physical contact with participants unless it is necessary and reasonable for the particular context you are in (e.g. a high five to celebrate or close proximity during a problem solving game)
- Avoid placing yourself in situations where you are alone in a private space with a participant. This could invite an allegation of misconduct or abuse. If privacy is required for the professional role then ensure you speak to a senior staff member about where you are and what you are doing in order to manage risks.
- Avoid swearing, sexual innuendo or sexual references unless they are of an educational and age-appropriate nature
- Build open, trusting and respectful relationships with participants to create safe environments
- Set expectations and professional boundaries to maintain safety

Programme safety features

- Establishing a group agreement or ground rules at the start of the programme creates clear boundaries which support participants sense of safety and the professional relationship between participants and staff.
- Having home groups in addition to large group discussions gives participants a more intimate space to open up about their personal lives if they wish. If anyone is experiencing challenges or abuse, they are most likely to tell their home group facilitator as they build a trusting and deeper relationship with that staff member.
- Pacing the programme effectively helps participants to strike a balance between doing the emotional work of changing and growing as well as having a rest.
- Maintaining a clear and safe training environment free from obstructions is important for physical safety. The staff team will be called upon to move furniture as needed and keep the training space clear of trip hazards.
- Information about participants will be shared on a need-to-know basis – e.g. home group facilitators need to know the names of participants in their group but do not need to know their contact details.

For each of the scenarios:

- Do you have a safeguarding concern?
- What signs or symptoms do you notice?
- How would you respond?

Scenario 1 – Samira and David are two adult participants in a relationship. When the group are asked to do team activities they are always on the same team – David swaps with other participants in order to pair with her. At breaks you notice Samira asking him if it is ok for her to talk to certain people. They always seem to be together.
Scenario 2 – Adam is 14. Your team have known Adam and his family for some years. His father is a respected businessman in the community. Adam has been in trouble with the authorities before and has been known to tell lies. One day he comes to you in tears and tells you that his dad has been making him pose for nude photographs for years.

Scenario 3 – Mario is normally quite vocal and bubbly in group discussions. Over the breaks he is often with a group of peers. Today you notice that he sat by himself during all activities.
Scenario 4 – You notice that Sergei has a cut and bruise on his cheek. You ask what happened to his cheek and he tells you that he had and accident whilst putting together furniture. The next day you notice bruises on his inner arm.
Scenario 5 – During the Home Group, Isabella discloses that a few years ago she was in an abusive relationship. It is now over but she shares how it sometimes informs her goals and decision making today.

Safeguarding scenarios

Scenario 1 - Samira and David.
- **Do you have a safeguarding concern?** - Yes
- **What signs or symptoms do you notice?** – You observe clingy behaviour and seeking permission to interact with others. These are possible signs of domestic abuse, emotional abuse or coercion.
- **How should you respond?** – Record your observation and report to the safeguarding lead. As a mentor, you might chat with Samira and David about how they are getting on with the programme.

Scenario 2 – Adam.
- **Do you have a safeguarding concern?** - Yes
- **What signs or symptoms do you notice?** – A direct disclosure which indicates sexual abuse.
- **How should you respond?** – Listen to the disclosure with your full attention, ensure that Adam is safe in the moment. Report to the safeguarding lead as soon as possible, or if there is a sense of immediate danger then call the police. Make a written record of Adam's disclosure as soon as possible.

Scenario 3 – Mario.
- **Do you have a safeguarding concern?** - Possibly
- **What signs or symptoms do you notice?** – Uncharacteristic withdrawal of activities could indicate some emotional distress.
- **How should you respond?** – You could choose to monitor this and compare to Mario's behaviour tomorrow, or you may report your concern to the safeguarding lead. You might have an informal chat with Mario to see how he is feeling today and if he wants support.

Scenario 4 – Sergei.
- **Do you have a safeguarding concern?** - Yes
- **What signs or symptoms do you notice?** – You observed a cut and a bruise on his face which he explained in a plausible way. This was followed by observations of bruises on the inner arm. These are possible signs of physical abuse which he may be trying to hide.
- **How should you respond?** – On day 1 you may have chosen to monitor the situation. On seeing other bruises you would record your observation, the conversation you had with Sergei and report to the safeguarding lead.

Scenario 5 – Isabella.
- **Do you have a safeguarding concern?** – Probably not
- **What signs or symptoms do you notice?** – There is a direct disclosure but since the abusive relationship was years ago there is not likely to be a current safeguarding concern.
- **How should you respond?** – Actively listen to her sharing. Thank Isabella for being able to share in the home group space. Remind all home group members to respect confidentiality. Monitor Isabella (and other home group members) after the disclosure to see if they need any emotional support. Inform the programme coordinator of the disclosure so Isabella can be monitored.

Supporting Participants’ Learning

Learning is the process of acquiring new knowledge, skills, behaviours, attitudes and understanding which results in lasting changes. Learning may happen through study, experience or being taught. Learning is a change within the individual rather than something done ‘to them’, which means that our role is often to support the learning process rather than just be a giver of information.

What are they learning?

Knowledge – remembering facts, information, models, processes, explanations

- Highway safety rules
- A checklist for running an effective meeting
- Understanding how hand washing prevents the spread of germs

Skills – being able to perform a task, carry out a process or apply knowledge in a practical way. This may be a technical skill or a ‘soft’ interpersonal skill.

- Driving a car
- Writing a persuasive advertisement for product sales
- Discussing a conflict situation in a diplomatic way

Knowledge and skills are often related – learners need to know or understand something in order to be able to apply it as a skill. A difficulty in the learning process is judging how much knowledge a learner can apply as skills. Inexperienced educators may say (or believe) ‘I’ve told you all about X so now you can do it.’ However, simply knowing something is not a guarantee that learners will be able to use it. This makes structured practice very important.

Behaviours – any other change to how learners act or conduct themselves which is not related to a specific skill set.

- Ignoring / including a junior member in team discussions
- Spending time studying for an upcoming exam
- Showing resilience; trying again after a setback

Attitudes – a learner’s persistent feelings, thoughts and opinions about a particular topic, person or situation. These have an influence on how the learner behaves. Attitudes take time or significant new insights to change.

- Perceptions around who can / can’t engage in a particular career
- A tendency to want to ‘win the argument’ in a conflict
- Going into most tasks with a sense of optimism

There are lots of ways to support participants learning depending on what is being learned (skill / behaviour / attitude) the preferences of the learner and the style of the person supporting the learner. Over the course of a programme, it is important to use a range of different methods to support learning as each has their advantages and challenges.

Definition	Disadvantages or challenges	Advantages
Presenting This literally means 'to give' something. Usually this is the showing or telling of information, concepts or models to a group who is there to listen. The presenter is the expert.		
Training A structured process of delivering knowledge, concepts and skills. This combines explaining or demonstrating with opportunities to practice and apply skills. The trainer is the expert and checks learners' understanding and supports application.		
Mentoring An individual with experience or knowledge in an area gives guidance or advice to learners to help them meet their objectives. The mentor has expertise on which is offered to learners if they wish to use it.		

Definition	Disadvantages or challenges	Advantages
Facilitation The facilitator creates a safe and structured environment for a group of people to interact with each other to meet an objective. The facilitator manages the process to help group members share, reflect or action plan depending on the objectives. The group members are responsible for the discussion content.		
Coaching Using a reflective questioning approach to help the learner take responsibility for thinking things through themselves and making their own conclusions and decisions. The coach manages the process but the learner is the expert in their own life.		

Definition	Disadvantages or challenges	Advantages
Presenting	• Often passive (and possibly boring) for learners • Lacks practical experience and application • Hard to judge what learners have actually remembered or can use	• Can quickly deliver to large groups at once • Good for facts, theories, explanations and models • Requires less complex skills for the presenter
Training	• Usually limited to groups of 30 or less depending on the topic being covered • Learning to train effectively requires time and skills • Setting a pace (or changing pace) to suit the varied needs of the group • Making enough time for practice – not just instruction • Choosing an appropriate means of practice for learners	• Working in a structured way supports learners' retention of content • Focus on the application of knowledge and skills makes learning more long-term • Slightly personalized / adapted to the different learners' needs in the room • Learners get to practice and usually gain feedback
Mentoring	• Mentors' advice may only show one perspective or way of doing things • Mentors' advice or experience could be outdated or not applicable to some learners' contexts • Working in small groups or 1:1 with learners is time consuming • Giving learners advice may dissuade them from exploring their own ideas and options	• Speaking from direct experience gives credibility and real-world application • Sharing lived experiences can build empathy and rapport • Often done in small groups to be more conversational and build rapport • Works well if learners want to take a 'similar path' to the mentor • It is usually quick to give advice or recommendations

Definition	Disadvantages or challenges	Advantages
Facilitation	• Unpredictable – you don't know exactly what group members will say or do so you need to be responsive • Managing the timings of the discussion so that learners stay on topic • Only works if everyone engages in the discussion appropriately – help shy people to take part and help overbearing people to take turns or step back. • Provides no specific learning content – the learning only happens if participants discuss, share and reflect • Facilitator needs to be confident in managing groups of people	• Gives the learners some autonomy and responsibility for their own learning • Supports discussion, practice or application • Supports group bonding and interpersonal skills • Having discussions is an active form of learning so engages people • Learners get to contribute their own expertise and lived experiences
Coaching	• Often requires 1:1 or small group settings. This makes it more time consuming • Requires learners to be willing to engage in their own deep thinking • Emotionally and mentally intense - requires psychological safety for learners to be vulnerable • The coach needs to develop skills in non-judgement and effective questioning • Learners can become frustrated and prefer to just be told what to do	• Learners take an active role in their own thinking and finding their own answers • Gradually develops learners' problem solving, reflection, self-awareness and planning skills • The coach does not need specific knowledge in the subject area • Discussions are tailored to the learner's values and preferences which increases engagement and application of the outcomes

Roles on a Faith in Leadership Programme

The journey to becoming an excellent trainer and facilitator is a lengthy but worthwhile process. The benefits to you may include:

- Honing your skills as you practice different forms of leadership role.
- Repetition of training content allows you to gain new perspectives and depth.
- Greater awareness of how to deliver effective programmes and manage large projects.
- Feeling a sense of belonging to a community of regular trainers / programme staff.

Making the decision to train and mentor others is also highly beneficial for your wider community:

- Programmes become more sustainable as they have a greater pool of staff to draw from.
- New participants benefit from your role modelling – learning from someone of a similar age and culture can be an inspiring and motivating experience.
- New participants get much more personalised learning as there are more staff to dedicate time to their development, feedback and mentoring.
- It creates a good reputation for the organisations involved to have a pool of exemplary ambassadors and role models.

The following pages outline a hierarchy of roles needed in order to run an effective Faith in Leadership Programme. This provides a roadmap for the type of skills and requirements that you need to be able to demonstrate in order to play certain roles on the programme.
The aim of the Train the Trainer modules is to equip you with the skills needed for roles 3-6.

In order to play a formal role in a future programme **<u>all staff</u>** (regardless of role) must:

- Be trained in safeguarding procedures and understands how to maintain the safety of participants and report concerns
- Be trained in professional boundaries and staff conduct
- Be aware of how to respect the training space
- Demonstrate an attitude of servant leadership – regardless of their role, they prioritise the development and wellbeing of participants above their own personal gains
- Engage in reflections to evaluate their performance and areas for improvement in whatever role they perform
- Give meaningful and constructive feedback to other staff members to support their professional development
- Be connected to a sense of inner idealism

Roles:

Some people may play multiple roles (like delivering pacing training, being a logistical support and mentoring).

1) Effective Alumni – Someone who implements the programme skills in their own life in order to be a role model to others. We expect all participants completing the core programme to be effective alumni. Effective alumni do not necessarily participate in the delivery of future programmes.

2) Logistical Support - Plays a background role helping the programme coordinator and director with administrative, communication and equipment set up tasks.

3) Mentor – Generally supports participants on the programme by working with participants on tables; reminding them of instructions, asking questions to support the learning and giving them feedback

4) Home Group Facilitator – Is responsible for running a home group and helping participants to open up, reflect, set goals and process the programme content.

5) Pacing Trainer – Delivers shorter games, simulations and problem-solving activities which introduce the themes participants are learning about.

6) Content Trainer - Delivers chunks of theory, models or frameworks and helps participants to practice the learning and skills through appropriate activities.

7) Senior Trainer - Similar to a content trainer but with more experience and therefore able to deliver independently to a consistently good standard. May also be responsible for designing new activities and supervising others.

8) Programme Coordinator - Is responsible for all aspects of content delivery; curriculum design, staff coordination, evaluation of programme

9) Programme Director - Is ultimately responsible for all aspects of programme logistics; safeguarding, liaising with clients, room bookings, budget, resources, travel

10) Trainer of Trainers - Plans and delivers skills sessions to equip alumni to deliver parts of the programme

It is worth noting that sometimes alumni wish to carry out a role for which they are not yet ready – so Faith in Leadership staff will seek to 'sign off' on individuals' capabilities to perform certain roles. This will be done by observing alumni as they practice delivering training and facilitation activities and measuring them against a competency framework. People who are yet to meet a particular competency will still be invited to continue developing their skills so that they can gain competency at a later date.

Session Plans

When you deliver training or facilitation on the programme you will be given a session plan to help you. All of the session plans follow a similar format for consistency:

Section	Purpose
Aims & Objectives	These let you know the purpose of the activity. You do not need to state these objectives to participants – though they will hopefully realise or say some of these things during the discussion at the end of the activity. Experienced trainers and facilitators may slightly adjust the way the activity is delivered as long as all of the aims and objectives are still met.
Length	How long it takes a moderately experienced person to deliver this activity. People who are new to training and facilitation often take longer and so need to carefully manage their time. Some activities are flexible – usually the facilitation activities.
Equipment	Resources you will need to carry out the activity – make sure to have these things prepared before you deliver.
Instructions	Step by step guide to delivering this activity. This includes: • How to introduce the activity to participants (pacing and context) • What instructions to give to participants • Key explanations to give • The order of the activity sections • How to use the equipment • When to move into the discussion
Discussion Points	Most activities end with a whole group discussion (but not all of them do – many facilitation activities are already discussion based). The goal of the discussion is to use coaching questions to help participants reflect on what they learned. This section will include some prompt questions that you can ask as well as the kinds of points you want participants to make. If any points are not covered then you can raise them directly.
Tips and Challenges	This section gives you tips for helping to run the activity as smoothly as possible – this may include guidance on group sizes, how to arrange the equipment, phrasing of questions and anything else helpful. This section also names some of the most common challenges that occur when running this activity so that you can be prepared for them and how to address them.
Role for other mentors supporting you	On the programme there are often other staff members / mentors in the room when you are running activities. This section lets you know what they can be doing to help so that you can direct them appropriately.

The next pages contain two examples of activities that you completed on the main programme:
Facilitation Plan - Mood Cards
Training Plan - Eye accessing

Facilitation Plan - Mood Cards

Aims & Objectives:
- To check in at the start or end of a session.
- To encourage personal reflection.
- To encourage rich and open-ended sharing.

Length: 10-30 minutes depending on the number of people
Equipment: Chairs set out in a circle, deck of picture cards (imagery, symbols, landscapes)

Instructions
1. Pacing and context – They have just completed ___ activity and so we want to check in with how they are feeling in a creative way.
2. Make sure everyone is sat in the circle. Spread out the pictures on the floor in the middle.
3. Explain that there are a range of images on the floor to enjoy. Take a moment to look at them.
4. Ask the key question that you would like the group to reflect on. Here are examples…
    - Which picture best represents how you are feeling right now?
    - Which image sums up your life?
    - Which image best shows your goal?
    - How do you feel about …?
5. Give all participants time to look through the images and pick one.
6. When everyone has an image, invite people to hold up their image and give a short explanation of the one that they chose.
7. Allow people to share in any order. Going around in a circle can put pressure on people as they anticipate their turn. Sharing in any order allows people to feel ready.
8. You can also share as the facilitator. Go in the middle to create equity with the group. (Going at the start or end makes you look more important)
9. Thank everyone for their contributions.

Tips & Challenges

- Big groups can take a long time so you might want to limit them to one sentence or 30 seconds. If you do use a 'limit' make sure that it is fair to everyone.
- If people are taking a long time, politely remind the group "We need to fit in everyone's views so can we just stick to… a few words / a sentence / 30 seconds."
- Use a calm and quiet voice throughout.
- After each person shares, you may like to nod or say thank you. This is good to encourage a shy group and to help everyone feel acknowledged.
- If the circle goes quiet politely ask, who is left to share?
- It is ok if people do not want to share an explanation – just let them hold up their picture.
- Make a mental note of anyone you might like to follow up with or check in on later.
- You may like to comment about how people can come up with lots of different interpretations for the same picture and that this is positive.
- You may like to have a few moments of silence / thinking time after everyone has shared. You could ask them to think about the range of emotions in the room, how they want to move forwards, or you don't have to ask anything at all. When people have quiet moments, they come up with interesting and powerful ideas.

<u>Role for other mentors supporting you</u>

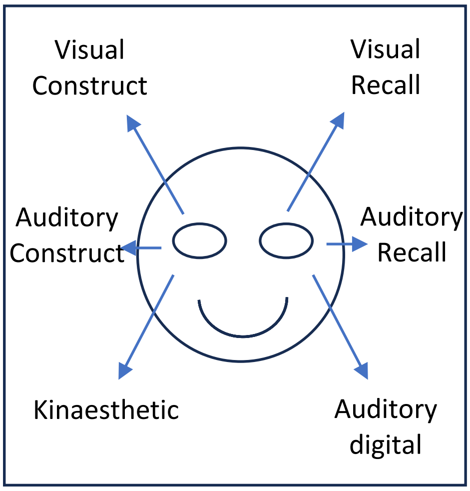
- Help to arrange chairs into a circle and spread out the pictures.
- Mentors may also participate in the activity. Try to share any reflections succinctly so that it allows more time for the participants.
- Mentors should also share in the middle of the group – not first or last.
- Mentors may want to keep a note of anyone who shared challenging emotions or may need further support.

<u>**Training Plan - Eye accessing**</u>

<u>**Aims & Objectives:**</u>

- To know that we subconsciously communicate meaning through our body language.
- To learn that eye movements indicate different forms of sensory processing.
- To know that eye movements do not allow you to know what someone is thinking or whether they are lying.
- To build understanding of another person's sensory preferences and engagement in a conversation.

<u>**Length:**</u> 25 minutes
<u>**Equipment**</u>: Flipchart and pens, eye accessing sheet for participants



<u>**Instructions**</u>

Approximately 6 mins input, 7 mins demonstration, 7 mins paired work and 5 minutes for discussion.

1. Prepare the flipchart in advance. Draw a large face with eyes in the middle. You may want to note the sensory styles in pencil so that you can see the writing but participants can't just yet.

2. Pacing and context – Remind them that they are here to learn to be effective leaders. Explain that we are always communicating through our body language and as leaders we want to be aware of this. One way we communicate is through the movement of our eyes. Experts have codified the movements of facial muscles and expressions. We are going to look at a simpler model which just focuses on the eyes.

3. When we are talking or thinking our eyes move in different directions to show which type of sensory processing we are doing. Explain that diagram shows the face of someone that you are looking straight at. There are six sensory areas – write the labels as you explain each one:
   1. Looking up and to the right (their left). Visual recall. This means the person is remembering an image or picture.
   2. Looking up and to the left (their right). Visual construct. This means the person is creating or imagining images. This *could* indicate lying, but lots of people create images in order to remember things – so do not got around accusing people.
   3. Looking to the side and right. Auditory recall. The person is remembering a sound.
   4. Looking to the side and left. Auditory construct. The person is creating, mixing or imagining sounds.
   5. Looking down and to the left. Kinaesthetic means someone is feeling things. This may be an emotional feeling or a physical sensation like temperature, texture or pain.
   6. Looking down and to the right. Auditory digital means someone is in self-talk. They are thinking with their inner voice. If you are wondering to yourself, "What voice?" that's it!

4. Emphasise that model is for right-handed people. The areas are horizontally switched if you are looking at a left-handed person.

5. Emphasise that if someone is in construct it DOES NOT mean they are lying – some people create images in order to access memories.

6. Most people are probably quite cynical at this stage and don't believe you. That's Ok. Explain that you are going to demonstrate with a volunteer and get everyone to watch their eye movements.

7. Ask for a volunteer to demonstrate the model. Ideally get someone who has shown disagreement or cynicism (if you can prove the model works with them, it builds your credibility). The volunteer should feel confident in front of the group. Get them to sit on a chair in front of the flipchart facing the audience. Everyone should be able to see their eyes. You can make a joke about everyone staring at them.

8. Your participants are probably in a horseshoe shape so that they can all see the flipchart. You will stand just behind the audience facing your volunteer. Invite any audience members to move if so that they can clearly see the volunteer's eyes.

9. At the start of this interaction your volunteer is probably making an effort to stare directly at you and not move their eyes. To help relax them start with some general conversation (what was the favourite part of their day so far, what did they have / will they have for lunch).

10. You can then begin asking a range of either open or sensory questions to see where their eyes go. **When you notice an eye movement, ask the audience if they saw anything and make general comments before asking the next question**.

    Basic questions can include:

- Tell me about your most recent holiday (open)
- What colour is your front door? (visual, though their eyes may not move if they know it)
- Can you imagine listening to your favourite song (auditory recall) – but now sung by a relative? (auditory construct)
- Can you imagine walking into your kitchen and putting your hand into the freezer (kinaesthetic)
- Picture someone you feel very fond of (possibly visual or kinaesthetic)

More advanced questions:

- Name as many boy's / girl's names as you can. (They may look directly at you for the first few names and then their eyes will move at the point they need to recall or construct some).
    - **This shows how people can focus their eyes on the speaker when they know the answer but their eyes will move when they need to process.**

- If you were made president of the world what would your first three policies be?
    - **Their eyes may circulate many areas. This demonstrates a trans-derivational search. If a question is too big, the person's eyes are searching all of the different sensory areas to try and help them find an answer.**

11. You may use more than one volunteer. Thank them and ask for another. Use the demonstration to address the following points (whenever they naturally come up)
    - If someone's eyes don't move at all it is because they don't need to go into their long term memory to find the information. They already know it. OR because they aren't actually thinking / trying to answer your question.
    - If their eyes go everywhere then the question you have asked is very big and the person is a bit overwhelmed / looking for the information. This is called a trans-derivational search.
    - People may have a preference for one sense. Even when you ask an auditory question they may go into visual because that is how they make sense of the world.
    - This model does not tell you if people are lying or not. However, if someone answers most questions from a visual place and then one question unexpectedly triggers a different sense that may tell you that something is worth exploring further. The point is to notice people's patterns and any change in pattern.

12. Tell participants that they will have the chance to experience this themselves. Get them to sit opposite each other in pairs and have a conversation. They should ask each other questions and notice each other's eye movements. They can give feedback on what eye movements they are seeing.
    Give all participants an eye accessing sheet so they can remember the sensory directions.
    Ask participants to check if their partner is left or right handed.

<u>Discussion Points</u>

- What did you notice about your own or your partner's eye movements? (ask participants first. You can also ask mentors what they observed).
- Use this to illustrate how you can build rapport with someone – if you know your partner is very visual / auditory / kinaesthetic then you can reflect that in your language:
    - I see what you mean
    - I hear you
    - I feel what you are saying

<u>Tips & Challenges</u>

- People will not believe you to start with. Reassure them that you will demonstrate shortly. (once you demonstrate they will hopefully be amazed)
- Choosing a cynical person as the demonstration subject helps to win over the audience
- You must use a participant and not a mentor – they will not believe a mentor.
- A cynical person may try very hard to look straight at you but once they get into a comfortable conversation their eyes will move because it's natural to do so.
- Emphasise this is not about 'reading people' or detecting liars. It is about empathy and understanding people's sensory preferences.
- You need even numbers for the discussion task – if not ask a mentor to pair with someone.
- There are lots of points to remember here. If you are concerned that you have missed anything you can ask more experienced trainers "Anything you'd like to add?" to make sure the essentials are covered.

Role for other mentors supporting you

- If your participants are not even they you may ask a mentor to pair with a participant.
- Ask mentors to circulate around the room and observe discussions. They can help participants to notice what eye movements are occurring and help if they get stuck with questions or conversation topics.
- If mentors notice anything significant during the group activity you can invite them to feed it back to the whole group.

Giving Constructive Feedback

You will be expected to give and receive feedback as part of TTT. As a trainer or facilitator you may also be giving feedback to participants on their performance. Here are some reminders of general principles of feedback that we have covered on previous modules:

- **Timely** – give feedback as soon as possible
- **Relevant** – make sure feedback is about the topic / issue / behaviour of focus
- **Empathy** – consider the feelings and perspective of the other
- **Encourage reflection** – Use coaching questions to get people to reflect on their own performance
- **Value effort** – Whilst you may want to comment on the end result, make sure to also value and give feedback on HOW those results were achieved.

Start with the positives – if you begin with a negative (you need to improve ___) that can sometimes affect the other person's confidence. Begin with the positives so that people feel cared for, supported and ready to grow from feedback.

Be Specific. – Give concrete examples of the behaviour that you saw (or would like to see in future). This may be what people did, said, how they managed their time etc. If possible you can link these specifics to the competency framework.

- **Balanced** – Try to have 3 positives / what went wells for every 1 next step
- **Right size** – Give feedback of the correct size. It is better for people to focus on 1-2 areas of development rather than having a long list. Activities which are shorter will not need as much feedback as longer activities.
- **No buts** – Using the word 'but' when giving feedback has a negative impact on the listener as they usually discount all of the positives you just shared. Get rid of 'but' by separating sentences, using and or saying next.

Be constructive, not critical – Criticism focuses on what you didn't like or what was a problem. Make feedback constructive by saying what you would like to see in future or what would make things better. This can be called 'stretches and next steps'.
You can even explain the desired impact of the next step: I would like it if you could project your voice louder so that the participants at the back of the group can hear you clearly.

Separate facts and opinion – We want to be careful not to treat our opinions as factual and end up judging the other person. Separating the person from their behaviour is a good start. When you do want to share your own opinion or perspective you can use "I statements" to make clear that it is your own idea / perspective / preference rather than a judgement of the other.
"Your presentation was boring." > "I engage more when there are some graphics on slides"
"You are disorganised." > "I prefer to plan my meetings at least two days in advance.

- **Record** – make notes of feedback received (or given if relevant) so that it can be referred to later
- **Respect privacy** - If feedback is sensitive or personal, make sure to deliver it in a private setting to respect the individual's privacy and dignity

Feedback Practice

Watch the example training – you can make general notes here

Core areas of strength (what went well)

Next steps in development

Home Group 2

You may like to record any reflections from your discussion (being mindful of confidentiality).

- What are your hopes about delivering training or facilitation on TTT?
- What are your concerns or fears about delivering training or facilitation on TTT?

Communication Challenge

Draw the picture that your partner describes to you:

What did you notice about your communication skills?

Johari Window

The Johari Window[2] is a tool which helps people to develop self-awareness of their strengths. It uses a fixed list of possible strengths to make feedback within teams easier.

1. Select your top five strengths from the list below.

- ☐ Able
- ☐ Accepting
- ☐ Adaptable
- ☐ Ambitious
- ☐ Authentic
- ☐ Bold
- ☐ Brave
- ☐ Calm
- ☐ Caring
- ☐ Cheerful
- ☐ Confident
- ☐ Creative
- ☐ Curious
- ☐ Dedicated
- ☐ Dependable
- ☐ Dignified
- ☐ Empathetic
- ☐ Energetic
- ☐ Enthusiastic
- ☐ Fair
- ☐ Flexible
- ☐ Forgiving
- ☐ Friendly
- ☐ Giving
- ☐ Grateful
- ☐ Helpful
- ☐ Honest
- ☐ Hopeful
- ☐ Humble
- ☐ Humorous
- ☐ Idealistic
- ☐ Inclusive
- ☐ Independent
- ☐ Ingenious
- ☐ Integrity
- ☐ Intelligent
- ☐ Kind
- ☐ Knowledgeable
- ☐ Leadership
- ☐ Listening
- ☐ Logical
- ☐ Loving
- ☐ Mature
- ☐ Motivated
- ☐ Negotiation skills
- ☐ Spontaneous
- ☐ Observant
- ☐ Open minded
- ☐ Optimistic
- ☐ Organised
- ☐ Patient
- ☐ Peacekeeper
- ☐ Persistence
- ☐ Perspective
- ☐ Powerful
- ☐ Proud
- ☐ Prudence
- ☐ Reflective
- ☐ Relaxed
- ☐ Responsible
- ☐ Responsive
- ☐ Self-controlled
- ☐ Team player
- ☐ Time management
- ☐ Trustworthy
- ☐ Visionary
- ☐ Warm
- ☐ Wise
- ☐ Witty

2. Give copies of this list to other people who you would like to get feedback from – team members, line managers, friends. Aim to get feedback from 3-5 people who you trust to be honest with you. Ask them to rate your top five strengths.

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[2] Luft, J.; Ingham, H. (1955). *The Johari window, a graphic model of interpersonal awareness.* Proceedings of the Western Training Laboratory in Group Development. Los Angeles: University of California, Los Angeles.

3. Collect the feedback from others and categorise it into the Johari Window quadrants as follows.
    - strengths that are on both lists go into the open area
    - strengths that appear only on your own list go into the hidden area
    - strengths that are on others' lists but not your own list go into the blind area
    - it is not possible to add any strengths to the unknown area

Open Area - Known to self and others	**Blind area** - Known to others but not self
Hidden Area – known to self but not others	**Unknown area** – unknown to self and others

4. Reflect on your Johari window results.
    - What are your unknown strengths? There may be strengths that others see in you that you do not fully acknowledge or celebrate in yourself.
    - What are your hidden strengths? Are there strengths that you deliberately hide or find difficult to communicate with others? How can you share these more?
    - How transparent are you? – Do you and others agree on your strengths?

What did you notice about your Johari Window results?

What can you do to bring more items of strength into your open area?

Feedback and Self-Assessment

A core part of being an effective trainer and facilitator is being able to receive and respond to feedback effectively. On module 1 we looked at a tool called the feedback matrix which sorts feedback into four categories and then makes recommendations about how to respond.

Positive – acknowledging or celebrating what you did well
Negative (though perhaps the word challenging is better) – naming what needs improvement
Expected – this aligns with your own self-assessment
Unexpected – this either does not align with your self-assessment or is surprising to you

<table>
<tr><th></th><th>Positive</th><th>Negative (or challenging)</th></tr>
<tr><th>Expected</th><td>Take time to celebrate this aspect of yourself or your performance.
Notice if there are things you need to put in place to maintain strengths in this area
If this is a strength for you, consider how you could use it to support / mentor others</td><td>Reflect on what you may have done already to try and improve in this aspect.
Identify further steps that would help you to improve this area.
Create a specific action plan using SMART goals that can help you improve.
Consider seeking support from someone strong in this area.
Review this and continue to seek feedback to track improvement</td></tr>
<tr><th rowspan="2">Unexpected</th><td colspan="2">With any unexpected feedback (positive or challenging) the first thing you might like to do is validate it – check whether others think the same and whether it is a true / fair assessment. If it is, then proceed:</td></tr>
<tr><td>Notice why this feedback was unexpected for you – are you forgetting, undervaluing strengths that you have?
Take time to celebrate this newly discovered aspect of your performance.
Explore whether this is a one off positive. If so, can you strengthen it, turn it into a habit or make it more consistent.</td><td>Identify why this feedback was unexpected for you – do you have blind spots or are the standards around this area unclear?
Notice how you feel and think in relation to this feedback – it is often the most difficult to process.
Identify if you need other information or perspectives to make sense of this feedback.
Start planning small, achievable changes to improve this area.
Regularly reflect on this area in order to develop self-awareness.</td></tr>
</table>

You may want to refer to this matrix after you receive your peer feedback in order to help you to process it.

Facilitating Discussion

The main role of a facilitator is to hold space and create structure so that good group discussions can take place. Trainers also need to be able to set up good discussions as part of skills practice or reflection activities.

To run an effective discussion:

- Explain the purpose of the discussion
- Explain your role – sometimes participants need to know what you will and won't be doing
- Ensure the discussion has a:
    - Beginning – purpose / context / energiser
    - Middle – main discussion activities
    - End – summary / conclusion / final reflection / next steps
- Provide enough structure or prompting for a constructive discussion to take place – this may be in the form of key questions or activities to shape the discussion
- Give participants space and time to share and reflect
- Moderate in a way that encourages a range of voices and perspectives in the group
- Moderate in a way that encourages less vocal participants to safely speak up and more vocal participants to hold back
- Keep the group to time so that the discussion objectives are met
- Adjust timings and activities based on the needs of the group
- Create and maintain psychological safety throughout

Managing voices

During group discussions it is important to manage the voices in the room. This means helping a range of people to share in a fair and balanced way.

Inviting group members to share:

- **Hands up** – people indicate that they want to share and you select people. This can help you to pick a range. Sometimes the same people put their hands up.
- **Shout out** – anyone can respond to your prompt or question. This favours people who are confident or fast thinkers.
- **Name people** – you select who you want to hear from. You can target people that you have not heard from in a while. Participants will need thinking time first.
- **Announce an order** – tell the group the next 2-4 people you want to hear from. This gives those people time to prepare a response before you ask them to share.
- **Talking stick** – in a group you can pass the stick around to indicate whose turn it is to speak. This is often done in a calm and ordered manner (like clockwise or across the row of people)
- **Throw a ball** – in a group you throw a ball to someone to indicate it's their turn to speak. They then throw to someone else which creates energy and a more random order.
- **Groups first** – ask people to discuss in pairs or groups and then revert to one of the other methods (name people / shout out etc) as they will have had time to prepare responses.

Managing quiet participants

Some participants take more encouragement to share in a group setting – they may lack confidence, feel shy, be a little disengaged, take more time to think or just expect someone else to take the lead on the talking. It is important to encourage them to speak up so that they feel they have had a voice in the discussion.

- **Ask open questions –** if you ask a quiet person a closed question (Do you have an idea?) they may only respond with a one-word answer and stop there. Using open ended questions means they are likely to share more.
- **Thinking time / sticky-notes –** give everyone 2-5 minutes to think quietly and write their ideas down. Then you can ask the quieter members of the group to share because you know they have had time to get a response ready. You can also get people to read each other's sticky notes.
- **Pairs / groups first –** instead of asking the whole group to offer ideas to the room, get participants to speak in small pairs or groups first. This means that everyone gets to speak to someone and share ideas in a safe way before contributing to the whole group.
- **Ask directly –** if you know someone doesn't tend to volunteer their ideas then you can ask them directly for their thoughts. This works well if they have already had thinking time or a small group discussion. "____ tell us what you talked about / thought about."
- **Tell me what THEY said –** sometimes people feel shy about sharing their own ideas. Get people to talk about something in pairs, then each person feeds back a short summary of what their partner said. This can sometimes feel safer than sharing their own ideas.

Managing big talkers

Some participants are very eager to share – they may always be ready to say something, be quick to respond, take a long time to make their contribution or even dominate discussions.

- **Time limits** – if you need to hear from everyone then you can set a time limit for each speaker (e.g. 5 seconds for quick ideas, 30 seconds for a short reflection or one minute for a story.) You could keep time or share timing responsibilities with the group. (The person on your left times you and tells you when to stop). It is important to stick to time limits so people feel fairly treated.
- **Word limit –** instead of a time limit tell everyone they get to share one / three / ten words in response to your prompt. This kind of limit can also encourage creativity.
- **Spend a card –** if you find that the same few people keep commenting or asking questions then you can give all participants the same number of cards (usually 2-5 depending on the length of the session). If someone wants to contribute to a discussion then they raise a card. Take the card off them when they speak. This means that once someone has spent all of their cards they have to sit back and let other people speak. This can be useful in conferences and debates. You could also number the cards. If I raise my third card but someone else raises their first card then they should get priority because they haven't spoken yet.
- **Summarise to show understanding** – some people talk a lot because they worry about not being understood or listened to. Summarising what someone has said demonstrates your understanding and provides reassurance, which may mean they learn to talk less.

- **Emphasise the purpose** – some people talk a lot because they need to think out loud. This means they share ALL of their thinking rather than just the final point. Make sure you have clearly emphasised the type of contribution you are looking for: What is your key idea? What is your conclusion? What did you learn from that? What do you recommend we do?
- **No speech** – for some activities you may be able to avoid speech all together. Everyone shares one body movement, hand signal, or draws a picture of how they feel / what they think. This can be creative and prevent people taking too much time.
- **Observer** – in group settings you may want to strategically put the big talkers into an observation role. This means they make notes on what they see happening and feed back at the end. This may give teams a bit more space to discuss their ideas.
- **Extra time** – if someone clearly has more to say you might like to arrange a time or place to speak with them further. E.g. if anyone wants to discuss this more, you can meet me over lunch / we can plan a separate meeting etc.
- **High verbal groups** – you may want to put big talkers or dominant people together in their own group. This leaves all the quieter people in a group where they don't feel as dominated. You may also want to reflect afterwards on how they found being with people of a similar style
- **Interrupt** – people don't like being spoken over, but if someone is taking an unfair amount of time, use one of their pauses or breaths to politely interrupt them. Use the interruption to either; thank them for their ideas, ask them for the final point, remind them of the goal/purpose or explain time is short and you need to move on and let others speak.

Managing interrupters

Some participants talk over each other which has an impact on the safety and comfort of the group. Interruptions need to be managed to create fairness and harmony.

- **Pass / throw an object –** this is useful for groups with regular interruptions. Only the person holding the object can speak. Others who want to speak give a signal and when the object is given to them, they can contribute.
- **Group signal –** in some groups, people may feel safe enough and well bonded to come up with a signal for when they feel they are interrupted or when they see others interrupting. Some people don't always realise that they talk over others so perhaps a hand gesture, motion or even group pause can help people learn when they talking over others. Be careful that the signal doesn't make someone feel bad.
- **Ask to finish –** if someone interrupts, you can interrupt them to address it and suggest a course of action. E.g. "Can we let ___ finish before we hear your idea?" "___ was sharing. We said in the group agreement that we would take turns to speak."
- **Allocate a speaking time –** let the group know when they will be able to speak so that they don't feel the need to make interruptions. E.g. "We'll listen to four ideas and then take comments." "I'll give all the instructions and then you can ask questions before we start the activity."
- **A quiet word –** if you need to challenge behaviour directly you may need to have a private and quiet word with someone. E.g. "I've noticed you have a lot of ideas about ____ which is great. When you talk over others it makes it hard for them to share. Can you let people finish what they are saying before you offer your ideas?"
- **Consequences –** if someone persistently interrupts, even after feedback, then you may need to escalate according to your group agreement.

Bringing the group back

Ending or pausing group discussions is a skill in itself – especially when working with larger numbers of participants. You may need to use different ways of bringing people back depending on what they are doing, the kind of relationship you are trying to build and how long you need their attention for. This table gives some examples of different strategies you can use to end or pause group discussions.

Method and examples	Participant response	Advantages	Disadvantages
Non verbal signal Raise a hand, put your hands on your head, fold your arms.	When you see the signal, stop what you are doing and copy the signal.	• Calm (low energy) • People stop at their own pace • The room gradually quiets down as more people stop • Saves trainer voice	• Not everyone may notice • Can be slow for everyone to join in
Loud Noise Clap, ring a bell, blow a whistle, shake a tambourine.	When you hear the noise, stop immediately.	• Immediate attention • Can usually be heard over people's discussions • Good for emergencies • High energy	• May cut people's conversations short • Can make people jump • A shout can wear out your voice!
Time Checks Visit each group and see how much longer they need. Use this to agree a stop time.	Judge how much time is needed and work to that deadline.	• You can check if people are ready to conclude • Quieter • Personal to group's needs • Gives people time to finish what they are doing • Useful when groups are in different locations	• Takes time to visit each group • Groups want different amounts of time so someone will feel rushed • You still need to use another method once the time limit ends.
Count Down Count back from 5, 10 or 30.	Finish what you are doing and stop when the countdown gets to 0.	• The initial shout of a number gets people's attention. • Time for people to finish their conversations. • You can lower your voice as you go down the numbers to create calm. • You can get louder to create energy.	• People may rush the end of what they were doing. • Can make people jump • Counting out a long string of numbers can distract people
Music / Song Play a hort amount of music and then stop it.	When you hear the music, finish the bit you are doing then stop.	• Saves your voice • Different tracks can be used for different moods / atmospheres • Length of track could be used as a form of countdown	• Requires music equipment / phone • You need to make sure the audience know the signal in advance • Prepare to repeat the track or end it early if the timing doesn't match your group

Giving Good Instructions

When you are working with groups you usually need to instruct them on what to do. Giving good instructions can be more difficult than you think – ***you*** know exactly what you mean in your own head and so you can make assumptions that participants will simply understand what you mean.

Key principles for giving good instructions:

- **Purpose** – tell people why they are about to do an activity to help them understand and engage
- **Use clear, simple language** – can you explain it using words a child would understand?
- **Be concise** – make the instructions short by cutting out anything unnecessary
- **Use manageable steps** – break the instructions down into parts. For complex activities, it can be effective to give one step at a time.
- **Use a logical order** – give the steps in an order that makes them easy to follow. E.g. collecting equipment before starting or get people into groups before explaining the topic of the discussion
- **Demonstrate** - show participants exactly what you want them to do
- **Be specific** – you may need to clarify what you mean. Saying chat for a few minutes or come up with some ideas is vague. You may want to specify they will be talking for 4 minutes and generating 3 ideas.
- **Visual cues** – use diagrams, pictorial reminders or written instructions to help people to follow along
- **Give reasons** – where appropriate, it can be useful to explain why participants need to carry out certain steps. This may motivate them or overcome objections.
- **Invite OR tell** – you need to choose which style of language is most appropriate:
    - **Inviting** – works well when you are facilitating and / or participation is optional. E.g. I'd like you to come up with 3 ideas, can you…?, would anyone like to share…?
    - **Telling** – works well for precise instructions that you want all to follow. E.g. write positives on the green sticky notes, put your sheets in the middle of the table.
- **Check understanding** – ask questions after you have given the instructions to check that people understand
- **Signal when to start** – once you have delivered your instructions (or this step of the instructions) clearly signal that participants can now carry them out
- **Monitor** – watch people carrying out the instructions to ensure they have understood and to be able to quickly address any problems

Exceptions – there may be times when you don't want to reveal the purpose of an activity because you want participants to reflect on the meaning afterwards. You may also want to give vague or open ended instructions in order to see how different people respond or to reveal lessons about communication.

Things to avoid when giving instructions:

- **Assumptions** – don't assume people will already know what you mean, how to do a step, what they will need or how long to take.
- **Apologising** – "I'm sorry that I need you to…" this signals to the audience that they should feel bad about the thing you are instructing them to do which may put them off.
- **Commentating** – "I'm just going to load the slides / hand out paper" This is usually a way to fill nervous silence. It can be distracting for participants.
- **Long repetition** – It's ok to repeat a key point if needed, but don't repeat long instructions over and over.
- **Compounding** – "We are going to do X, then Y, then Z and then we'll…" Putting lots of points together all at once makes participants forget them or get overwhelmed.
- **Patronising** – over explaining to people because you have misjudged their level of understanding. Get to know your participants so that you can explain at the right level.

Home Group 3

You may like to record any reflections from your discussion (being mindful of confidentiality).

- What are your key learnings from this module?
- What impact does that learning have?
- What does it mean to you or show about you?
- What are your next steps or actions?

Delivery Reflection

What training content / facilitation activity did you deliver?

Make a note of both your own reflections and some of the key feedback you receive from others.

What went well?
What are your next steps? And how will you achieve them?