

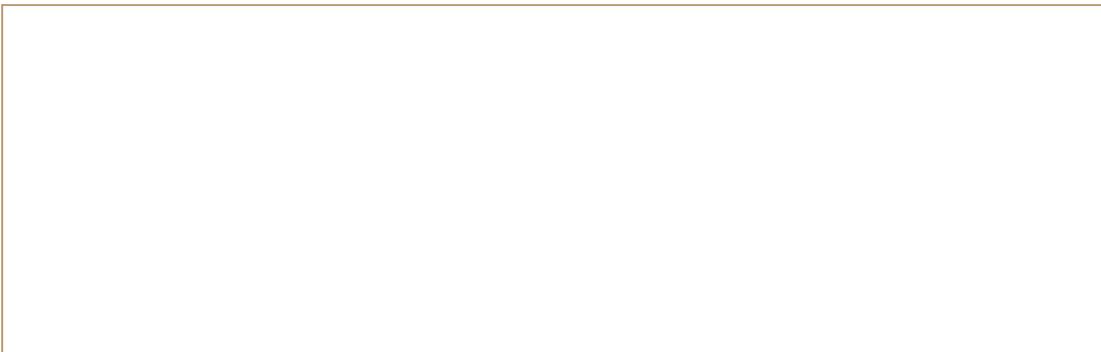


مركز الملك حمد العالمي للتعايش والتسامح  
King Hamad Global Center for Coexistence and Tolerance



# Leadership for Coexistence Programme Train the Trainer 2 Effective Facilitation and Training Design

## Participant Booklet



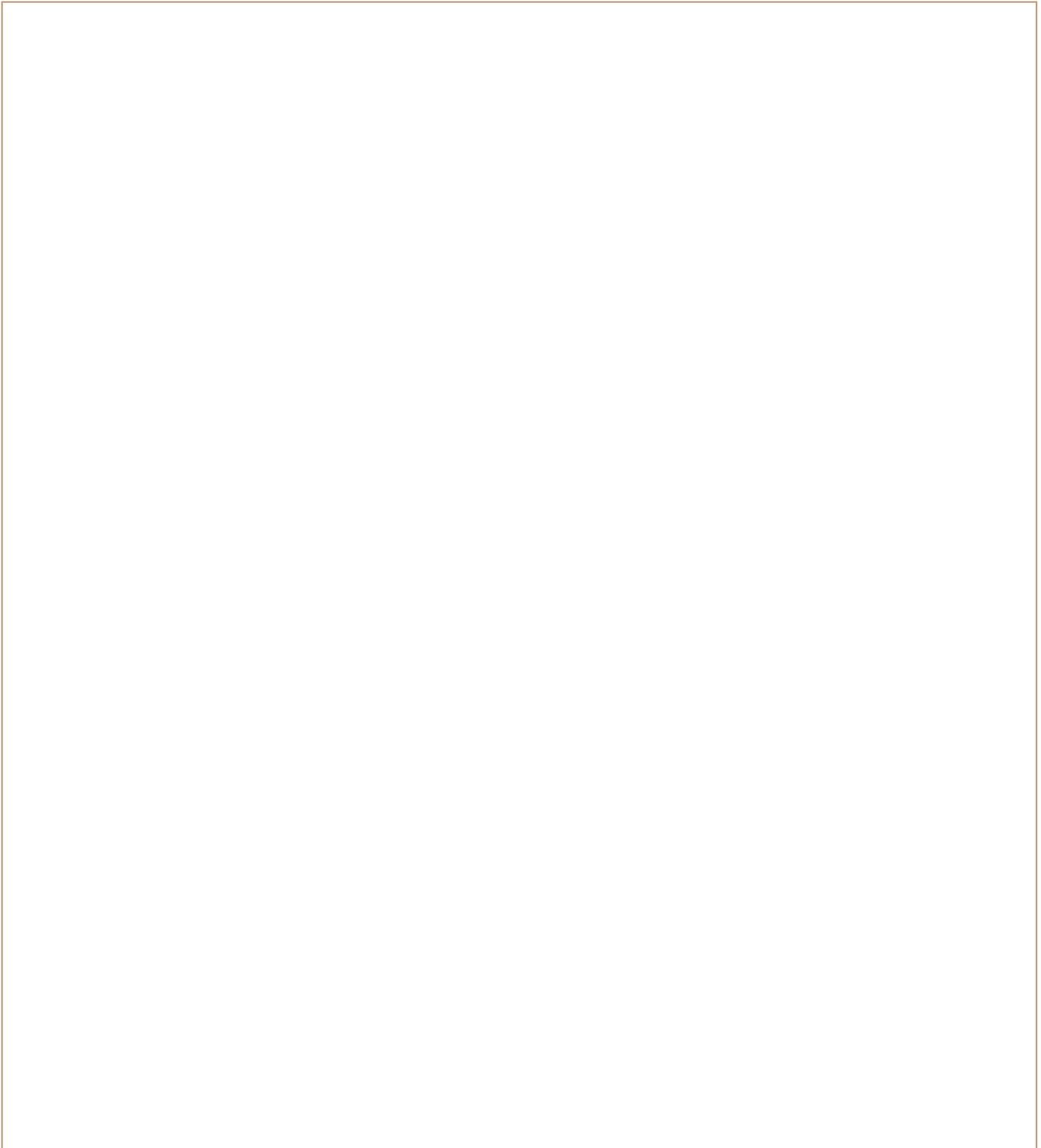
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# Home Group 1

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

- How are you feeling going into this module?
- How might you like to feel by the end of the module?
- What will help you to achieve that feeling by the end of the module?

A large, empty rectangular box with a thin brown border, intended for participants to write their reflections on the questions listed above.

# Creating the Container

**“Just as a farmer cannot drive a plant to grow faster, a leader or change maker in an organisation cannot drive practical results. Instead, attention must be placed on improving the quality of the soil.”**

One role of a good leader is to create a **container** – this is the space or micro-culture in which group members can do its work or activities. A trainer or facilitator is a form of leader. They must create containers so that the work of learning together and / or discussing together can happen effectively.

You cannot assume that a good work space will just happen. We must work actively to create containers (or brave spaces) by putting in place physical and psychological boundaries as well as effective processes. These might include:

## **Physical**

- Arranging the physical space
- Accessibility of the space and the content (physical needs, learning needs, religious needs, event timings and location, clear visuals)
- Ensuring resources and equipment are ready and tested
- Managing people’s physical energy (breaks, refreshments, type of activities)
- Appropriate number of staff members
- Respecting the trainer space

## **Psychological (for learning and content)**

- Making clear the purpose and expectations
- Structuring programme activities into a coherent order
- Facilitating communication between people
- Pacing activities at the right speed and energy levels
- Balancing the voices in the group
- Selecting appropriate / committed people to participate in a programme
- Reviewing work progress and goals

## **Psychological (for brave spaces)**

- Actively building in ice breakers and bonding
- Agreeing on ground rules together
- Upholding group agreements and consequences
- Managing people’s emotional energy (check ins, space to process)
- Celebrating or acknowledging contributions
- Giving appropriate time, space and silence
- Managing constructive disagreement / conflict

## Setting up the psychological container

Participants are coming into a learning space with their own private emotions, thoughts, motives and possible distractions. It is important that the beginning of a session does something to bring people on board psychologically and emotionally. There are three things that can be useful to include at the start of a session:

**Relevancy framing** – letting participants know how or why this session would matter to them so that they are invested in taking part. Ideally this will emphasise a personal problem they could overcome or desirable outcome they could achieve by participating.

**Pacing current reality** – acknowledging what emotions and circumstances people might be facing at the moment to show you empathise with them.

This might include naming what is going on politically or culturally, the impact participants age or demographics have on the situation or how they might be feeling about what they have done / are about to do. You may also need to name what is going on around you. For example: some people are still arriving, it's gorgeous weather and you'd probably rather be outside, I know it's a Thursday and some of you are trying to ignore work emails.

On our training plans the relevancy framing and pacing current reality are combined into the '**explain the context and pacing**' section. This gives you a good idea of the relevancy of the activity but you will need to tailor what you say to the particular needs, feelings and demographics of your audience.

A good trainer or facilitator can weave these points together in the first few sentences of a session to get participants ready to engage. It can be done by making statements, asking questions or even telling stories.

For example, when we teach the temperaments to a group of young leaders interested in coexistence, we often say something like:

Hands up if you've ever walked into a room, you've not said anything or done anything, but you get the sense someone doesn't like you? (pause for hands up)

And, have you ever seen someone walk into a room, they've not said or done anything, but you've just got a funny feeling about them? (pause for hands up and laughter).

We all do it - Now why is that?

We are all here to promote coexistence - being able to live and work in harmony with people who are diverse from us. So today we want to show you a model that will help you to understand one way of noticing those differences AND better empathising and working with them. That way you can strengthen the communities you live and work in. Does that sound useful to you?

How might you explain the context and pacing for these scenarios:

**You are training a public speaking model to a group of teenagers so that they can deliver speeches to their head teacher.**

**You are about to facilitate a discussion between community members who don't know each other well. They are brainstorming what to do about an unused piece of land in the community.**

**It is the start of your programme. No one knows each other. The national news has been broadcasting about political violence. The group are here to learn about active listening and conflict resolution.**

**It is just after lunch. The group know each other but have just been very mean to each other in the Red Blue game. You are about to facilitate a discussion about effective and ineffective team working.**

## Setting up the physical container

In the 1950s, a term called psychogeography became popular. It mostly focused on urban spaces and streets – how the aesthetics, layout, structure and navigation of cities could impact people’s emotional states. A general definition of psychogeography by Wilfried Hou Je Bek says:

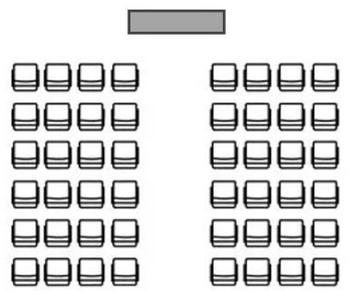
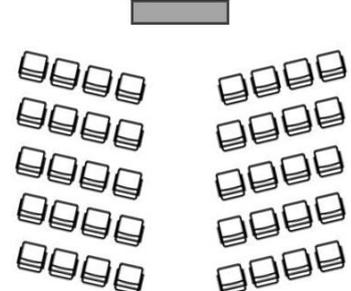
**“Psychogeography is the fact that you have an opinion about a space the moment you step into it.”**

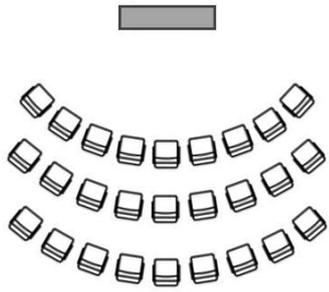
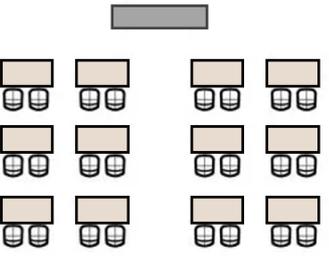
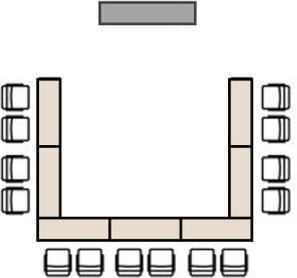
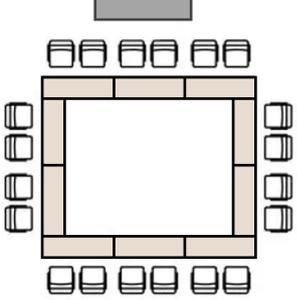
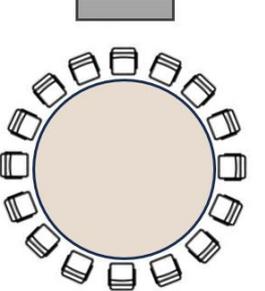
This principle can be really useful to draw upon as a trainer or facilitator. How we curate a space sends a message to our participants about what kind of work they are going to do, how they will do it and perhaps even how they will be treated or what the group dynamics could be.

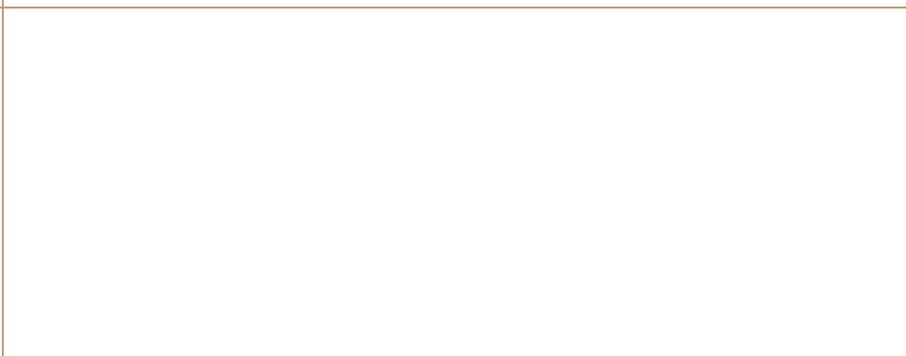
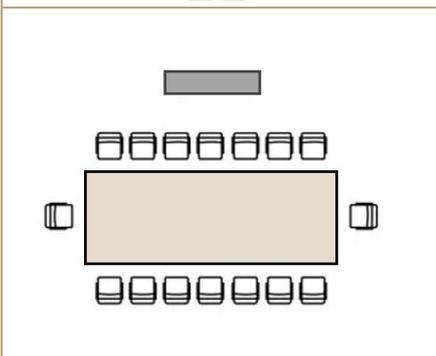
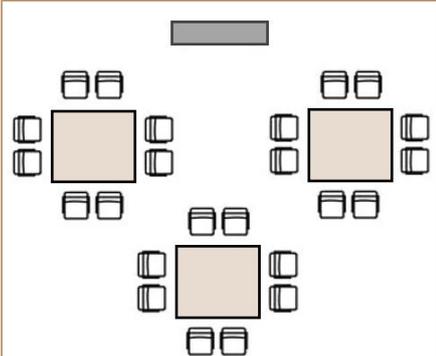
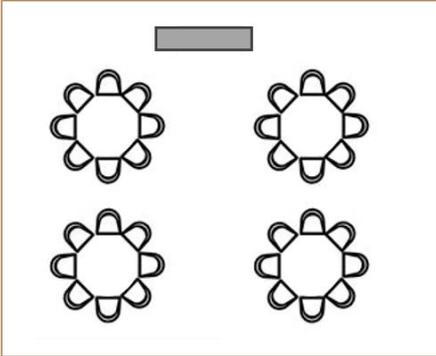
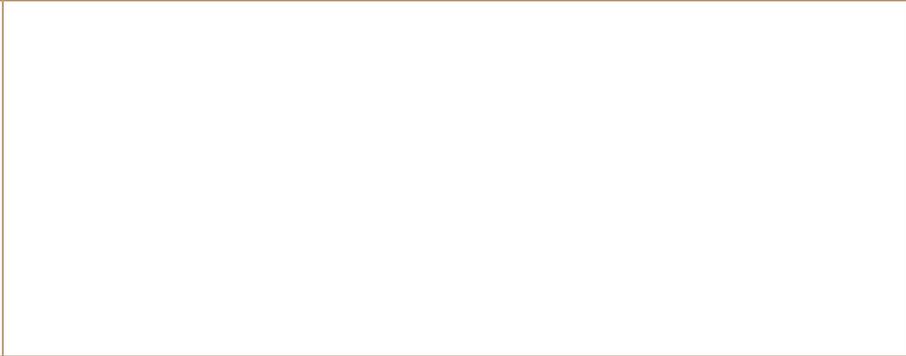
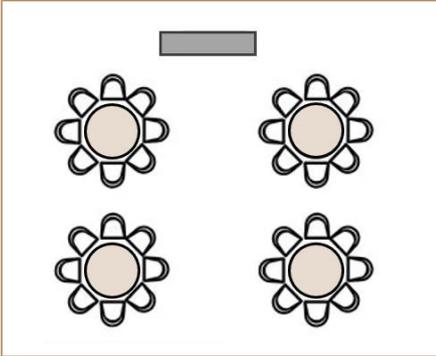
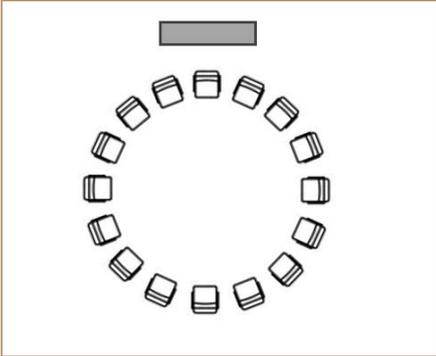
Psychogeography can include:

- **Lighting** – dim or bright lighting can symbolise the mood and tone of a space.
- **Temperature** – warm or cool according to people’s comfort levels and the kind of attire you want to encourage. This can also feed into gender biases as men prefer cooler temperatures and women prefer warmer ones.
- **Positioning of people** – who gets to sit where and does this signal any roles or hierarchies?
- **Furniture layout** – the arrangement of chairs and tables signals the type of communication that will take place

What impression do these furniture layouts signal to you?



## Using anchors to support the container

Anchoring is a term used in Neuro Linguistic Programming to describe a method through which an individual can trigger a specific emotional or physiological state using a unique stimulus, like a gesture, word or location. Anchors can be created within the physical space to create certain responses in your participants or yourself. For example:

- Using the space at the front of the room to anchor a sense of focus and attention
- Standing on a particular spot to talk about positives and a different spot to talk about negatives
- Wearing a particular outfit to anchor a feeling of confidence
- Having refreshments in the same location to anchor comfort
- Sitting someone at the 'head of a table' to anchor authority

You can use these physical anchors in order to give meaning and feelings to particular spaces. Once you have created an anchor think carefully about whether to maintain it or whether you want to break it.

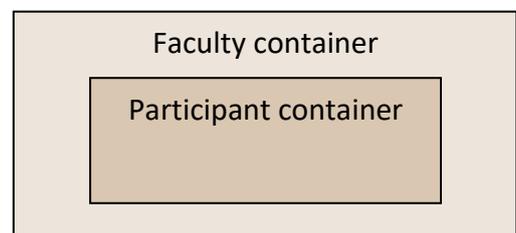
For example – you may want to maintain the training space at the front of the room by keeping it clear and making sure no one steps across it or intrudes in it. This creates a sense of importance and focus for this space.

If a group is sat boardroom style with the leader at the head of the table, you may want to rearrange group members to change the dynamics in the room.

## Looking after the faculty - the container within the container

Your primary concern is maintaining a brave container for the participants to learn in. This can only be done if the faculty members physical and emotional needs are also taken care of. This means that there is another container for the faculty. This can include:

- Planning meetings to pace goals, roles and expectations
- Time before the event for rest
- Arriving at the venue early to set up in good time
- Team check ins – how are staff feeling before / during / after an event?
- Delegating / sharing out tasks, especially ensuring everyone gets breaks
- Sometimes having staff members step out of sessions they are not needed for
- Team debrief – reviewing the day – how are we feeling, what went well, any concerns to address, any actions for the next session?
- Giving each other constructive feedback



Look back to the different ways of creating the container on page 4.

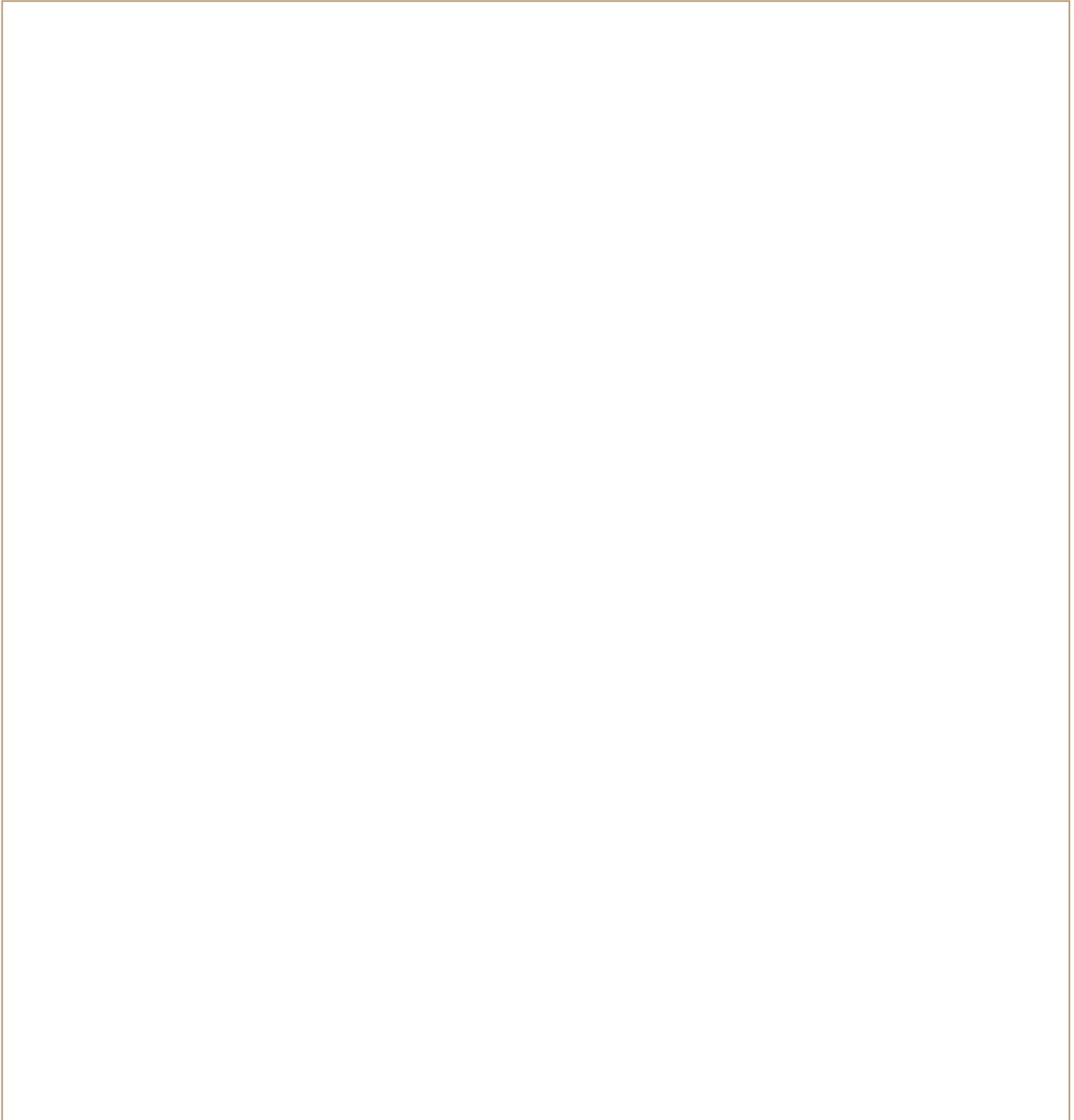
**Which methods of creating a container do you already use when working with groups?**

**Which methods of creating a container do you want to work on using more?**

# Problem Solving Activity 1

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

- How did your team / group perform at the activity?
- What were your individual contributions?
- What lessons did you learn about problem solving?
- What tools and models from the programme did you notice? (temperaments, working genius, Satir Categories, Conversational actions etc)

A large, empty rectangular box with a thin brown border, intended for participants to record their reflections on the activity.

# Learning Styles

Educators have wondered whether people prefer different methods of learning or a particular part of the learning process. This has led to many theories of learning styles. No theory of learning styles has ever been scientifically proven to be accurate. Common problems include:

- People doing learning styles quizzes get different results when they take the tests more than once. This shows people's answers are affected by day-to-day changes in mood rather than showing a consistent preference.
- The questions in learning styles quizzes may not always be measuring the thing that is intended. E.g. "I'm usually one of the people who puts life into a party" is used to indicate someone's interest in active learning in the Honey and Mumford styles quiz, but this probably measures sociability rather than learning style.
- Most results show that "people have a combination of all styles" rather than one strong preference which makes the theory of learning styles redundant.

Despite these scientific problems, the idea of learning styles has still remained popular for educators. Rather than trying to tailor learning to fit personal learning styles, a training or a learning experience can be mindfully designed to include a range of different activities and methods.

## Sensory styles

This model argues that people have a sensory preference in their learning:

- **Visual** learners benefit from – diagrams, demonstrations, video, images, colour coding, written instructions and checklists.
- **Auditory** learners benefit from – hearing explanations, discussion, listening to / following verbal instructions, other sounds and musical associations.
- **Kinaesthetic (touch)** learners benefit from – interacting, feeling, doing and engaging in practical experiences that allow them to try things out.

## What do you notice about your own sensory style?

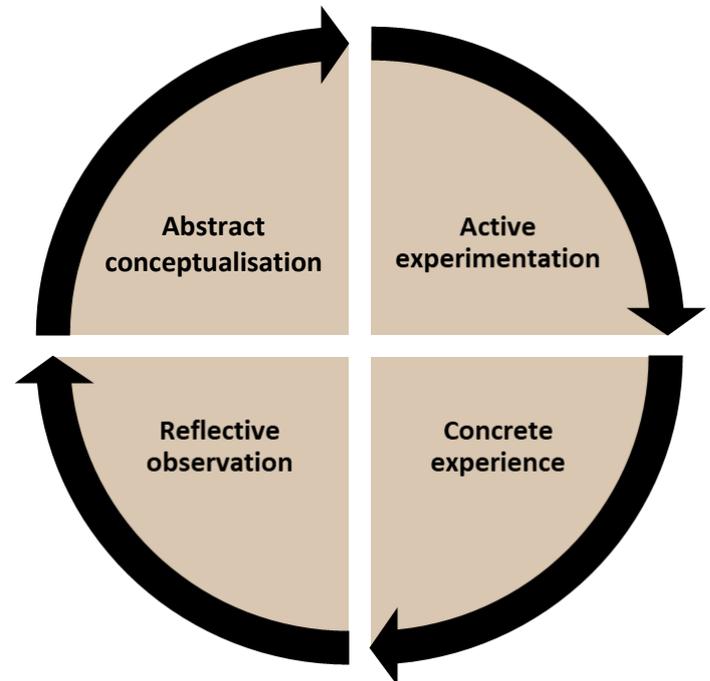
## Honey & Mumford's Learning Styles Questionnaire (LSQ)<sup>1</sup>

This model uses a questionnaire to sort people into four styles of learning. The theory is that students can then choose learning experiences that are best suited to their style. The four styles are based on the work of Kolb.

## Kolb's Learning Cycle<sup>2</sup>

This model shows that good learning happens in four phases.

- **concrete experience** – the learner engages in an activity, scenario or an opportunity to explore ideas and skills related to the learning.
- **reflective observation** – the learner analyses the previous experience and notices what was learned, what went well and what could be better.
- **abstract conceptualisation** – the learner thinks about the theories and concepts that relate to their experiences and observations.
- **active experimentation** – the learner makes changes to their behaviour and approach based on the learning, trying to apply the knowledge to new situations.



Kolb suggests that a learner can enter the cycle at any part of the process and then proceed around the cycle. All four stages are needed for learning to be effective. This means that people designing training should make sure that all four aspects are present in their training design.

Honey and Mumford related their learning styles to these four stages, supposing that different people show a preference for each stage of the process:

- Activists prefer concrete experiences
- Reflectors prefer reflective observation
- Theorists prefer abstract conceptualisation
- Pragmatists prefer active experimentation

Honey and Mumford also simplified the language of Kolb's model so sometimes the cycle can be found with these alternative names:

- Experiencing – doing something
- Reviewing – thinking about what has happened
- Concluding – drawing some conclusions
- Planning – deciding what to do in the future

<sup>1</sup> Honey, P. and Mumford, A. (1986a) *The Manual of Learning Styles*, Peter Honey Associates.

<sup>2</sup> Kolb D. (1984). *Experiential learning: Experience as the source of learning and development* (Vol. 1). Englewood Cliffs, NJ: Prentice-Hall.

Style and definition	Attitude to learning	Traits and attributes	Supporting this learner	Challenges for this learner
<b>Activist</b> Experimental learners	I'll try anything once. Let's give this a go and see what happens.	<ul style="list-style-type: none"> <li>Learn by doing – trial and error</li> <li>Open minded and enthusiastic approach</li> <li>Keen to engage in new challenges and experiences</li> <li>Act first and think later</li> <li>May prefer working with others</li> </ul>	<ul style="list-style-type: none"> <li>Puzzles</li> <li>Competitions</li> <li>Role play / simulations</li> <li>Brainstorming</li> <li>Problem solving</li> <li>Group participation</li> </ul>	<ul style="list-style-type: none"> <li>Passive learning - reading, listening or observing</li> <li>Interpreting data</li> <li>Repeating tasks</li> <li>Following precise instructions</li> </ul>
<b>Reflector</b> Thoughtful learners	Tell me about it. I'd like time to think about it.	<ul style="list-style-type: none"> <li>Gathers information and thinks it over</li> <li>Careful, thoughtful and thorough</li> <li>Slow to form conclusions</li> <li>May prefer to observe others and reflect on the results before acting</li> <li>May listen to others' views before sharing their own</li> </ul>	<ul style="list-style-type: none"> <li>Observing others</li> <li>Demonstrations</li> <li>Reading and researching</li> <li>Time to think and prepare</li> <li>Reflective discussions</li> </ul>	<ul style="list-style-type: none"> <li>Acting spontaneously (role play / scenario)</li> <li>Rushed into answering</li> <li>Having little information to work with</li> </ul>
<b>Theorist</b> Logical and objective learners	Convince me. How does X fit with Y?	<ul style="list-style-type: none"> <li>Likes to research and draw logical conclusions</li> <li>Asks probing questions about how things work</li> <li>Looks at the bigger picture or theory</li> <li>Keen to have models, concepts and facts</li> <li>May prefer a step-by-step methodical approach</li> <li>May be a perfectionist seeking 'the right' way</li> </ul>	<ul style="list-style-type: none"> <li>Models / diagrams</li> <li>Statistics</li> <li>Research backed information</li> <li>Theoretical discussions</li> <li>Reading and researching</li> <li>Time for questions</li> </ul>	<ul style="list-style-type: none"> <li>Information which is vague or not scientifically sound</li> <li>Learning is unstructured</li> <li>No context or purpose</li> <li>Having no underlying principles to work with</li> </ul>
<b>Pragmatist</b> Practical learners	Show me. How can I use this in practice?	<ul style="list-style-type: none"> <li>Likes tried and tested techniques relevant to their situation</li> <li>Happy with anything that works in practice</li> <li>Keen to try out whatever they learn</li> <li>May be keen to action plan the next steps</li> <li>Asks questions about how learning can be applied to their lives</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrations</li> <li>Practice opportunities</li> <li>Planning discussions</li> <li>Reflections on application</li> <li>Role plays / simulations</li> <li>Real life stories and examples</li> </ul>	<ul style="list-style-type: none"> <li>Techniques are slow or difficult to apply</li> <li>Learning is not related to a real-life need</li> <li>All theory and no practice</li> </ul>

**What do you notice about your own learning style? Think back to your approach to the team problem solving game.**

A good training session contains a variety of tools, activities and approaches so that all types of learners can engage at some point.

**How might you engage visual learners?**

**How might you engage auditory learners?**

**How might you engage kinesthetic learners?**

**How might you engage activists? – people who like to do things and experience**

**How might you engage reflectors? – people who like to think and observe**

**How might you engage theorists? – people who like to research and draw logical conclusions**

**How might you engage pragmatists? – people who like to plan how to practically apply learning**

# SOFTEN – Body Language for Presentations

SOFTEN is a model of assertive but rapport building body language which can be used when making presentations or when speaking in conversation. SOFTEN is a list of things you can be aware of and change in order to come across more confidently to communicate better with your audience.

- S**mile      This makes people feel welcome, it makes you look confident and more importantly shows you're enjoying what you're talking about. Even if the topic is serious, introduce and end your speech with a smile in order to build rapport.
- O**pen      Open body language makes people feel comfortable around you, and makes you look more comfortable and approachable. Make sure nothing is blocking the view of your upper body. Try to position your body so that you are open to the whole audience, not just those in the centre.
- F**orwards      Leaning slightly forwards shows the audience that you are engaged. This is much better than people who lean backwards slightly – indicating fear of the audience or situation. Don't lean forwards too much or it could seem intimidating or unnatural. You can also lean forwards more to add suspense to parts of what you are saying.
- T**renched      This word means a steady stance. Stand with your feet roughly one shoulder width wide. This sturdy stance makes you look hard to push over and shows that you are in control. If you do want to move around the 'stage' then go to another fixed point; don't pace from side to side!
- E**yes      Eye contact with as many people as possible shows the audience you are interested. It also makes them pay attention if they think they are being looked at. Don't stare at the same people for too long as it could make them uncomfortable.
- N**odding      Nodding at times when you're saying something good or agreeing with someone makes them feel positive. You can also nod to encourage the audience to agree with what you are saying.

Using all of these things makes you look more confident. If the audience think that you look confident, they will be more at ease which should then help you to feel confident.

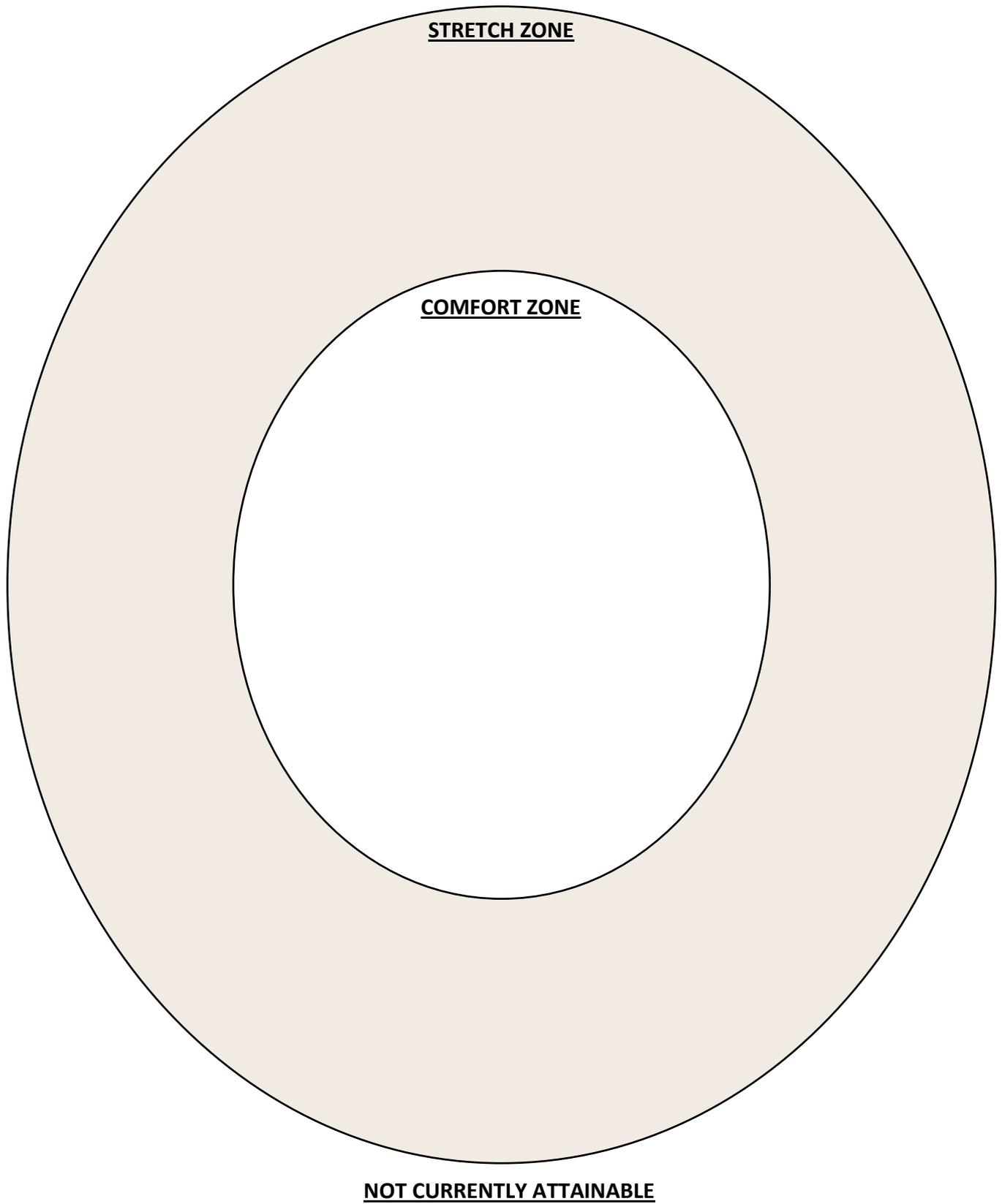
Remember that your presentation always starts from the moment the audience sees you. Try to adopt this body language right from the moment you walk in or stand up.

Practice presenting using the body language of SOFTEN.

**Which aspects of SOFTEN body language are you able to use well?**

**Which aspects of SOFTEN body language do you want to develop further? How?**

# Comfort and Stretch Zones



The **comfort zone** contains items which are **familiar** and **predictable**.

- They are not always 'comfortable' but their predictability means that we usually feel safe in this area.
- Sometimes negative habits or dysfunctional behaviours can feel familiar and predictable to us – like alcoholism, substance abuse or a toxic relationship.
- Staying in the comfort zone at all times means that we do not challenge ourselves, may become reliant, narrow minded or perhaps even develop unhealthy behaviours.
- People may stay in the comfort zone by only mixing with people who are similar to them – the same gender, religion, race or with the same hobbies or beliefs. This can lead to an insular life or allow prejudices about other groups to form.

The **stretch zone** contains items which are **unfamiliar** and **unpredictable**.

- This means that there is some element of risk taking and unpredictability – such as meeting a new person, taking an exam, learning a new skill.
- We grow and develop as people by stretching ourselves and having new experiences. It helps us to learn and meeting diverse people also broadens our ability to empathise with different kinds of people.
- Staying in the stretch zone at all times is also unhealthy for us because being in unfamiliar and unpredictable situations puts stress chemicals into the body. Staying in the stretch zone for long periods could create stress, anxiety, exhaustion or even thrill-seeking behaviours.

The **not currently attainable zone** contains things which are impossible for us to reach right now. When our stretch zone grows things which were once unattainable move into the stretch zone. Some people are forced into their not currently attainable zone through traumatic experiences (like a child having to care for a relative or a refugee being ejected from their home). Humans learn to adapt to these unfortunate circumstances, but adapting quickly to things that they were not ready for often creates changes to that person's behaviour, emotional processing and coping mechanisms in the world.

### **An example of growing the zones**

We can use this model to help us achieve bigger goals over time. Imagine your life goal was to be a Formula One racing driver. At 16 years old this is impossible to perform – it is in the not currently attainable zone. Over time it can become possible by moving in and out of the comfort and stretch zones.

- Stretch: The first driving lesson is scary, new, exciting, difficult etc.
- Rest: Go back to the comfort zone and do something familiar to relax.
- Stretch: Continue driving lessons and learn to do more complicated manoeuvres
- Rest: After each lesson go back into the comfort zone
- Over time the learner driver can do more complex driving and starts to feel more comfortable until eventually they pass their test and driving is now in the comfort zone.
- Because driving is in the comfort zone, the stretch zone also gets bigger and now becoming an F1 driver is possible with further practice.

## **Building resilience**

Resilience is the ability to 'bounce back' after a challenge or setback. The comfort stretch zone model helps to build resilience over time because people who are more aware of the items in their comfort and stretch zone can achieve better mood regulation. When they feel overwhelmed, they rest, when they feel bored or stagnant they stretch. Resilient people also use this stretch and rest model to build up their stamina for challenges.

**As a leader** you can model the importance of stretching yourself and resting in order to grow. You can also support and encourage others to push themselves out of their comfort zone and to rest when they need it.

You are going to take part in activity to help you experience being in your comfort and your stretch zone.

**What did you notice about yourself during the activity?**

**In what ways would you like to stretch yourself more in life?**

**When you need to rest, what comfort zone activities best support you?**

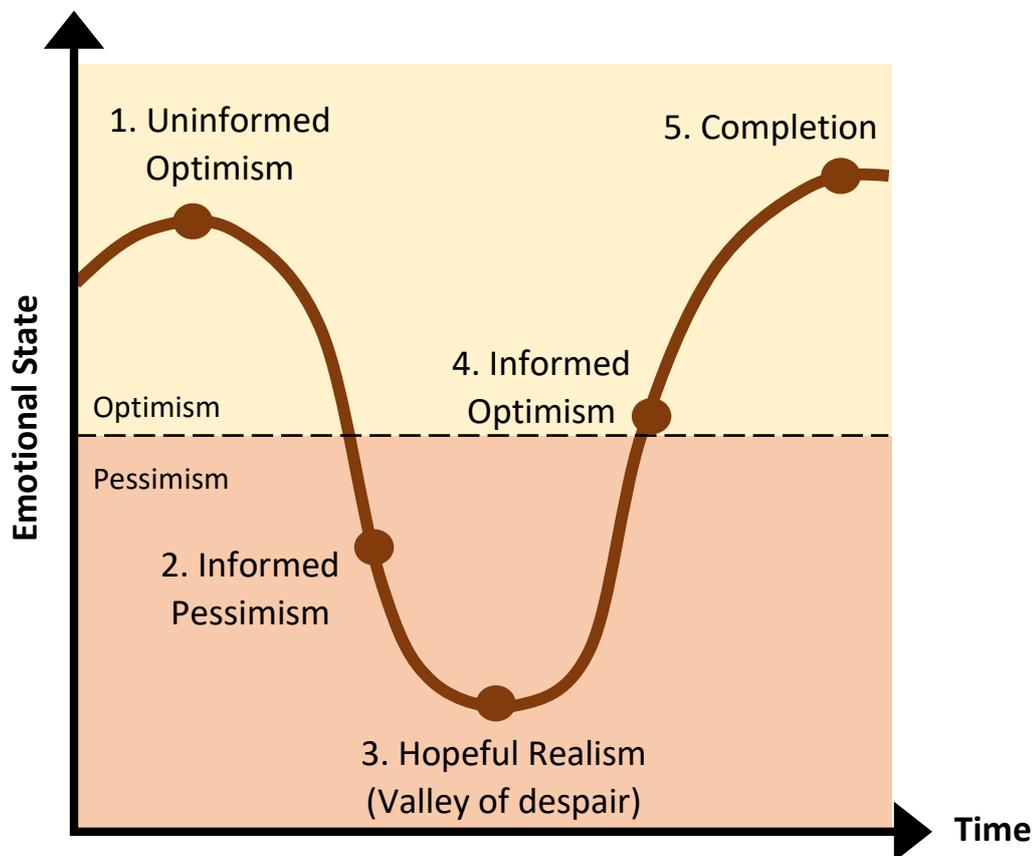
**How can we use the comfort and stretch zones to build good learning experiences?**

# The Emotional Cycle of Change

Kelley and Connor's<sup>3</sup> emotional cycle of change outlines the phases people experience as they embark on a new change for themselves (not one imposed upon them). This model provides useful insights on how we can help ourselves and others progress to the completion of a change. It also reminds us that challenging feelings can occur as we experience those changes.

## Leading people through change:

1. **Assess where people are on the model** – using self-reflections, observations and conversations with those whom you are supporting.
2. **Develop emotional awareness** - help people to identify, connect with and express their emotions. In some workplaces or cultures people suppress how they are feeling. This creates problems later down the line as people become out of touch with their needs. Research has shown that labelling and expressing how we feel helps us to better regulate our emotions.
3. **Promote empathy** – different group members will be in different places on the cycle of change for different skills / learning / changes. Help foster understanding between group members about what others are experiencing.
4. **Anticipate support needs early** – knowing this model allows you to anticipate how people will feel during each stage of a change so that you can plan ahead for how to support them. Each stage comes with tailored tips for progressing successfully to the next stage (on the next page).



<sup>3</sup> Kelley, D. & Conner, D.R., "The Emotional Cycle of Change," in Jones, J.E. & Pfeier, J.W. (1979) *The 1979 Annual Handbook for Group Facilitators*, San Diego, Calif: University Associates, Inc

(They call it a 'cycle' even though it could be more accurately described as a curve.)

Phase description	Emotions
<p><b>1. Uninformed optimism</b> As you begin a new change you are in the 'honeymoon period'. You imagine all of the possibilities and the best-case scenario. You make ambitious plans and often downplay challenges.</p>	<p>Excitement, joy, anticipation "I can do anything."</p>
<p><b>2. Informed pessimism</b> As you start the work you realise how many challenges you will face and how much work is involved. The benefits are still a long way off and you are seeing the costs.</p>	<p>Frustration, fear, anger, anxiety "Is this worth it?"</p>
<p><b>3. Hopeful realism (others have named it the valley of despair)</b> This is the lowest emotional point of the change where you are feeling the effort and pain of changing but still not reaping any benefits. This is when people may rationalise giving up or doing something else to avoid the discomfort OR they push past the doubt knowing that things will get better soon.</p>	<p>Uncertainty, overwhelm, despair, shame, hopelessness  "I can't do this." "The only way is up."</p>
<p><b>4. Informed optimism</b> You have gradually made small amounts of progress and are starting to build momentum. You now have confidence that you are over the hardest part and have made a good choice.</p>	<p>Determination, hope, happiness, confidence "I can do this."</p>
<p><b>5. Completion</b> You finally see and experiencing the results of the change that you set for yourself.</p>	<p>Satisfaction, pride, gratitude, contentment "I made it."</p>

### Using the model to be aware of participants' behaviour:

When we are managing participants behaviour the two biggest phases to monitor are informed pessimism and hopeful realism. These are where participants are most likely to feel challenged, negative, inadequate, defensive or low motivation. Those difficult feelings could then manifest into 'challenging' behaviours like:

- Giving up on activities or withdrawing from the programme
- Resisting the advice or content of trainers
- Being defensive or passive aggressive
- Resentment or negativity towards other participants they perceive as coping better
- Challenging the usefulness or credibility of the change or the programme

We can support participants at every stage of the emotional change cycle in order to help them have a more positive experience.

How might you support participants at each stage of the cycle?

**Uninformed optimism – they are excited to start a new piece of learning**

--

**Informed pessimism – they have started to realise this learning will be harder than they thought**

--

**Hopeful realism / valley of despair – they are at the hardest part of learning where it hasn't quite paid off yet**

--

**Informed optimism – they are gradually making progress in their learning**

--

**Completion – they are now seeing the results of their change**

--

### 1. Uninformed optimism:

- **Planning** – help participant to make a plan of their change / learning to encourage them to be realistic (we want to reduce over-confidence but keep the excitement).
- **Discuss motivations** – talk to participants (or coach them) about their motivations for going through this change and what benefits they'll get. Later when they are in the more pessimistic stages of the model you can remind them of their motivations.

### 2. Informed pessimism

- **Notice procrastination** – participants may procrastinate, slow down or show resistance because they are daunted. Share that you've noticed them slowing down to raise their self-awareness. Remind them of their motivations to carry on.
- **Capture challenges** – naming the challenges participants face can help them to feel better because they are acknowledged.
- **Amend plans** – now that participants are better informed, encourage them to adjust their plan (strategies or time frame) to be more achievable.
- **Get mentoring or support** – offer support. You may share how you managed the same change or put them in touch with someone else who has been through this. Do they have access to an expert to help them learn new strategies?
- **Reframe self-talk** – if they are speaking negatively about the process or themselves you can coach them to be more realistic, constructive or positive.

### 3. Hopeful realism (valley of despair)

- **Revisit motivators** – help participants to remember why they wanted to go through this change and what the benefits are.
- **Compelling vision of the future** – help them to connect this change to a wider sense of what they want to achieve and who they want to be in life.
- **Break down the action plan** – coach participants to create smaller, practical steps to follow.
- **Accountability partner** – when people lack motivation it can help if an external person is checking up on their progress and whether they are carrying out their actions. Get them to decide who will hold them to account, when and how.

### 4. Informed Optimism

- **Keep going** – cheerlead, celebrate and support participants as they make progress.
- **Support others** – encourage participants to support or mentor others who are further behind in the journey. This can motivate them and show them how far they have come.
- **Take on bigger tasks / changes** – now that participants are in a better mood and are feeling more confident, they can do more work at once, make more radical changes or take on bigger tasks.
- **Review progress** – encourage them to keep reflecting on what they have achieved and what is still left to do.

### 5. Completion

- **Celebrate** – encourage participants to celebrate their success. This builds confidence and helps them take on other changes later.
- **Thank people** – encourage them to acknowledge and thank people involved in the process to strengthen their support networks for future.
- **Reflect** – coach them to identify lessons learned, skills developed and possible next steps for the future.

# Designing Training

## Recap of key terms

**Learning** is the process of acquiring new knowledge, skills, behaviours, attitudes and understanding which results in lasting changes:

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

**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.

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

**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.

We may learn through different methods which are relevant to designing sessions:

**Presenting** - Usually this is the showing or telling of information, concepts or models to a group who is there to listen.

**Training** - A structured process of delivering knowledge, concepts and skills. This combines explaining or demonstrating with opportunities to practice and apply skills.

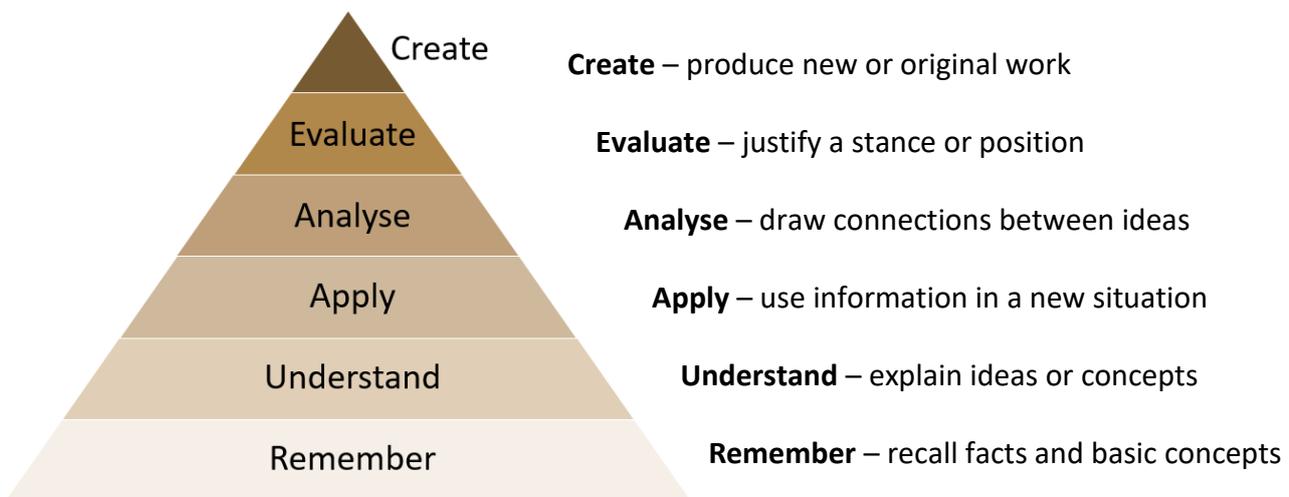
**Facilitation** - The facilitator creates a safe and structured environment for a group of people to interact with each other to meet an objective. The facilitator manages the process to help group members share, reflect or action plan depending on the objectives. The group members are responsible for the discussion content.

**Is there a training session that you would like to deliver?**

## The purpose of training

In order to design an effective session, you must have a clear idea what the session is for – this forms your aims and objectives which are usually written as active verbs.

Blooms Taxonomy<sup>4</sup> of learning can provide a helpful starting point for generating aims and objectives. It is a way of organising learning into different levels. It was originally developed in the 1950s and has been widely used in the UK education system. The types of learning at the base of the pyramid are lower order thinking skills, and those towards the top are higher order thinking skills. Each part of the pyramid focuses on something different that learners should be able to do:



The verbs you choose when writing your aims and objectives should reflect what you actually want people to be able to do. For example, there is a big difference between:

To **recall** the four phases of nonviolent communication (**remember knowledge**)

To **use** the nonviolent communication model on their own conflict scenario (**application**)

Here are some examples of words that may be useful when generating aims and objectives.

To learn	To manage	To investigate	To produce
To know	To reflect	To compare	To propose
To understand	To plan	To explore	To use
To describe	To practice	To evaluate	To be aware of
To summarise	To demonstrate	To prioritise	To discuss
To identify	To be able to	To interpret	To bond
To recognise	To deliver	To create	To empathise with

Notice that some are obviously about acquiring knowledge or skills. Sometimes the aims of an activity are not about learning but are about the container - such as to promote bonding within the group or to energise the group. Many activities or sessions have multiple aims and objectives.

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<sup>4</sup> Bloom, B. S., Englehart, M. D., Furst, E. J., Hill, W. H., and Krathwohl, D. R. (1956). *Taxonomy of Educational Objectives. The Classification of Educational Goals. Handbook 1. Cognitive Domain*. London: Longmans, Green and Co Ltd.

what might the aims and objectives be for the following activities on our programme?

**The temperaments personality model**



**Delivering a speech**

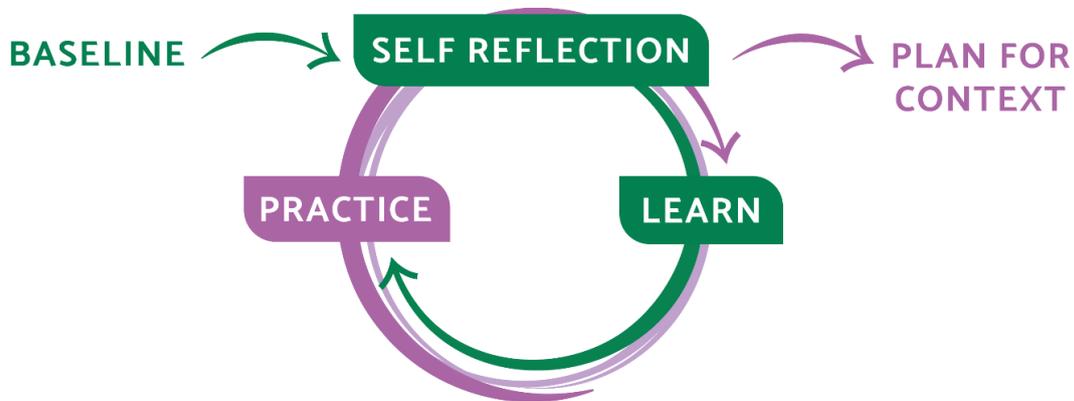


**What are the aims and objectives of the training that you wish to design?**



## Structuring a training session (this does not apply to facilitation)

Page 15 introduced you to Kolb's learning cycle which suggested that learners can enter at any point in the cycle and then move around. Perella<sup>5</sup> suggests that there needs to be a logical entry and exit point as shown below:



1. **Baseline** – a concrete experience related to the skills / knowledge / topic of focus.
2. **Self-reflection** – guided support to review their experiences of the activity. In particular identifying current strengths, challenges, gaps in learning and next steps.
3. **Learning** – explicit theories, models, processes, knowledge and skills related to the topic area.
4. **Practice** – application of the new learning in safe, simulated environments

Learners then self-reflect on their performance during or after the practice session. One practice may be enough to proceed to step 5, or learners may need to deepen their knowledge and practice further – going around the cycle again. This depends on the complexity of the learning and the learner's confidence and ability.

5. **Plan for context** – guided support to plan how they will apply their new skills and knowledge to their unique context – their work, family or community.

### **Core differences between this cycle and Kolb's**

**Concrete experience vs baselining and practice.** Concrete experience is any practical activity related to the subject matter. Perella's model splits this into two separate stages. Baselining is a practical activity which is specifically about the trainer / facilitator finding out what learners can already do or what they already know in order to inform the pace of training. Practice is a practical activity that allows learners to explore and develop the new knowledge or content based on taught models and processes.

**Active experimentation vs plan for context.** The Kolb model suggests that learners try to apply their knowledge to new situations, but this is rarely possible in a classroom or training environment. Perella's model allows learners to practice in the training space and then uses coaching and facilitated discussion to encourage learner to action plan how they will apply the learning to their unique circumstances. The idea being that learners who have a more detailed plan will be more ready and able to apply the learning.

<sup>5</sup> Perella, G / The Self Leadership Initiative Ltd. (2023), Accessed <https://thesli.co.uk/using-a-learning-cycle-to-level-up-your-training/>

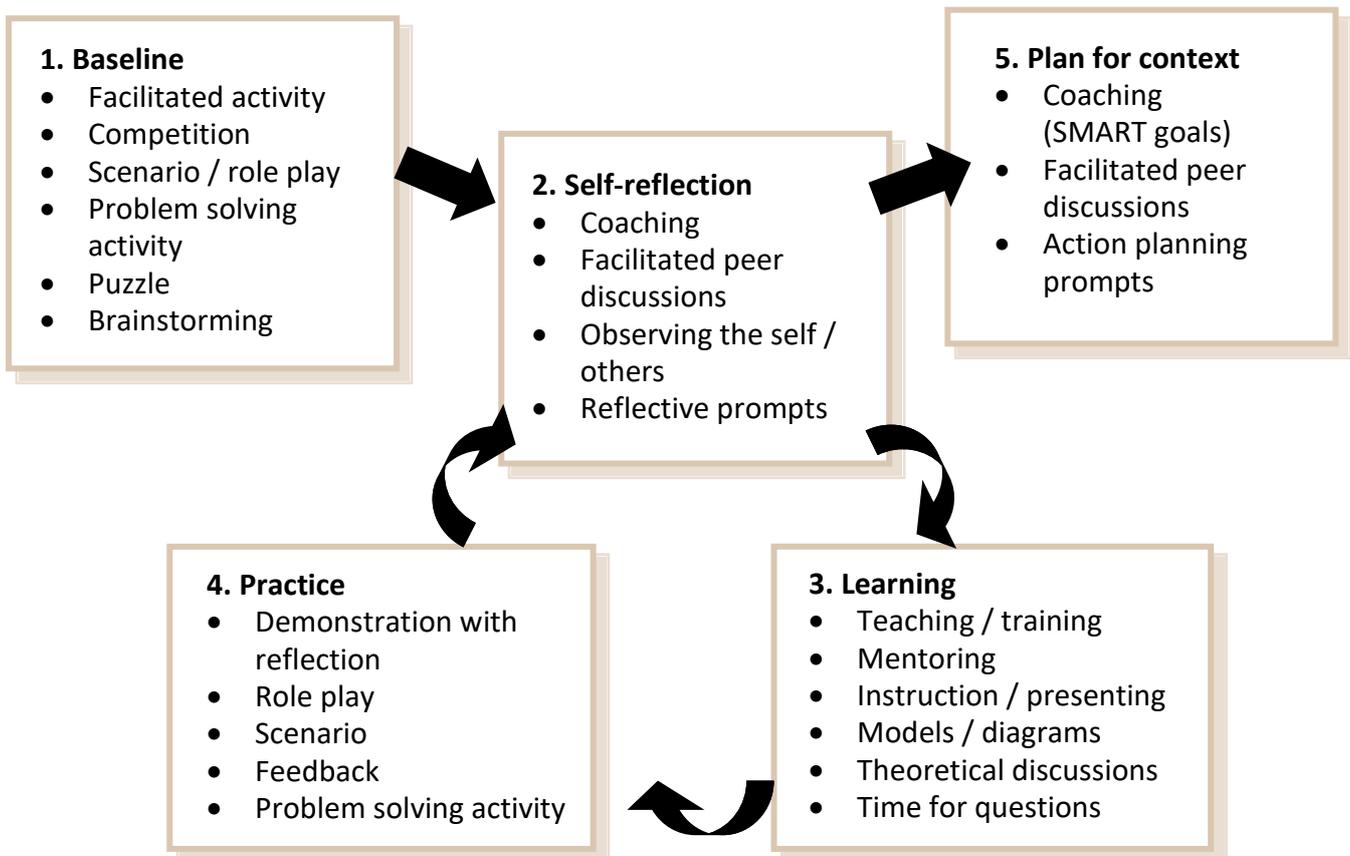
## Benefits of the 5 stage cycle

**Tailoring to learner needs** – using a baseline activity means that the teacher / trainer quickly establishes what the learners already know and what they need to learn. This helps the teacher / trainer to adjust the pace of learning accordingly.

**Increased buy-in to the theoretical learning** – some topics may not sound appealing to learn or learners may believe they are already capable enough and so the session is not necessary – listening skills is an excellent example. If a teacher / trainer went straight into the theory then learners may switch off because they believe “I already know how to listen”. The baseline activity along with the self-reflection means that learners are actively engaged in assessing their current levels of ability and noticing gaps. This makes them more motivated to address those gaps and engage in the taught content.

**Scaffolding** – This is a concept where the teacher / trainer provides a lot of support to learners at the early stages of learning and then gradually reduces this support as learners become more confident and competent. Repeating stages 2, 3 and 4 over successive cycles helps to support scaffolding – with the first learning covering the basics of a topic and the first practice being heavily supported. Then later learning may be more nuanced and the practice is more independent.

## Types of activity at each stage of the cycle



# Asking Questions to Support Learning

In module 4 we explored the advantages and disadvantages of telling versus asking coaching questions:

Telling / Instruction	Coaching / Asking questions
<ul style="list-style-type: none"> <li>✓ Very quick which allows for immediate action</li> <li>✓ Utilises the instructor’s knowledge, experience or expertise on the subject</li> <li>✓ Easy. Requires little skill on the part of the advisor</li> <li>✗ The individual plays a passive role – simply carrying out the advice given</li> <li>✗ Advice may not be tailored to the individual’s needs / values</li> <li>✗ The individual may become reliant on an instructor / advisor for decision making and action planning. This can reduce independence and learning.</li> </ul>	<ul style="list-style-type: none"> <li>✓ The individual takes an active role in their own thinking.</li> <li>✓ This gradually develops the individual’s problem solving, self-awareness and decision making</li> <li>✓ Utilises the individual’s knowledge, values and preferences so that any outcomes are tailored to them</li> <li>✓ Coach doesn’t need specific knowledge about the individual’s life or topic</li> <li>✗ Coaching takes much more time than giving advice</li> <li>✗ The coach needs to have a complex range of skills in order to be effective</li> </ul>

A coach almost exclusively asks questions to support their coachee. However, a trainer will use a mixture of asking and telling to support participants and must judge which is most effective in the moment. For example:

Trainers may tell when:	Trainers may ask when:
<ul style="list-style-type: none"> <li>• giving the instructions for an activity</li> <li>• presenting a model</li> <li>• arranging participants into groups</li> <li>• sharing best practices about how to use / apply learning</li> </ul>	<ul style="list-style-type: none"> <li>• encouraging personal reflection</li> <li>• getting participants to generate their own plans</li> <li>• facilitating discussions between groups</li> <li>• inviting brainstorming or exploration of ideas</li> </ul>

It is useful to be aware of different types of question. We generally avoid:

**Closed questions** – have one word, yes/no or very specific answers.

**Why questions** – asking people why they did / thought / felt something can sound judgemental

**Leading questions** – these imply what the answer should be

We focus on asking different types of **open question** – these allow a free response.

Here are some types of question which can be useful in both coaching and the learning environment.

Question Type	Purpose	Examples
Open	Allows a free response. Good for exploration, depth and self expression.	<ul style="list-style-type: none"> <li>• What do you think / feel about ____?</li> <li>• What are the barriers to moving forward?</li> <li>• What is your experience of ____?</li> <li>• Could you tell me more about ____?</li> <li>• What do you already know about ____?</li> <li>• Can you give some examples of ____?</li> <li>• At what point did you notice ____?</li> </ul>
Clarifying	Enables the coach to check facts, content and meaning.	<ul style="list-style-type: none"> <li>• Am I right in thinking ____?</li> <li>• You said _____. Is that right?</li> <li>• It sounds like you are saying ____ (not a question but allows them to respond to confirm / clarify)</li> </ul>
Evaluation	Encourages reflection, constructive judgement and self-assessment.	<ul style="list-style-type: none"> <li>• What are some of the pros and cons of ____?</li> <li>• What were the successes and challenges of ____?</li> <li>• How do you think you performed?</li> <li>• How have you improved / grown so far?</li> <li>• If you could do ____ again, what would you do differently?</li> <li>• What do you think was the impact of ____?</li> </ul>
Challenging	Checks the relevance of a statement, addresses assumptions or conclusions	<ul style="list-style-type: none"> <li>• How does ____ relate to other experiences you have had?</li> <li>• What does this help you to explain?</li> <li>• How is this relevant to ____?</li> <li>• How might you express that another way?</li> <li>• What led you to that conclusion?</li> <li>• What evidence is there for [their statement]?</li> </ul>
Priority	Identifies the most important issues / topics for discussion	<ul style="list-style-type: none"> <li>• From what we have talked about, what is the most important topic?</li> <li>• What do you find yourself thinking about the most?</li> <li>• Which issue has the biggest impact on you?</li> <li>• What is the first thing that you would like to address?</li> </ul>
Summary	Encourages the coachee to draw together the main points of the discussion.	<ul style="list-style-type: none"> <li>• Can you re-state today's main topic / key points?</li> <li>• What are your main learnings / actions from today?</li> <li>• What remains unresolved?</li> </ul>
Action	Questions that encourage the coachee to commit to do something.	<ul style="list-style-type: none"> <li>• How can we use that information?</li> <li>• How will you apply this?</li> <li>• What will you change after this discussion?</li> <li>• What are your next steps?</li> <li>• What will you do differently next time?</li> </ul>
Closed	For checking facts or summarising	<ul style="list-style-type: none"> <li>• So you are saying _____?</li> <li>• Would you like to spend time talking about ____?</li> </ul>

## Blooms Taxonomy

Because Blooms Taxonomy sorts learning into different types, this means we can ask questions which focus on a different type of learning. Here are some 'question stems' to help you start to write good questions for learning.

<p style="text-align: center;"><b>Remembering Questions</b></p> <ul style="list-style-type: none"> <li>• What happened after...?</li> <li>• What is...?</li> <li>• Who / what / where / when...?</li> <li>• Can you name ...?</li> <li>• Find the meaning of...</li> <li>• Which is true or false...?</li> </ul>	<p style="text-align: center;"><b>Understanding Questions</b></p> <ul style="list-style-type: none"> <li>• How would you explain...?</li> <li>• Can you write a brief outline...?</li> <li>• What was the main idea...?</li> <li>• Can you clarify...?</li> <li>• Can you illustrate...?</li> <li>• How would you express...?</li> </ul>
<p style="text-align: center;"><b>Application Questions</b></p> <ul style="list-style-type: none"> <li>• Can you demonstrate / do...?</li> <li>• How would you...?</li> <li>• How does this relate you're your own experience?</li> <li>• What examples can you find in...?</li> <li>• How would you solve ___ using what you've learned?</li> </ul>	<p style="text-align: center;"><b>Analysis Questions</b></p> <ul style="list-style-type: none"> <li>• What are the parts or features of ...?</li> <li>• Why do you think ...?</li> <li>• What inference can you make ...?</li> <li>• What conclusions can you draw ...?</li> <li>• How would you classify...?</li> <li>• What is the relationship between ...?</li> <li>• Can you distinguish between...?</li> </ul>
<p style="text-align: center;"><b>Evaluation Questions</b></p> <ul style="list-style-type: none"> <li>• To what extent do you agree with...?</li> <li>• What is your opinion of ...?</li> <li>• Can you assess the value or importance of ...?</li> <li>• What criteria would you use to assess...?</li> <li>• How could you determine...?</li> <li>• What judgment would you make about ...?</li> <li>• What information would you use to support the view...?</li> <li>• What are the possible outcomes of...?</li> </ul>	<p style="text-align: center;"><b>Creation Questions</b></p> <ul style="list-style-type: none"> <li>• What would happen if...?</li> <li>• List the ways you can...?</li> <li>• Can you brainstorm a better solution for...?</li> <li>• What changes would you make to solve ...?</li> <li>• How would you improve ...?</li> <li>• Can you invent / make ...?</li> <li>• Suppose you could _____ what would you do ...?</li> <li>• How would you test ...?</li> <li>• Can you formulate a theory for ...?</li> <li>• Can you think of an original way for the ...?</li> </ul>

**What questions would you ask to support the learning process?**

## Problem Solving Activity 2

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

- How did your team / group perform at the activity?
- What were your individual contributions?
- What lessons did you learn about problem solving?
- What tools and models from the programme did you notice? (temperaments, working genius, Satir Categories, Conversational actions etc)

# Asking Unbiased Questions

If we want to ask questions that truly serve the other person, rather than our own wants and needs, they should be unbiased. This means the questions are impartial and don't favour, expect or push for any particular outcome.

We can learn to identify our biased questions and replace them with unbiased ones.

Forms of biased question	Unbiased questions
<p>Questions with embedded <b>advice</b>:</p> <ul style="list-style-type: none"> <li>• “Don’t you think it would be a good idea to...” (Follow my advice!)</li> <li>• “Maybe you should...” (You should!)</li> <li>• “Just relax and don’t take the situation so seriously...”</li> </ul>	<p>Invite the participants to <b>solve their own problems</b>.</p> <ul style="list-style-type: none"> <li>• “What solutions can you see to this situation?”</li> <li>• “Have you been in situations like this before? How did you handle it then?”</li> </ul>
<p>Questions that <b>judge</b>:</p> <ul style="list-style-type: none"> <li>• “Are you being as kind as you could be in this situation?” (implied: you’re not being kind enough!)</li> <li>• “What would your parents think of your actions?” (implied: your parents would disapprove!)</li> <li>• “Is that a good idea?” (implied: that’s not a good idea!)</li> </ul>	<p><b>Validate the experiences</b> and perspectives of the participants. Invite them to consider other perspectives.</p> <ul style="list-style-type: none"> <li>• “I understand that this situation is difficult for you. Can you tell me more about that?”</li> <li>• “I wonder if there are people here who see this situation differently?”</li> </ul>
<p>Questions that <b>diagnose</b>:</p> <ul style="list-style-type: none"> <li>• “Maybe what’s actually going on is that you’re angry because...?”</li> <li>• “Are you insecure because...?”</li> </ul>	<p><b>Asking the participant</b> to describe how they’re feeling and why.</p> <ul style="list-style-type: none"> <li>• “I sense that you feel strongly about this subject. Can you tell me how you’re feeling right now?”</li> <li>• “What about this situation stirs these emotions in you?”</li> </ul>

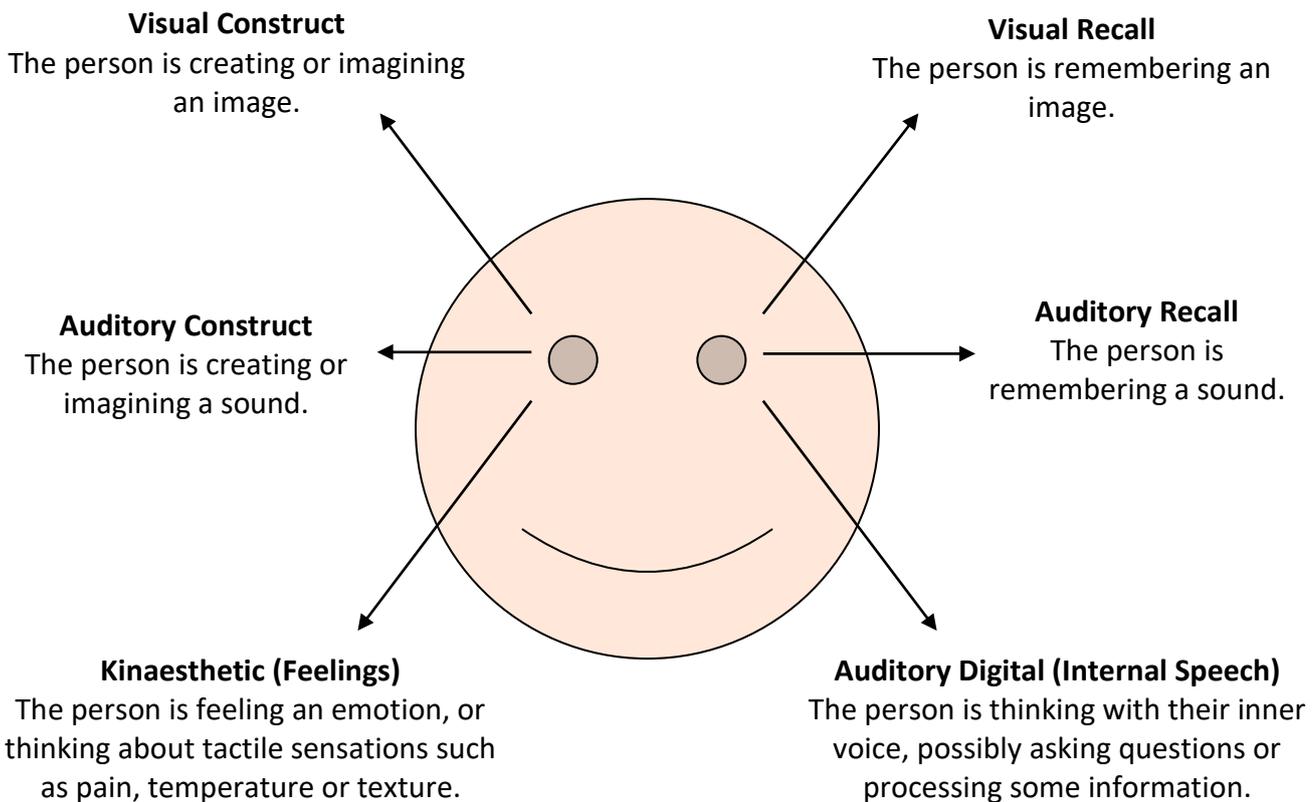
**My topic**

**Questions that resonated for me**

## Body Language – Eye Accessing

When people talk, think and answer questions their eyes move in different directions. This shows what sense they are accessing (using to process), and can also be used to see if a person is remembering information or creating it. People who are ‘creating’ images or sounds are not necessarily lying. They may be using creation to help them access memories.

If you are looking at a person face on, this is what their eyes are showing. This is for a right-handed person, if they are left-handed then all of these labels will flip sides.



This is good to use in conversations because you can learn a bit more about what the other person is thinking and feeling. You can also use it to work out what sense a person uses the most. This is useful if you want to teach them or persuade them:

Visual People	Learn better from colourful images and neat diagrams
Auditory People	Learn better from hearing the information and sometimes by repeating it to themselves
Kinaesthetic People	Learn better by practising and actually doing a task

**Trans-Derivational Search.** This is where a person’s eyes move to all sensory locations. This often happens after a confusing or big question. It shows you they don’t understand so you know to change the way you communicate.

Have a conversation with a partner and see where their eyes move to. You can ask specific questions or give specific prompts to see what sensory areas they go to:

- Describe what your childhood home looked like.
- What was your favourite holiday or trip?
- Imagine listening to your favourite song – now imagine it sung by your best friend.
- Tell me about the way you study (or used to study) for exams.
- Imagine putting your hand into a bucket of icy water.
- If you were put in charge of the world, what is the first thing you would do?
- Name as many vegetables as you can

**What did you notice about your partner's eye movements?**

**What did your partner notice about your eye movements?**

# Arc of the Dialogue

**What is your topic?**

## **PHASE ONE: COMMUNITY-BUILDING**

Phase 1 attempts to: establish common purpose, clarify guidelines/engagement agreements, establish initial connectedness, help each person experience their voice in the group.

**What is an on-topic ice-breaker question that is experienced based, low-risk, and puts everyone on an equal footing to in the conversation?**

## **PHASE TWO: SHARING OUR OWN EXPERIENCES**

Phase Two invites participants to think about their own experiences related to the topic, share these experiences with the dialogue group, and begin to make personal connections to the topic. The facilitator helps participants recognize how their experiences are alike and different and why.

**Questions for phase two**

### PHASE THREE: EXPLORING BEYOND OUR OWN EXPERIENCES

These are questions specifically designed to explore the dialogue topic beyond participants' personal experiences with it. These questions help participants engage in inquiry and exploration about the dialogue topic in an effort to learn with and from one another.

#### Questions for phase three

### PHASE FOUR: SYNTHESISING AND CLOSING THE LEARNING EXPERIENCE

In this phase, the facilitator helps participants identify and make meaning from the “threads” that connect the ideas, perspectives and insights generated through the dialogue. The facilitator’s goal is to try to foster a synthesis of ideas and meanings from the conversation. In addition, the facilitator tries to help move the participants toward closure on the dialogue experience.

#### Questions for phase four

Facilitation skill	Example of approaches
Allowing participants to reflect	“Before we start, let’s take a minute to individually consider our own thoughts about the discussion question and our responses.”
Explaining your role, as well as the purpose and process of the meeting	“I am facilitating today because I believe these are important conversations for our community to have. As a facilitator, my job is to encourage constructive dialogue so that everyone can actively participate.”
Drawing out participants	<p>“I want to make sure that we get a chance to hear from everyone. Is there anyone who hasn’t had a chance to speak yet who’d like to?”</p> <p>Let’s give ____ a chance to share...”</p>
Listening actively and reflecting back	<p>Look people in the eye, use attentive body language and paraphrase what they say.</p> <p>“Let me make sure I understand what you are saying. Do you mean that...?”</p> <p>“Are you saying....?”</p>
Staying neutral	Take time beforehand to center yourself and get focused on what it will take to remain neutral. Be aware of your hot buttons and how you plan to manage them.
Respectfully cutting someone off	“That’s an important point, though I want to see if we can get some others into this conversation as well...”
Exploring different points of view	<p>“So ____ has talked about the importance of X, and ____ has raised some concerns with X, I’m wondering how others see this question.”</p> <p>“One of the valuable opportunities we have today is the chance to hear from people with different perspectives. Is there anyone who has a different point of view they’d like to share?”</p>
Keeping the group on time	<p>“We only have a limited time today, and I want to make sure we get to hear from everyone.”</p> <p>“If there is time to get back to this discussion, we will do that...” or “We need to get back on track; we have about 5 minutes left and I want to see if there are any other key ideas that we’ve not heard so far...”</p>

# Goal Ladder

A vertical ladder structure with 15 horizontal rungs. The rungs are evenly spaced. The 10th rung from the top (the 6th rung from the bottom) is highlighted with a thicker brown border, while the other rungs have a thin brown border. The rungs are intended for writing goals, with the highlighted rung likely representing the primary goal.

# Training Tools

The main chunk of your training session will be focused on meeting your aims and objectives – getting participants to learn knowledge, a skill or a behaviour. Useful things to think about:

**Trainer led** – the trainer gives the direction or instruction

**Learner led** – learners get to set the objectives, direction or type of activities

**Experiential** – getting people to learn by doing activities

**Scaffolding** – building knowledge / skills with support in stages over time

- **Lecture**
- **Video**
- **Quiz**
- **Modelling or demonstration** – learners observe a good example in order to identify best practices
- **Matching activity** – people pair cards with explanations, definitions or examples
- **Editing activity** – give participants a bad example of something that they have to improve
- **Summary** – learners summarise or present back key points
- **Simulation** - working through a scenario but still being yourself
- **Game / problem solving** – setting out an objective and rules for learners to work with. Encouraging them to reflect on how they played the game or approached the problem
- **Role play** - acting out a scenario and embodying a 'character'
- **Practice** - once the skill / knowledge is taught, get people to do it (observe, feedback)
- **Discussion** - open ended exploration to draw out / evaluate learning
- **Carousel** – groups brainstorm / summarise based on a prompt, then groups rotate in order to cover different topics
- **Coaching** - enquiry based process where coach supports the other in their thinking
- **Peer to peer learning** - teach each other how to do something
- **Case study** - discuss / explore / evaluate a situation
- **Personal reflection** - time to think about what this means to you / applies to you
- **Action planning** – generating personal goals for how they will use the learning in their lives

# Training Checklist

This is a checklist of things you could include when designing a session. Some of them are essential for all effective sessions and some depend on your context. For example, you do not need to generate ground rules for a group who have already met, but you may want to recap their learning.

## Before the Training

- Identify session aims and objectives
- Write session plan
- Prepare resources / equipment / visual aids
- Prepare training space (book venue, arrange furniture)
- Invite participants and give them appropriate information (location, times, food, clothing)
- Check for learning or access needs

## Beginning of the session

- Relevancy framing – say why this session matters (unless you are keeping the aims a secret)
- Pacing current reality – name what's going on for participants
- Check in with the group
- Ice breaker to help the group bond
- Energiser to pace the group's energy levels
- Baseline activity to check existing knowledge / skills (this may be your icebreaker / energiser)
- Recap of previous knowledge / skills covered
- Group agreement or expectations for new groups working together

## Middle of the session

- Organise learning into logical steps
- Use a range of learning methods / activities to create variety
- Use a mixture of whole group / small group / individual activity to create variety
- Relate learning to the aims and objectives
- Manage the energy levels of the group through pacing activities
- Manage the speed of learning to match learners needs
- Maintain psychological safety and group agreements
- Manage any challenging behaviour

## End of the session

- Summarise the learning (or get participants to summarise themselves)
- Emphasise the relevancy / application of the learning
- Identify next steps / actions (or get participants to do it themselves)
- Evaluate the learning (formally or informally)

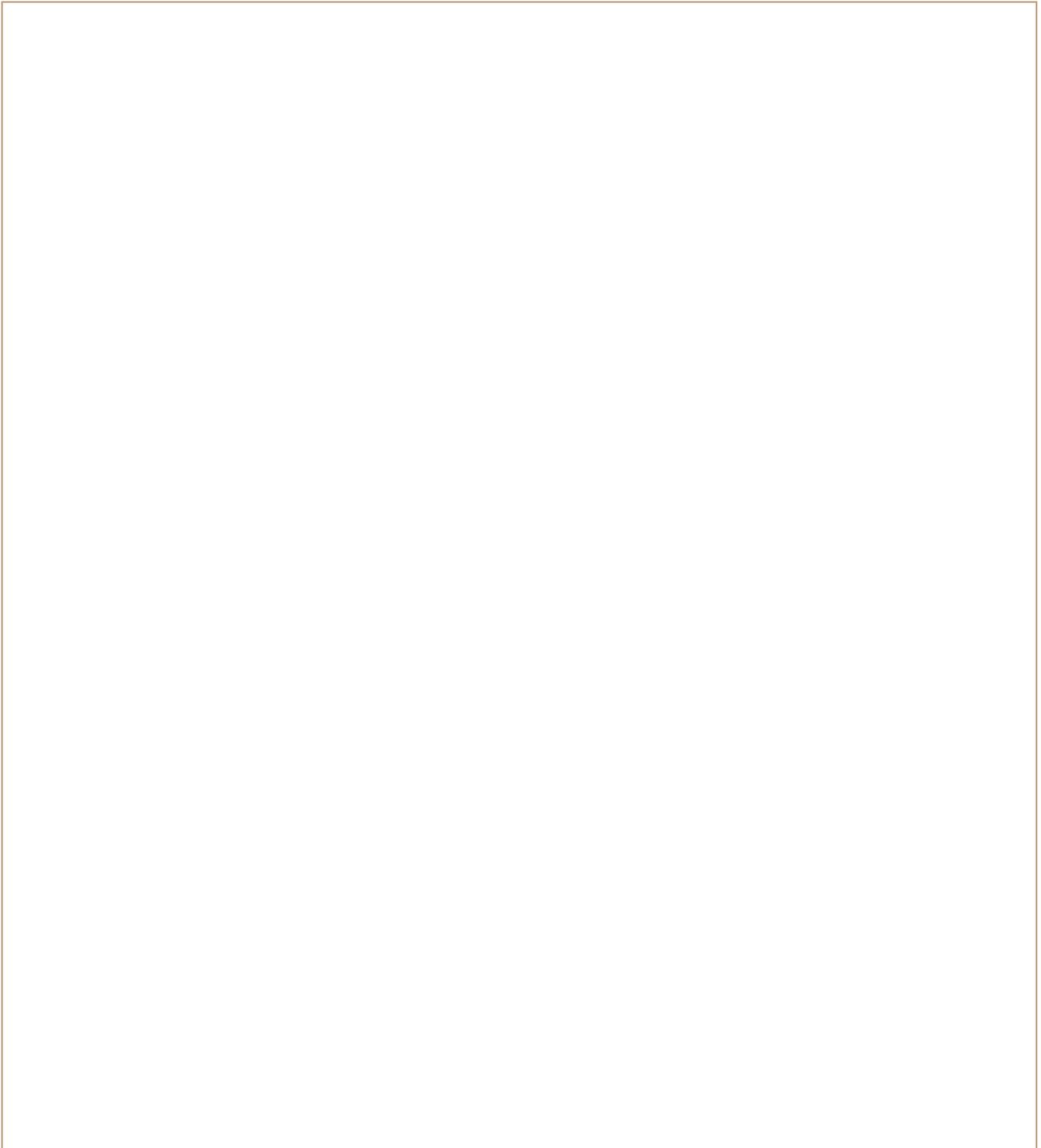
## After the training

- Evaluate the impact / outcome of the training
- Report back to stakeholders
- Debrief with the staff team

## Home Group 2

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

- What was your most important moment this module?
- How are you feeling?
- What is your next step or action after this module?

A large, empty rectangular box with a thin brown border, intended for participants to write their reflections on the discussion.

# Delivery Reflection 1

**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?**

## Delivery Reflection 2

**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?**