TENNIS CANADA
LEARNING
FACILITATOR
DEVELOPMENT
PATHWAY
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Tennis Canada Course Facilitator Professional Development Process

Instructor and Club Professional Stream
(CP1, CP2, CP3)

- Liaise with TC Director of Coaching and CAC
- Provide direction and leadership for the entire certification system
- Update curriculum materials and evaluation standards
- Recommend Head or Lead CFs, coupled with training and ongoing evaluation
- Conduct a suitable number of courses each year in a professional manner

Head Course Facilitator (ON, BC, QC)

Lead Course Facilitator (Other Provinces)

- Liaise with TC Director of Coaching and MCFs
- Provide direction and leadership for the certification program in their province
- Liaise with PTA to assist with scheduling, course sites and all administration
- Identify, recruit, select and train all facilitators in their province
- Conduct a suitable number of courses each year in a professional manner

Course Facilitator

- Liaise with the Head/Lead CF and the PTA
- Conduct a suitable number of courses each year in a professional manner
- Assist Head/Lead CF with the training and evaluation of Assistant and Apprentice CFs
- Fulfill all administrative requirements for each course delivered
- Attend or engage with required CF professional development

Assistant Course Facilitator

- Master all curriculum materials and guides and participant materials
- Assist CF with management of course (admin, materials, etc.)
- Assist CF with learning activities activities and co-facilitation
- Attend or engage with required CF professional development

Apprentice Course Facilitator

- Learn all curriculum materials and guides
- Learn all participant materials
- Assist CF with observation and feedback of learning activities
- Attend or engage with required CF professional development

Coaching Stream - Performance Coach
(C2, C3, C4, C5)

Master Course Facilitator

- Lead Courses
- Liaise with TC Director of Coaching and CAC
- Update curriculum materials and evaluation standards
- Head or Lead CF Training and Evaluation

Consultants (CAC, Sport Science)

National Coaches

Assistant Course Facilitators

- Experienced Coaches trained to assist with course
  - Facilitation
  - Evaluation
  - Administration

- Content Experts
- No evaluation and facilitation requirements

Note: All Course Facilitators are also Evaluators
Introduction to Course Facilitator Development

Course Facilitator (CF) development provides CF candidates with the basic skills they will need to facilitate NCCP workshops. Course Facilitators acquire and refine these skills in an eight-step development process called the Pathway for Course Facilitator Development. This document also includes a number of forms and templates used in different steps of the Pathway.

The Pathway for Course Facilitator Development consists of these eight steps:

- Step 1: Identification and Selection of Course Facilitator Candidates
- Step 2: Application Process
- Step 3: Training
- Step 4: Observation and Co-facilitation, Co-evaluation (Partial or Guided Delivery)
- Step 5: Observation and Full Delivery
- Step 6: Evaluation for Certification
- Step 7: Certified CF Delivers Workshops
- Step 8: Maintenance of Certification

General Pathway for Course Facilitator Development
Already LF in new NCCP

“Trained”

Step 2 Application Process

Step 3 Training

Step 4 Observation and Co-facilitation

Step 5 Practice Delivery

Step 6 Evaluation for Certification

If results of the evaluation are not up to standard, candidate is redirected to additional training or denied LF Certification.

Candidate will not be an LF

Step 7 Certified LF delivers Workshops

Step 8 Maintenance of Certification

Status in the NCCP Database:
- **Trained** (after Step 4)
- **Certified** (standard is met in Step 6)
Instructor and Club Professional Stream CF Development Process

Step 1: Identification and Selection of Course Facilitator Candidates

Identification by Tennis Canada and the Provincial Tennis Associations is based on the following criteria:

- Minimum 20 years of age
- 2 years coaching experience
- Must be fully certified at one level above the course in which he/she will deliver (i.e., for Instructor – Club Professional 1; for Club Professional 1 – Coach 2 or Club Professional 2)
- An experienced and organized individual who has experience with the main competencies in their respective teaching/coaching environment
- An outgoing and enthusiastic teacher who exemplifies professionalism and conducts him/herself in a manner consistent with the Code Of Ethics
- Capable of implementing the course contents and managing the responsibilities of certification course delivery and administration

There are two ways to become a CF candidate:

1. Tennis Canada, Master Course Facilitators (MCFs), Head Course Facilitators (HCFs) and Provincial/Territorial Tennis Associations can identify potential CF candidates.
2. Individuals can nominate themselves.

In both cases, candidates are sent a Course Facilitator Application form (see Appendix A) and are asked to submit it to their Provincial/Territorial Sport Organization (P/TSO) or Provincial/Territorial Coaching Representative (P/TCR), along with their resume and NCCP Certification Transcript, if applicable.

Step 2: Application Process

All CF candidates are sent a CF Application Form. Once the CF candidate has completed this application, he/she submits it to either the Provincial/Territorial Association or Tennis Canada.

Step 3: Pre-Course Training

The purpose of CF training is to provide CF candidates with the basic skills they need to facilitate an Instructor or Club Professional Stream (CP1, CP2, CP3) certification course. Tennis Canada and the NCCP expects CFs to guide coaches in the development of the
five core competencies (valuing, interacting, leading, problem-solving, and critical thinking) by engaging them in their own learning. CF candidates will be trained and evaluated on the basis of their ability to do the following:

- Implement an appropriately structured and organized course
- Facilitate the achievement of outcomes or learning objectives
- Display appropriate communication and leadership to enhance coach learning
- Manage the group to optimize coach learning (optional)
- Manage administrative aspects of the modules and the NCCP

The Course Facilitator Training consists of two stages of development:

- Apprentice CF
- Assistant CF

Every Course Facilitator candidate must complete the following prior to Step 4:

- Attend an Orientation Workshop
- Complete all Course Workbooks and Portfolios specific to the course being trained to facilitate
- Review all Course Manuals, Videos and Course Materials

**Step 4: Observation, Co-facilitation and Co-evaluation: Apprentice and Assistant**

After completing the Orientation Workshop and all required Workbooks and Course Materials, CF candidates are ready to engage with to observe a complete workshop as decided on by the Head or Lead CF and the Provincial Tennis Association.

All Apprentice and Assistant CFs must be observed by a Course Facilitator who is a certified CF, Head CF or an MCF. Lead Course CFs are required to prepare a report analyzing the workshop for the Apprentice or Assistant CF they observed.

After each observation session, the Lead Course CF uses the CF Assessment to debrief the CF candidate. The Lead Course CF also updates the candidate’s Training Plan to guide the CF candidate in his or her development.

Apprentice and Assistant CFs are then required to co-facilitate and co-evaluate varying portions of a workshop in one of the following ways (depending on their stage of development):

- **Level 1 Participation: Apprentice**
  - Observe process and content, referring to the course CF guide to ensure proper understanding of how learning activities connect to final competencies of modules
  - Provide individual feedback to coach participants as directed by the Lead CF
  - Review and correct all participant workbook materials
- Co-evaluate final competencies
  - Level 2 Participation: Apprentice
    - Maintain role from Level 1
    - As an assistant during learning activities (i.e., ensuring instructions of Lead CF with respect to group organization and feedback mechanisms are implemented and executed effectively)
    - As an assistant during learning activities (i.e., transforming activities of Lead CF to challenge the needs of participants and promote deeper engagement with activity)
    - Guided delivery of elements of a module (i.e., an icebreaker, visual demonstrations of key elements)
  - Level 1 Participation: Assistant
    - Maintain roles from Apprentice process
    - Guided delivery of assigned modules (where Lead CF acts as Assistant)
    - Co-evaluate final competencies
  - Level 2 Participation: Assistant
    - Maintain role from Level 1
    - Stand-alone delivery of assigned modules (where Lead CF acts as Assistant)
    - Participate in with the Lead CF in the evaluation process of any Apprentices (specifically in modules where the Lead CF delivered)
  - Level 3 Participation: Assistant
    - Maintain role from Level 2
    - Guided delivery of entire course (where Lead CF acts as Assistant)
    - Participate with Lead CF in the evaluation process of any Apprentices
  - Level 4 Participation: Assistant (see Step 5)
    - Transition to Full CF

**Step 5: Observation and Full Delivery: Transitioning to CF**

In this step, the final step before evaluation, the trained CF delivers a stand-alone workshop with minimal to no guidance from the Lead CF. There may be other Apprentice and Assistant CFs involved in the workshop as well.

Following each independent facilitation, CFs complete a self-assessment of their facilitation skills and debrief with the Lead CF using the Facilitation Assessment tools.

**Step 6: Evaluation for Certification**

In this step, a trained CF’s knowledge, skills, and attitudes are evaluated. The evaluation process helps CFs achieve Full CF certification by acknowledging the skills they have acquired and, if necessary, identifying the components that need improvement before certification will be granted.
After the evaluation, the Lead CF debriefs the CF, and a decision is made about whether to grant certification:

- If certification is to be granted, the MCF forwards the record of the evaluation to the appropriate organization. That organization then sends a registration form to CAC for entry in the NCCP Database.
- If certification is not to be granted, the MCF and CF update the Action Plan and develop a plan to meet the minimum standards in the areas that still need improvement in the next evaluation.

**Step 7: Certified CF Delivers Workshops**

After being certified, CFs continue to deliver workshops and to perfect their facilitation skills. Some CFs may contribute further to the development of the NCCP by working with trained Apprentice and Assistant CFs in co-facilitation situations or by working toward becoming a Master Learning Facilitator.

**Step 8: Maintenance of Certification**

To maintain their status, certified CFs must adhere to Tennis Canada's guidelines for professional development. Those guidelines might include delivering a specific number of sessions per year or participating in scheduled professional development activities. CFs must also adhere to all tenets of the CF Code of Conduct.

CFs are expected to contribute to the establishment of an effective network of CFs in Canada and to demonstrate their commitment to one another and the program through active involvement in the network. CFs are also encouraged to participate in an online community of CFs that facilitates ongoing learning and shared leadership in the delivery of the NCCP. In addition, CFs are expected to attend annual regional and national regroupings for all CFs as well as to participate in all other CF development activities (e.g., CAC Locker Workshops, conference calls, etc.) as deemed necessary by Tennis Canada and the Coaching Development Department.
Apprentice Course Facilitator
Application & Selection Process

Mandatory TPA Membership

Orientation Meeting

Yearly Signed NCCP Code of Ethics

Assigned level of participation

First Course

Meeting with Head CF ERA

Each Successive Course

Evaluation, reflection and action process

1st Level Participation Role
1. Observe Process and content
2. Provide individual feedback to participants during the course
3. Lead and/or manage mini activities as directed
4. Review and correct Workbook #1

Overall Pedagogy: 3 or better in all areas

2nd Level Participation Role
1. Maintain role from 1st level
2. Guided delivery of elements of a module (e.g., icebreakers, visual models of ball controls, warm-up(s)
3. Guided feedback to entire group
4. Answer basic questions from individual participants based on delivered content.

Overall Pedagogy: 4 or better in all areas

Assistant Course Facilitator

Refer to Assistant CF Criteria and Standards

Guided delivery refers to “on the side” facilitation by the Head CF as the Apprentice CF presents, forms, manages and provides feedback during a module or part thereof.
APPRENTICE COURSE FACILITATOR EVALUATION PROCESS

Upon completion of the second Saturday of the Instructor course, both the Apprentice Course Facilitator and the Head or Lead Course Facilitator complete (independently of one another) this worksheet in preparation for the debriefing meeting with the HCF or LCF.

How could I have better prepared for the course?

What key areas do I need to pay attention to before I am able to begin delivering course content?

REFLECTION Process: The debriefing meeting will take place on Sunday immediately following the end of the course. At this time, prepared worksheets will be exchanged and discussed. The Head CF will complete the following.

Learning Facilitator Areas for Improvement:

ACTION:

Head or Lead Course Facilitator Recommendation: Check one of the following

( ) Discontinue as Apprentice CF  ( ) Continue as Apprentice CF  ( ) Transition to Assistant CF

For the next course, prepare the following:
**1st Level Participation Role**

1. Involvement in stand-alone testing days
2. Continue role from Apprentice process
3. *Guided* delivery of assigned modules. These may include any module but must include the following:
   a. 1st evening
   b. Ball Controls
   c. Scanning Elements
   d. Ethics

**Overall Pedagogy:** 3 or better in all areas  
**Module Specific Pedagogy:** 4 or better on these modules, 3 or better on all others

**2nd Level Participation Role**

1. Maintain role from 1st level
2. *Stand-alone* delivery of 1st level modules.

**Overall Pedagogy:** 4 or better in all areas  
**Module Specific Pedagogy:** 4 or better on these modules, 3 or better on all others

**3rd Level Participation Role**

1. Maintain role from 2nd level
2. *Guided* delivery of entire course.
3. Participate in evaluation process of Apprentice CF.

**Overall Pedagogy:** 4 or better in all areas  
**Module Specific Pedagogy:** 4 or better on all modules

**4th Level Participation Role**

1. Maintain role from 3rd level.
2. *Stand-alone* delivery of full course.
3. Guided evaluation of Apprentice CF.

**Overall Pedagogy:** 4 or better in all areas  
**Module Specific Pedagogy:** 4 or better on all modules

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Refer to Full CF Process
ASSISTANT COURSE FACILITATOR EVALUATION PROCESS

Upon completion of the course, both the Assistant Course Facilitator and the Master or Head Course Facilitator complete independently of one another this worksheet. In addition, the MCF or HCF will complete the Sample Module Data Collection Worksheet for each module delivered by the Assistant, (whether by guided delivery or stand-alone delivery). The Assistant CF will complete the following questions in preparation for debriefing meeting with the MCF or HCF.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do I feel about my facilitation (overall) and its outcomes?</td>
<td></td>
</tr>
<tr>
<td>How could I have better prepared for facilitation and for this course?</td>
<td></td>
</tr>
<tr>
<td>Module Specific: _____________</td>
<td></td>
</tr>
<tr>
<td>What happened?</td>
<td></td>
</tr>
<tr>
<td>What did I learn?</td>
<td></td>
</tr>
<tr>
<td>What key areas do I need to work on to improve my delivery</td>
<td></td>
</tr>
<tr>
<td>Module Specific: _____________</td>
<td></td>
</tr>
<tr>
<td>What happened?</td>
<td></td>
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<tr>
<td>What did I learn?</td>
<td></td>
</tr>
<tr>
<td>What key areas do I need to work on to improve my delivery</td>
<td></td>
</tr>
<tr>
<td>Module Specific: _____________</td>
<td></td>
</tr>
<tr>
<td>What happened?</td>
<td></td>
</tr>
<tr>
<td>What did I learn?</td>
<td></td>
</tr>
<tr>
<td>What key areas do I need to work on to improve my delivery</td>
<td></td>
</tr>
</tbody>
</table>
Module Specific: _____________
What happened?
What did I learn?
What key areas do I need to work on to improve my delivery

REFLECTION Process: Upon completion of the course, the MCF or HCF and Assistant CF must set a date in order to exchange and discuss prepared worksheets (within 2 weeks of course completion). After discussing both evaluation worksheets, complete the following.

Learning Facilitator Areas for Improvement:
ACTION:

Master Course Facilitator or Head Course Facilitator Recommendation: Check one of the following:

(   ) Discontinue as Assistant CF

(   ) Continue as Assistant CF, guided delivery of assigned modules

(   ) Continue as Assistant CF, stand alone delivery of assigned modules

(   ) Continue as Assistant CF, guided delivery of an entire course

(   ) Continue as Assistant CF, stand alone delivery of an entire course

(   ) Transition to Full CF

For the next course, prepare the following:

Head Course Facilitator: ___________________________ ___________________________

Signature                  Course Date and Location

Assistant Course Facilitator: ___________________________ ___________________________

Signature                  Date
Sample Module Observation — Data Collection

Prebrief

The purpose of the prebrief is for the Evaluator to determine:

- The LF’s objective for the module(s)
- The LF’s plan for implementing the module
- The indicators of success the LF will use to measure the effectiveness of the module

The prebrief should last between 15 and 30 minutes.

During the prebrief, the Lead CF must:

- Explain the process of the evaluation (emphasizing the observation)
- Review the Evaluation Tool; the Outcomes, Criteria, and Evidence; and the Standards of Performance
- Answer any questions the Apprentice or Assistant CF has
- Ensure the Apprentice or Assistant CF understands the process, Evaluation Tool, and standards
- Develop a positive and supportive relationship

Here are some questions Lead CFs can use to help this happen:

- What are your goals for the module?
- What is your comfort level with this module?
- What is your plan for reaching your goals?
- What do you see as the biggest challenge in reaching your goals?
- What is your plan for introducing your goals?
- How will you be able to tell if your goals are being achieved?
- What adjustments have you prepared to ensure you meet your goals?
- What kinds of adjustments have you made in the past?

In Course Observation

Achieving this Outcome depends on CFs’ ability to meet these four criteria:

- Structures and manages the training environment appropriately
- Facilitates the achievement of learning outcomes
- Displays appropriate communication and leadership to enhance coach learning
- Manages group tasks to optimize coaches’ learning

During the on-site observation, Lead CFs

- Observation tips:
  - Become thoroughly familiar with the Evaluation Tool so you know exactly what to look for.
  - Look and listen for subtle indicators of the LF’s performance without coaching, directing, or asking questions.
  - Put the CF at ease with the evaluation process.
  - Use the Evaluation Tool to record and make notes on what they see during the observation.

Lead CFs should take some time after the observation and before the debrief to collect their thoughts.
Debrief, including the Action Plan

The purposes of the debrief:

- Give CFs an opportunity to reflect on and talk about their training
- Give Lead CFs an opportunity to provide feedback on what they observed, including criteria met and evidence observed
- Give Lead CFs and CFs an opportunity to develop an Action Plan
- Give Lead CFs an opportunity to develop their recommendation about certifying the CF and share it with the CF

During the debrief, Lead CFs

- Provide positive feedback that focuses on future improvement. Here are some questions to use to accomplish this:
  - How do you feel about the module?
  - What went well? What were the indicators that told you things were going well?
  - What do you want to improve upon?
  - What did you learn by doing the module?
  - What would you do differently next time?
- Give LFs an opportunity to explain their plans and the reasoning behind some of their actions during training. These explanations may lead Lead CFs to change what they recorded in the Evaluation Tool.
- Work with CFs to develop an Action Plan.
- Develop their recommendation about certifying the LF and share it with the LF

The debrief should last between 30 and 60 minutes.
COURSE FACILITATOR EVALUATION PROCESS

Upon completion of the course, both the Course Facilitator and the Master or Head Course Facilitator complete (independently of one another) the Learning Facilitator Evaluation Overall Pedagogy worksheet. In addition, the MCF or HCF may choose to complete one Module Specific Pedagogy Worksheet for each module delivered by the Course Facilitator or may choose to complete the following questions as an overall reflection tool.

<table>
<thead>
<tr>
<th>Outcome: Provides support to coaches in training workshops</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criteria</strong></td>
</tr>
<tr>
<td>Structures and manages the training environment appropriately</td>
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<td></td>
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<tr>
<td></td>
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<tr>
<td>Facilitates the achievement of learning outcomes</td>
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<td></td>
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<tr>
<td>Displays appropriate communication and leadership to enhance coach learning</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Manages group tasks to optimize coaches’ learning</td>
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<tr>
<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td>Staying true to the process</td>
</tr>
<tr>
<td>Staying true to the timeline</td>
</tr>
<tr>
<td>Comfort with the reference materials</td>
</tr>
<tr>
<td>-------------------------------------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Key areas for improvement (knowledge, delivery…)</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
REFLECTION Process: Upon completion of the course, the Head CF and the CF must set a date in order to exchange and discuss prepared worksheets (within 2 weeks of course completion). After discussing both evaluation worksheets, complete the following.

Learning Facilitator Areas for Improvement:

ACTION:

Master or Head Course Facilitator Recommendation: Check one of the following

( ) Establish next course to review

( ) Establish additional training opportunities

Master or Head Course Facilitator: __________________________  __________________________

Signature  Course Date and Location

Course Facilitator: __________________________  __________________________

Signature  Date
Performance Coaching Stream Course Facilitator Development Process

Note: The lead delivery and overall responsibility of Performance Coaching Stream courses is the function of the MCFs. In addition to these key Lead Course CFs, external consultants (e.g., CAC, Sport Science) and Tennis Canada National Coaches are identified by the MCFs and used in specific expert content areas of the program.

The development process below is specific to Assistant CFs involved in the program.

Step 1: Identification of Assistant Course Facilitator Candidates

Identification by the Tennis Canada MCF team based on the following criteria:

- Excellence in Coach 3 program
- Industry work and experience
- Leadership roles in industry
- Significant player development
- Significant and highly respect industry profile

Candidates are sent a Course Facilitator Application form (see Appendix A) and are asked to submit it to Tennis Canada, along with their resume and NCCP Certification Transcript, if applicable.

Step 2: Application and Selection Process

All Assistant CF candidates are sent a CF Application Form. Once the Assistant CF candidate has completed this application, he/she submits it to Tennis Canada.

Step 3: Pre-Course Training

The purpose of Assistant CF training is to provide Assistant CF candidates with the basic skills they need to facilitate a Performance Stream (C2, C3) certification course. Tennis Canada and the NCCP expects CFs to guide coaches in the development of the five core competencies (valuing, interacting, leading, problem-solving, and critical thinking) by engaging them in their own learning. CF candidates will be trained and evaluated on the basis of their ability to do the following:

- Implement an appropriately structured and organized course
- Facilitate the achievement of outcomes or learning objectives
- Display appropriate communication and leadership to enhance coach learning
• Manage the group to optimize coach learning (optional)
• Manage administrative aspects of the modules and the NCCP

Every Assistant CF must complete the following prior to Step 4.

• Meet with MCFs informally to review and engage with Orientation Workshop materials
• Ensure familiarity with all Evaluations, Course Workbooks and Assignments
• Review all Course Manuals, Videos and Course Materials

**Step 4: Observation, Assistant Facilitation and Co-evaluation**

After completing the Orientation Workshop and all required Workbooks and Course Materials, Assistant CF candidates are ready to engage in a complete workshop as decided by the MCF.

Assistant CFs are observed by MCFs, who informally observes and provides ongoing feedback during the course, and more specific feedback where necessary at the completion of each regrouping.

After each regrouping, MCFs debrief Assistant CF candidates, updating candidate’s Training Plan.

• Level 1 Participation:
  • Observe process and content, referring the course CF guide to ensure proper understanding with how learning activities connect to final competencies of modules
  • Provide individual feedback to coach participants as directed by Lead CF
  • Review and correct all participant assignment materials
  • Assistant with general course administration
  • Co-evaluate intermediate competencies (in-course)

• Level 2 Participation:
  • Maintain role from Level 1
  • As an assistant during learning activities (i.e., ensuring instructions of MCF with respect to group organization and feedback mechanisms are implemented and executed effectively)
  • As an assistant during learning activities (i.e., transforming activities of MCF to challenge the needs of participants and promote deeper engagement with activity)
  • Co-evaluate final competencies
**Step 5: Evaluation for Certification**

In this step, a trained Assistant CF’s knowledge, skills, and attitudes are evaluated. The evaluation process helps Assistant CFs achieve CAC certification by acknowledging the skills they have acquired and, if necessary, identifying the components that need improvement before certification will be granted.

After the evaluation, the MCF debriefs the Assistant CF, and a decision is made about whether to grant certification:

- If certification is to be granted, the MCF forwards the record of the evaluation to the appropriate organization. That organization then sends a registration form to CAC for entry in the NCCP Database.
- If certification is not to be granted, the MCF and Assistant CF update the Action Plan and develop a plan to meet the minimum standards in the areas that still need improvement in the next evaluation.

**Step 6: Certified CF Role in Programs**

After being certified, Assistant CFs continue with their role in courses in order and to perfect their facilitation skills. Some Assistant CFs may contribute further to the development of the NCCP by working with MCFs toward becoming a Master Learning Facilitator.

**Step 7: Maintenance of Certification**

To maintain their status, certified Assistant CFs must adhere to Tennis Canada’s guidelines for professional development. Those guidelines might include delivering a specific number of sessions per year or participating in scheduled professional development activities. CFs must also adhere to all tenets of the CF Code of Conduct.

Assistant CFs are expected to contribute to the establishment of an effective network of CFs in Canada and to demonstrate their commitment to one another and the program through active involvement in the network. Assistant CFs are also encouraged to participate in an online community of CFs that facilitates ongoing learning and shared leadership in the delivery of the NCCP. In addition, Assistant CFs are expected to participate in all other CF development activities (e.g., CAC Locker Workshops, conference calls, etc.) as deemed necessary by Tennis Canada and the Coaching Development Department.
MCF Development Process

There are two distinct categories of MCFs:

- MCFs responsible for the Instructor and Club Professional Stream
- MCFs responsible for the Performance Coaching Stream

Note: The Director of Coaching Development is the Lead MCF and functions to oversee the Development Process for both streams of MCF.

The development process below is specific to Assistant CFs involved in the program.

**Step 1: Identification of MCF Candidates**

Identification by the Tennis Canada Director of Coaching Development and other invited MCF team members based on the following criteria:

- Service excellence and leadership in coaching certification program
- Significant contribution to CF succession planning and development
- Significant contribution to the improvement of the curriculum and associated materials
- Significant contribution to the standardization of evaluation outcomes
- Commitment to ongoing professional development of their coaching portfolio (formal and informal)
- Expanded conference and seminar professional development leadership
- Recommendation of the PTA

**Step 2: Commitment Agreement**

Tennis Canada’s Director of Coaching Development will discuss the role and responsibilities with the MCF candidate and review the training and professional development requirements.

**Step 3: MCF Training**

The purpose of MCF training is to provide MCF candidates with the additional skills needed to assume the role of MCF in either the Instructor/Club Professional or Performance Coaching Stream.

MCFs must complete the following:
- Modules 5 and 6
- Attend CAC MLF Training

**Step 4: Certified MCF Role in Programs**

A Master Course Facilitator is responsible for:

- Providing direction and leadership for the entire certification system throughout the country.
- Recommending to Tennis Canada’s Coaching Department the Head Course Facilitators in conjunction with the Provincial Associations.
- Training the Head Course Facilitators from each province.
- Overseeing the selection of Course Facilitators in conjunction with the Head Course Facilitators and Provincial Associations.
- Fulfilling the administrative requirements for each course level he/she delivers.
- Delivering the content in a professional manner to the best of their abilities.
- Conducting a suitable number of courses each year.

**Step 5: Maintenance of Certification**

To maintain their status, certified MCFs must adhere to Tennis Canada’s guidelines for professional development. Those guidelines might include delivering a specific number of sessions per year or participating in scheduled professional development activities. CFs must also adhere to all tenets of the CF Code of Conduct.

MCFs are expected to contribute to the establishment of an effective network of CFs in Canada and to demonstrate their commitment to one another and the program through active involvement in the network. MCFs are also encouraged to participate in an online community of CFs that facilitates ongoing learning and shared leadership in the delivery of the NCCP.

In addition, MCFs are expected to assist the Director of Coaching Development with annual regional and national regroupings for all CFs as well as to participate in all other CF development activities (e.g., CAC Locker Workshops, conference calls, etc.) as deemed necessary by Tennis Canada and the Coaching Development Department.
## APPENDIX A - COURSE FACILITATOR APPLICATION FORM

<table>
<thead>
<tr>
<th>Title (Mr. Mrs. Ms. etc.)</th>
<th>Surname</th>
<th>First Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Street Address</th>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>City</th>
<th>Province</th>
<th>Postal Code</th>
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<tbody>
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</table>

<table>
<thead>
<tr>
<th>Home Phone</th>
<th>Work Phone</th>
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<tbody>
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</table>

<table>
<thead>
<tr>
<th>Cellular Phone</th>
<th>Passport No.</th>
</tr>
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</tbody>
</table>

### FORMAL EDUCATION

Please indicate highest level attained

<table>
<thead>
<tr>
<th>Level currently certified at</th>
<th>Are you willing to facilitate a course outside your home vicinity? □ Yes □ No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

### COACHING EXPERIENCE

RECREATIONAL PLAYERS: Outline your experience with recreational players, including: level, ages, format (private, small group, large group)

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
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</tbody>
</table>
Outline your specific experience with beginner level juniors and/or adults in large groups. Provide details (how long, from what year to what year, what club, how many hours a week would you work with this level of player, what size group, etc.).

<table>
<thead>
<tr>
<th>Experience Details</th>
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</thead>
<tbody>
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</tbody>
</table>

HIGH PERFORMANCE: Outline your experience with high performance players, including: private or group, length of time of involvement, rankings of players; provide specific names of players (and ranking) which you were responsible for a minimum of 2 years.

<table>
<thead>
<tr>
<th>Experience Details</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Are you currently coaching tennis? If yes, is this a full-time or part-time position and at which club?
CLUB PROFESSIONAL: Outline your experience with club management, member services, club programming, tournaments and any facet of club business operations.

_________________________________________________________________________

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Other Comments (feel free to add any other information you feel is relevant to this application)

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_________________________________________________________________________

It is my understanding that all Course Facilitators are required to do annual professional development. This now includes successful completion of the NCCP Making Ethical Decisions Online Evaluation. By signing here, you agree to abide by this policy and understand that failure to do so will result in losing your Course Facilitator status.

________________________
Signature

Note: Those accepted will begin as Apprentice Course Facilitators. For those who are accepted as Apprentices, this is not a guarantee that you will become Assistants or Course Facilitators. Apprentices will progress through to Assistant Course Facilitators and then to Course Facilitators based on job performance during the courses delivered.
# REFERENCES

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>Telephone #</th>
<th>Position</th>
</tr>
</thead>
</table>

| Name | Address | Telephone # | Position |

________________________________________
Applicant Signature

__ __
Date

---

FOR OFFICE USE ONLY

Approved by: ____________________________

MCF or HCF
Provincial Technical Coordinator
Tennis Canada, Director of Coaching
**APPENDIX B - Course Facilitators Code of Conduct**

It is expected that every Course Facilitators will read, understand, and sign the following Code of Conduct:

**PREAMBLE**

In my role as a Course Facilitator or both in workshops or evaluation events of the National Coaching Certification Program (NCCP) for Tennis Canada and the ________________.  

PTA

I, ________________________ expressly agree to conduct myself in a manner consistent with this Code of Conduct. My failure to abide by this Code of Conduct can result in sanctions being imposed, including the revocation of my Course Facilitator Certification Status.

**CODE OF CONDUCT**

I shall:

Training

1. Successfully participate in all Course Facilitator training and evaluation components and be granted a Course Facilitator certification. (i.e. Course Facilitator Pathway).

Goals and Key Personnel Support

2. Align with the common goals and objectives of Tennis Canada and the ________________ as they service the membership at large.  

PTA

3. Avoid discrediting specific sponsors, suppliers, employers, and/or other partners.

4. Support key personnel and systems of the NCCP and partner organizations (CAC, Sport Canada, Provincial/Territorial Governments, NSOs).

NCCP Code of Ethics

5. Demonstrate ethical behaviour at all times and commit to the NCCP Code of Ethics.

Professional Development

6. Attend all required professional development and continuously seek to improve personal abilities and performance on a regular basis.

Workshop Behaviour

7. Exhibit exemplary professional behaviour at workshops and/or evaluation sites.

8. Approach problems and issues (technical and non-technical) in a professional and respectful manner seeking solutions that support due process.

9. Place the best interest of the coaches taking part in the workshops/evaluation events ahead of my personal interests.
Harassment

10. Refrain from all forms of harassment: physical, emotional, mental, or sexual.

For the purposes of this Code of Conduct, sexual harassment includes either or both of the following:

- The use of power or authority in an attempt to coerce another person to engage in or tolerate sexual activity. Such uses of power include explicit or implicit threats of reprisals for non-compliance or promises of reward for compliance;

- Engaging in deliberate or repeated unsolicited sexually oriented comments, anecdotes, gestures, or touching, that:
  - Are offensive and unwelcome,
  - Create an offensive, hostile, or intimidating environment and can be reasonably expected to be harmful to the recipient or teammates.

RESPONSIBILITY

If there is disagreement or misalignment on issues, it is the responsibility of the Course Facilitator to seek alignment with the objectives, goals and directives of Tennis Canada and the ___________________.

Please be advised Tennis Canada and/or the ______________ board will take the necessary disciplinary action should any material breach of the Code of Conduct occur.

I hereby declare having read the above and understand and accept the terms and conditions outlined.

_________________________         _________________________      _____________
Name (Please print)                           Signature                                         Date
APPENDIX C - Course Facilitator Orientation Workshop

This section presents step-by-step instructions for Master Course Facilitators (MCFs) and Head Course Facilitators (HCFs) on how to deliver a Course Facilitator Orientation (training) workshop.

The Orientation Workshop is designed to provide Course Facilitator candidates with the basic skills they will need to facilitate NCCP workshops in all contexts. Tennis Canada and the NCCP expects CFs to guide coaches in the development of the five core competencies (valuing, interacting, leading, problem-solving, and critical thinking) by engaging them in their own learning. CF candidates will be trained and evaluated on the basis of their ability to do the following:

- Implement an appropriately structured and organized workshop
- Facilitate the achievement of outcomes or learning objectives
- Display appropriate communication and leadership to enhance coach learning
- Manage the group to optimize coach learning (optional)
- Manage administrative aspects of the modules and the NCCP

CF training focuses on the process of facilitation, not the content of the workshops. It is assumed that CF candidates are content experts.

Structure of the Workshop
The Course Facilitator Orientation Workshop consists of four modules. Attendance is mandatory for all CFs.

<table>
<thead>
<tr>
<th>Module Number</th>
<th>Module Topics</th>
<th>Training Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>Overview of the Workshop and the NCCP</td>
<td>❑ Describe the NCCP</td>
</tr>
<tr>
<td></td>
<td></td>
<td>❑ Understand the process of facilitation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>❑ Identify the three key functions of the LF</td>
</tr>
<tr>
<td>Module 2</td>
<td>Functions of a Learning Facilitator</td>
<td>❑ Identify the three key elements of an effective learning activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>❑ Understand the three reasons for using an icebreaker</td>
</tr>
<tr>
<td>Module 3</td>
<td>Elements of an Effective Learning Activity</td>
<td>❑ Understand the three parts of an introduction</td>
</tr>
<tr>
<td></td>
<td>Micro Teaching Task 1</td>
<td>❑ Understand three ways of creating small groups</td>
</tr>
<tr>
<td></td>
<td></td>
<td>❑ Understand the importance, rationale, and process for developing the composition of groups for tasks</td>
</tr>
<tr>
<td>Module 4</td>
<td>Ongoing Training</td>
<td>❑ Provide clear instruction for small-group tasks</td>
</tr>
<tr>
<td></td>
<td>Closing Modules 1-4</td>
<td>❑ Sequence learning activities to meet the needs of</td>
</tr>
</tbody>
</table>

Required
Understand the appropriate reasons for intervening in a small-group task
Understand the importance and process of debriefing
Develop a plan for developing personal facilitation skills

Sample Workshop Schedule

9:00 am  Module 1: Overview of the Workshop and the NCCP
10:15 am  Break
10:30 am  Module 2: Functions of a Learning Facilitator
11:50 am  Lunch
1:00 pm  Module 3: Elements of an Effective Learning Activity
2:15 pm  Break
2:30 pm  Micro Teaching Task 1
4:20 pm  Module 4: Ongoing Training
4:55 pm  Closing Modules 1-4
5:40 pm  End of Day 1

Workshop Modules

The following pages describe how to deliver each module in the Course Facilitator Orientation workshop.

Each module consists of a series of learning activities. Each learning activity is designed to give you an opportunity to model appropriate facilitation techniques while guiding Course Facilitators through the individual learning activities. Each module contains the essentials of an effective learning activity (experience, theory, and application) and demands that you fulfil the three key functions of a Course Facilitator (instructor, guide, and moderator).

The following information is provided for each learning activity:

- Time — A recommended time for the activity
- Activity — A name for the activity
- Instructions — A description of what you should do during the activity
- Resources — A list of the materials needed for the activity
- Facilitation Notes — Additional information on the learning activity, for example, the how and why of the activity, key points on the discoveries that LFs may make during the activity, and descriptions of what to do and look for during the activity.
**Module 1: Overview of the Orientation Workshop and the NCCP**

**Goal:** To provide an overview of the workshop and the NCCP  
**Time:** 75 minutes

<table>
<thead>
<tr>
<th>Activity</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distribute material</td>
<td>NCCP diagram, Course Facilitator Training Workshop: Reference Material</td>
</tr>
<tr>
<td></td>
<td>NCCP Registration Form</td>
</tr>
</tbody>
</table>

**Instructions**
- Have CF candidates pick up the NCCP diagram and Course Facilitator Training Workshop: Reference Material
- Circulate the NCCP Registration Form

**Facilitation Notes**
- Arrive in time to prepare materials, A/V equipment, and the facility (guideline is to arrive at least 30 minutes before the start time)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review diagram</td>
<td>NCCP diagram</td>
</tr>
</tbody>
</table>

**Instructions**
- As CF candidates arrive, have them review the NCCP diagram

**Facilitation Notes**
- It is essential that all CFs be able to describe the information in the diagram to all new coaches

<table>
<thead>
<tr>
<th>Activity</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete registration information</td>
<td>NCCP Registration Form</td>
</tr>
</tbody>
</table>

**Instructions**
- Have CF candidates complete the *NCCP Registration Form*

**Facilitation Notes**
- Be ready to answer questions about the *NCCP Registration Form*

<table>
<thead>
<tr>
<th>Activity</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce yourself and the module</td>
<td>Slide #1: Module 1 – Overview of the Workshop and the NCCP</td>
</tr>
</tbody>
</table>

**Instructions**
- Introduce yourself to the group
- Start by explaining the module’s rationale, objectives, and process:
  - Rationale
    - To prepare CF candidates to lead coach training as a Course Facilitator

**Facilitation Notes**
- This introduction is typical of a number of introductions you will provide during CF training
- They’re called introductions because they’re short (no longer than 5 minutes), direct, and to the point
- Introductions may be used to outline an
<table>
<thead>
<tr>
<th>Objectives</th>
<th>Process</th>
<th>Facilitation Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To provide an overview of the NCCP</td>
<td>• Training will model effective CF strategies: introductions, small-group discussions, and individual reflection</td>
<td>• There are three reasons for having an icebreaker early in the workshop:</td>
</tr>
<tr>
<td>• To understand the functions of an CF</td>
<td></td>
<td>• To get participants to meet one another</td>
</tr>
<tr>
<td>• To understand the elements of an effective learning activity</td>
<td></td>
<td>• To break up groups of candidates who may know one another or came to the workshop together; if they are allowed to stay together, they may be too comfortable with one another and feel they don’t need to complete small-group tasks you assign</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity</th>
<th>Icebreaker</th>
<th>Resources</th>
<th>Facilitation Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructions</td>
<td>Ask CF candidates to pair up with someone in the room they don’t know</td>
<td>NCCP diagram</td>
<td>• Circulate around the room and listen in on as many introductions as possible; by doing this, you start learning participants’ names and get a sense of who is in the workshop</td>
</tr>
<tr>
<td></td>
<td>Instruct pairs of participants to take a minute or two to introduce themselves to their “new friend”</td>
<td>Flip chart and markers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Have each pair join another pair to form a group of four</td>
<td>Masking tape</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Instruct CF candidates to introduce their “new friend” to the group of four</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Instructions

- Explain to CF candidates that they'll be performing a small-group task in their current group of four and that for best results, the group should have a leader.
- Ask all CF candidates to raise their right arm, with the pointer finger on their right hand pointing to the ceiling.
- On command from you, CF candidates point to the member of the group they believe would be a good leader; the participant with the most fingers pointing at him or her becomes the leader.
- Instruct leaders to assign the roles of go-fer and recorder.
- Ask leaders to direct the go-fers to pick up the flip chart paper and markers.
- Inform the recorder that his or her job is to summarize the group's discussion on flip chart paper.
- Expand on the role of the leader by explaining that the leader is responsible for keeping the group on task and on time; the leader is also responsible for ensuring that all group members have an opportunity to speak and are involved in the discussion.
- Have the group review the NCCP diagram and then develop a 3-minute explanation of the information in the diagram; the recorder writes the key points of the explanation on the flip chart paper.

### Facilitation Notes

- Observe groups to ensure they've understood the instructions.
- Listen in on groups to ensure that CF candidates are correctly interpreting the NCCP diagram.

### Activity

<table>
<thead>
<tr>
<th>Activity</th>
<th>Large-group discussion</th>
</tr>
</thead>
</table>

### Resources
<table>
<thead>
<tr>
<th><strong>Instructions</strong></th>
<th><strong>Facilitation Notes</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one group, and have it share its explanation of the diagram</td>
<td>Be sure to cover these key points:</td>
</tr>
<tr>
<td>At the end of the explanation, ask the other groups to ask questions or request clarification</td>
<td></td>
</tr>
<tr>
<td>After the questions are over, pick a group at random, and ask it to share anything in their explanation that hasn’t been mentioned</td>
<td></td>
</tr>
<tr>
<td>If time allows, select another group to add even more to the explanation</td>
<td></td>
</tr>
<tr>
<td>Post the flip chart paper on the wall</td>
<td></td>
</tr>
<tr>
<td><strong>Facilitation Notes</strong></td>
<td><strong>Activity</strong></td>
</tr>
<tr>
<td>Be sure to cover these key points:</td>
<td>Watch a DVD</td>
</tr>
<tr>
<td>The goal of the NCCP is the development of five core competencies</td>
<td><strong>Resources</strong></td>
</tr>
<tr>
<td>There are seven specific coaching outcomes</td>
<td>DVD Thanks Coach!</td>
</tr>
<tr>
<td>There are three coaching streams: Community Sport, Competition, and Instruction</td>
<td>DVD player</td>
</tr>
<tr>
<td>Within each stream there are different contexts: Initiation and Ongoing Participation for Community Sport; Introduction, Development, and High Performance for Competition; and Beginners, Intermediate, and Advanced for Instruction</td>
<td><strong>Facilitation Notes</strong></td>
</tr>
<tr>
<td>There are three stages of accreditation for coaches: in training, trained, and certified</td>
<td></td>
</tr>
<tr>
<td>Inform CF candidates of the narrated presentation of the NCCP model at:</td>
<td></td>
</tr>
<tr>
<td><strong>Facilitation Notes</strong></td>
<td></td>
</tr>
<tr>
<td>DVD reviews the NCCP and summarizes the information in the NCCP diagram</td>
<td></td>
</tr>
<tr>
<td><strong>Facilitation Notes</strong></td>
<td><strong>Activity</strong></td>
</tr>
<tr>
<td>Everyone has seen codes of ethics before; stress the importance of CFs as models</td>
<td>Codes</td>
</tr>
<tr>
<td><strong>Facilitation Notes</strong></td>
<td><strong>Activity</strong></td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td><strong>Activity</strong></td>
</tr>
<tr>
<td>Debrief</td>
<td>Debrief</td>
</tr>
<tr>
<td><strong>Activity</strong></td>
<td><strong>Resources</strong></td>
</tr>
<tr>
<td>Instructions</td>
<td>Facilitation Notes</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>□ Ask participants if they have any questions about the module</td>
<td>□ Keep to the timeline and don’t get involved in a big explanation of the NCCP, competency-based training or the relationship between the old and new NCCP</td>
</tr>
</tbody>
</table>
### Module 2: Functions of a Course Facilitator

**Goal:** To introduce the three key functions of a CF

<table>
<thead>
<tr>
<th>Activity</th>
<th>Introduction</th>
<th>Resources</th>
<th>Slide #2: Module 2 – Functions of a Course Facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructions</strong></td>
<td>❑ Start by explaining the module’s rationale, objective, and process:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>❑ <strong>Rationale</strong> ✗ Being an CF is very different from being a Course Conductor; participants need to build on their experience as Course Conductors to become CFs</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>❑ <strong>Objective</strong> ✗ To introduce participants to the functions an CF performs in leading a workshop</td>
<td></td>
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<tr>
<td></td>
<td>❑ <strong>Process</strong> ✗ The modules will feature a series of small-group tasks followed by a debrief</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Facilitation Notes</strong></td>
<td>❑ Don’t spend too much time on this introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>❑ The purpose of the introduction is to prepare participants for what you’re going to ask them to do next and to give them a focus</td>
<td></td>
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<tr>
<td></td>
<td>❑ This saying illustrates the move from Course Conductor to CF: “You’re no longer the sage on the stage; you’re now the guide on the side”</td>
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</tr>
</tbody>
</table>

| Activity     | Re-grouping                                                                 | Resources | |
|--------------|----------------------------------------------------------------------------|-----------|
### Instructions

- Ask the group to stand up, and then instruct the group to line up from shortest to tallest
- After the group has lined up, divide it into small groups of 4
- Instruct group members to take a minute or two to introduce themselves to one another
- On flip chart paper, draw a picture of the **IDEAL COURSE FACILITATOR**. The picture should include 20 characteristics that are beneficial for an CF. For example, the picture could include big ears to indicate being a good listener, a smile to indicate a sense of humour, or a large brain to indicate a vast knowledge of coaching

### Facilitation Notes

- It's important that the small groups be substantially different from the small groups in the previous task. You can do this by:
  - Putting CF candidates into groups as they line up: 4 shortest, next 4 shortest, and so on
  - Putting the 2 shortest with the 2 tallest, the next 2 shortest with the next 2 tallest, and so on
  - Numbering CF candidates from shortest to tallest (for example, if there are 24 potential CFs, number them from 1 to 6 to create 6 groups of 4); if the number of candidates is not divisible by 4, one group will have either 3 or 5 members; this will not affect the outcome of the task

- Here are some other suggestions for how to draw the characteristics of an **IDEAL COURSE FACILITATOR**:
  - Heart = caring
  - Running shoes = thinks on feet
  - Halo = integrity
  - Big eyes = observant
  - Gray hair = experience
  - Wrinkles under eyes = “war stories”
  - 4 arms = multi-tasking
  - Throat = good clear speaking voice
  - Broad shoulders = responsible
  - Variety of sports equipment = knowledge of a variety of sports
  - Elbows/knees = flexibility
  - Stomach = appetite to learn
  - Pens in shirt pocket = prepared/organized
  - Watch = punctual/workshop on time
  - Whistle around neck = keeps workshop moving

- Don’t give CF candidates too many of the
Note: For this task, don’t provide a method for selecting a leader or roles for other members; it gives you a chance to observe how well group members can organize themselves to complete the task; it also gives you an opportunity to observe the emergence of natural leaders in the group

<table>
<thead>
<tr>
<th>Activity</th>
<th>Introduction</th>
<th>Resources</th>
<th>Facilitation Notes</th>
</tr>
</thead>
</table>
| Instructions | Tell participants they'll get back to these pictures in a moment  
Outline the three key functions of an CF in leading a workshop:  
**Instructor** — provides new information  
**Guide** — gives coaches tasks that allow them to learn through guided discovery and problem-solving and develop specific competencies  
**Moderator** — builds a group of learners who are supportive of the CF, of one another, and of learning through the activities  
After finishing the introduction, ask all the group recorders to take the flip chart paper with them and to rotate one group to the right or left or clockwise, depending on the layout of the room  
Tell groups that their task is to relate each characteristic on the diagram to an CF function until all the characteristics are labelled:  
If a characteristic is related to the function of instructor, the recorder will place an I beside that characteristic  
If a characteristic is related to the function of guide, the recorder will place a G beside the characteristic  
If a characteristic is related to the function | Slide #3: Venn diagram of the Functions of the CF |

Facilitation Notes

Key points for the mini-lecture:

- As an instructor, CFs must use methods other than lectures to provide information, such as:
  - Providing reference material
  - Using coach workbook tasks
  - Showing videos
  - Providing summaries at the end of learning activities
  - Providing debriefs

- As a guide, CFs must allow participants to **discover** through the tasks provided; the CF guides the learning process by:
  - Altering the sequence of learning tasks to match the readiness of the group
  - Providing detailed instructions on the learning activities
  - Intervening when the group has misunderstood the instructions
  - Resolving conflicts within groups
  - Providing full debriefs after the learning activity

- As a moderator, CFs must:
  - Match the task to the group’s readiness
  - Move quickly into a task at the start of the workshop (to give participants an opportunity to learn the desired behaviours)
  - Note and reward groups when they work hard at assigned tasks
of moderator, the recorder will place an M beside it.
- Tell CF candidates that if a characteristic is related to more than one function, the recorder should place all the appropriate labels beside the characteristic
- After the groups complete the labelling task, ask what function was most common and what was least common

<table>
<thead>
<tr>
<th>Activity</th>
<th>Personal reflection</th>
</tr>
</thead>
</table>
| Instructions | Ask CFs to complete the following reflection:  
- To enhance my performance as an LF, I need to:  
  START…  
  STOP…  
  CONTINUE… |
| Resources   | Reflection sheet |
| Facilitation Notes | For this task, write the outline for the reflection on flip chart paper |

- Intervene immediately if a group is off topic or off task
- Change group composition regularly to allow each participant an opportunity to interact with all the other participants
- Assign groups with a purpose; for example, distribute experienced candidates across all groups, ensure that each group has a participant who willingly takes on the role of leader, or make sure that the Negative Neds are not all in one group
- The most commonly labelled function is instructor and the least commonly labelled function is moderator; this happens because CF candidates are still working from the old Course Conductor paradigm

<table>
<thead>
<tr>
<th>Activity</th>
<th>Debrief</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructions</td>
<td>Start by asking &quot;How do you feel about the process you’ve just been through?&quot;</td>
</tr>
<tr>
<td>Resources</td>
<td>Article “What We Know about Education”</td>
</tr>
</tbody>
</table>
| Facilitation Notes | In asking how the group feels, you hope to elicit questions that ask why you did what you did  
- It's a good idea for you NOT to answer all the questions; instead, turn some of the questions back to the group, as it has the potential to generate group discussion as opposed to a dialogue between the |
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>When there are no more answers from the group, ask the following questions to get CF candidates to focus on some key facilitation strategies (ask only questions that didn’t come up in the group’s questions):</td>
<td>To provide context for upcoming tasks; to allow LF candidates to answer why we’re doing what we’re doing</td>
</tr>
<tr>
<td>What was the purpose of the introductions?</td>
<td>To allow participants to get to know one another, to break up groups of CF candidates who may have come together, and to expose CF candidates to behaviours that will be expected of them throughout the training</td>
</tr>
<tr>
<td>Why did I start with an icebreaker?</td>
<td>If LFs aren’t actively engaged in the first 30 minutes of the training, they may resist this type of activity later on in the workshop</td>
</tr>
<tr>
<td>Why did I have a group task almost immediately?</td>
<td>To provide structure to the group and not waste time waiting for a leader to emerge; if CF candidates are uncomfortable or unfamiliar with small-group tasks, they may not get organized to complete the task; in assigning the roles of leader, go-fer, and recorder, you increase the chance that the group will successfully complete its task</td>
</tr>
<tr>
<td>Why did I go through the process of electing a group leader?</td>
<td>Introducing a new person to a group energizes the group and helps it stay focused on the task; seeing the diagram from another group may also introduce CF candidates to some ideas their group was unable to generate; changing the recorder also makes the group ask questions of clarification that the recorder has to answer, thus raising the level of critical thinking in the group</td>
</tr>
<tr>
<td>Why did I rotate the recorders and their diagrams?</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Advantages</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>What are the advantages/disadvantages of starting with a task like the one on the ideal Learning Facilitator?</td>
<td>Advantages: Fun, open ended, no wrong answers, right brain/creative, allows group to work together and form</td>
</tr>
<tr>
<td>Would you classify the task on the ideal Learning Facilitator as safe? risky? why?</td>
<td>Depends on the group’s reaction</td>
</tr>
<tr>
<td>How did the group react to the task on the ideal CF?</td>
<td>Depends on the group</td>
</tr>
<tr>
<td>How did the introduction relate to the task on the ideal CF?</td>
<td>The introduction provided a lens through which to make sense of the previous brainstorming activity</td>
</tr>
<tr>
<td>What was the purpose of labelling the diagram of the ideal CF?</td>
<td>To give CF candidates an opportunity to work with and digest the concept outlined in the mini-lecture</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>What are advantages/disadvantages of finishing with an individual reflection?</td>
<td>Advantages: Gives CF candidates some time to think about what they’ve been through, gives them time to apply the information to their own situation/context, and is non-evaluative and non-threatening</td>
</tr>
<tr>
<td>Distribute the article “What We Know about Education” and ask CF candidates</td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>BREAK</td>
</tr>
<tr>
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</tbody>
</table>

15 minutes to read it over the break
# Module 3: Elements of an Effective Learning Activity

**Goal:** To understand the elements of an effective learning activity

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<tr>
<th>Activity</th>
<th>Introduction</th>
<th>Resources</th>
<th>Facilitation Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructions</strong></td>
<td></td>
<td></td>
<td>- Keep the introduction brief</td>
</tr>
<tr>
<td>Rationale</td>
<td>- Learning to facilitate training requires understanding the structure of effective learning activities</td>
<td></td>
<td>- The purpose of this introduction is to highlight the relationship between the functions of the CF and the structure of learning activities</td>
</tr>
<tr>
<td></td>
<td>- The relationship between the functions of the CF and the structure of the learning activities enhances learning</td>
<td></td>
<td>- Facilitation is a combination of the CF’s actions and the structure of the activities assigned; when these two support each other, you create a relevant and engaging learning process that leads to higher order thinking skills (problem-solving and decision-making)</td>
</tr>
<tr>
<td>Objective</td>
<td>- To understand the elements of an effective learning activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Process</td>
<td>- We will use a series of small-group tasks</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Activity</strong></td>
<td>Small group</td>
<td></td>
<td>- In setting up groups,</td>
</tr>
<tr>
<td><strong>Instructions</strong></td>
<td></td>
<td></td>
<td>- Try to get CF candidates who haven’t yet worked together into the same small groups; this allows LF candidates to meet most of the other CF candidates and creates a more comfortable supportive environment</td>
</tr>
<tr>
<td></td>
<td>- Group CFs into groups of 3 or 4</td>
<td></td>
<td>- Try to separate CF candidates who haven’t worked together successfully in previous group tasks</td>
</tr>
<tr>
<td></td>
<td>- Instruct the group to discuss the article “What We Know about Education”</td>
<td></td>
<td>- The components common to definitions of learning tend to be experience, relevance, active process, and student engagement</td>
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<tr>
<td></td>
<td>- Allow 5 minutes for discussion, and then ask each group to develop a one-</td>
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</tr>
<tr>
<td></td>
<td>sentence definition of learning</td>
<td></td>
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<tr>
<td></td>
<td>- Ask about 5 minutes after discussion, ask each group to share its definition with the large group</td>
<td></td>
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<tr>
<td></td>
<td>- As each group reads its definition, note the key similarities of the definitions on flip chart paper</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Summarize the key points listed on the flip chart paper</td>
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</tbody>
</table>
chart, and emphasize that learning requires something new to be learned (theory component), that learning is most meaningful when it relates to an experience or is learned through an experience (experience component), and that to make learning permanent it must be applied within the learner’s context (application component)

<table>
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<tr>
<th>Activity</th>
<th>Introduction</th>
<th>Resources</th>
<th>Facilitation Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructions</td>
<td>As you summarize CF candidates’ answers, lead into a mini-lecture on the key components of an effective learning activity:</td>
<td>Slide #5: Five Parts of an Effective Learning Activity</td>
<td>Activity-based learning draws heavily on experiential learning theory</td>
</tr>
<tr>
<td></td>
<td><strong>Introduction:</strong> Outlines the rationale, objective, and process</td>
<td></td>
<td>Different experiential learning theories have different numbers of components; we’ve decided to use the three components most commonly found in these theories: theory, experience, and application</td>
</tr>
<tr>
<td></td>
<td><strong>Theory:</strong> Introduces new information or asks the group to look at previous knowledge or information in a different way</td>
<td></td>
<td>This three-component model is sometimes summarized as WHAT (theory), NOW WHAT (experience) and SO WHAT (application)</td>
</tr>
<tr>
<td></td>
<td><strong>Experience:</strong> Either draws on the group’s previous experience or provides the group with a common experience that could be analyzed</td>
<td></td>
<td><strong>Theory</strong> relates to the new information the learner needs to develop new competencies; there is a close relationship between the LF function of instructor and the delivery of new information (see Module 2 for alternative ways of providing information)</td>
</tr>
<tr>
<td></td>
<td><strong>Application:</strong> Allows CF candidates to apply the information to their specific context</td>
<td></td>
<td><strong>Experience</strong> allows CF candidates to bring their context into the workshop:</td>
</tr>
<tr>
<td></td>
<td><strong>Closing:</strong> Brings together in a summary or debrief what was learned in the activity OR bridges to the next activity</td>
<td></td>
<td>An LF candidate who delivers material in remote communities will see the information being presented differently than an LF candidate delivering material in a large urban area; each will also see different ways of using the material in their contexts</td>
</tr>
<tr>
<td></td>
<td>Close by saying that the theory, experience, or application components may take place in whatever order best matches the group’s readiness</td>
<td></td>
<td>Differing contexts should be recognized and valued in the workshop</td>
</tr>
<tr>
<td></td>
<td>Ask CF candidates to stay in their small groups and to reflect on their learning experience earlier in the day:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
and application components?
- What order were components arranged in?
- What component are CF candidates working in as they complete this task?

- This component can also give learners an experience that can be debriefed to create a base of knowledge. For example:
  - Stage a contest to see who can throw a paper ball the farthest with their non-dominant hand
  - After the competition, ask learners what it felt like to learn a new skill in a competitive environment
  - Help learners create a parallel between their experience in the workshop and the feelings of a child learning a sport skill
  - Application allows learners to make a decision, resolve a problem, or apply a newly learned skill to their coaching context
  - This component also answers the question “Why do I have to learn this?” and gives purpose and meaning to what is being learned

<table>
<thead>
<tr>
<th>Activity</th>
<th>Small group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructions</td>
<td>Regroup the CF candidates by using a Birthday Line</td>
</tr>
<tr>
<td>Facilitation Notes</td>
<td>Birthday Line: Ask CF candidates to line up in their birthday order (month and day) from January to December from one side of the room to the other without using any verbal communication</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity</th>
<th>Debrief</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources</td>
<td>Flip chart paper and markers</td>
</tr>
</tbody>
</table>

- Facilitation looks like…
- Facilitation sounds like…
- Facilitation feels like…
- Ask groups to record their responses on flip chart paper
- Ask groups to share their responses with the large group

- Looks… fun, people working in groups, casual, equality
- Sounds… a buzz, noisy, laughing, quiet, sharing ideas, people telling stories
- Feels… respectful, rewarding, good, worthwhile, demanding, involved
<table>
<thead>
<tr>
<th>Instructions</th>
<th>Facilitation Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>q Start by asking &quot;Do you have any questions about the process you’ve just been through?&quot;</td>
<td>q Keep the group focused on the process; don’t get away from this focus by answering content questions</td>
</tr>
<tr>
<td>q When there are no more questions from the group, ask the following questions to get LF candidates to focus on some key facilitation strategies (ask only questions that didn’t come up in the group’s questions):</td>
<td>q In asking how the group feels, you hope to elicit questions that ask why you did what you did</td>
</tr>
<tr>
<td>q Why did I use an introduction in this module?</td>
<td>q It’s a good idea for you NOT to answer all the questions; instead, turn some of the questions back to the group, as it has the potential to generate group discussion as opposed to a dialogue between the questioner and you</td>
</tr>
<tr>
<td>q What was the purpose of using the article?</td>
<td>q To mark the end of the portion of the workshop on the function of the CF and to set up the portion of the workshop on learning activities</td>
</tr>
<tr>
<td>q How did you feel about using the article?</td>
<td>q To introduce some new ideas and to focus the discussion</td>
</tr>
<tr>
<td>q Is an article something you would use?</td>
<td>q Depends on the CF candidate</td>
</tr>
<tr>
<td>q Why? Why not?</td>
<td>q Depends on the CF candidate</td>
</tr>
<tr>
<td>q What was the purpose of the one-sentence definition?</td>
<td>q To create tension as the group attempted to get all the key points into one sentence; the tension causes the group to be critical when selecting key points</td>
</tr>
<tr>
<td>q How did you feel about the introduction of the components of the learning activity?</td>
<td>q Depends on the CF candidate</td>
</tr>
<tr>
<td>q How did you feel about changing groups?</td>
<td>q Depends on the CF candidate</td>
</tr>
<tr>
<td>q How did you feel about the Birthday Line?</td>
<td>q Depends on the CF candidate</td>
</tr>
<tr>
<td>q Would you use the Birthday Line to group participants? Why? Why not?</td>
<td>q Depends on the CF candidate</td>
</tr>
<tr>
<td>Activity</td>
<td>Reflection</td>
</tr>
<tr>
<td>----------</td>
<td>------------</td>
</tr>
<tr>
<td>Why did I change the groups?</td>
<td>To create a bit of an energizer at the end of training; it’s to get LF candidates up and moving as you get near the end of the training</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructions</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask CF candidates to add to their reflection from the previous module: To enhance my performance as an LF, I need to: START... STOP... CONTINUE...</td>
<td>Reflection sheet</td>
</tr>
</tbody>
</table>

Facilitation Notes
### Module 4: Stages of Group Development

**Goal:** To understand how the stages of group development affect the selection and timing of learning activities  

**Time:** 95 minutes

<table>
<thead>
<tr>
<th>Activity</th>
<th>Introduction</th>
<th>Resources</th>
<th>Slide #9: Module 6 – Stages of Group Development</th>
</tr>
</thead>
</table>
| Instructions | - Start by explaining the module’s rationale, objective, and process:  
  **Rationale**  
  - Groups move through various stages as they work together, and the stage of development the group is in will affect the group’s reactions to the LF and the learning activities presented  
  **Objective**  
  - To select activities appropriate to the group’s stage of development  
  **Process**  
  - A series of small-group tasks and an individual reflection will be used | Facilitation Notes | - Keep the introduction short  
- The introduction marks the end of the previous activity and should get LF candidates ready to focus on how the group affects facilitation  
- This focus on group development is a significant departure from Modules 1-4 |

<table>
<thead>
<tr>
<th>Activity</th>
<th>Re-grouping task</th>
<th>Resources</th>
<th>Facilitation Notes</th>
</tr>
</thead>
</table>
| Instructions | - Use the Human Bar Graph Technique to divide LF candidates into groups so that experience is equally distributed among the groups | | - Human Bar Graph Technique:  
- Ask for 1 volunteer in each of the following categories: zero experience as a Course Conductor (CC) or LF, 1 to 2 years of experience as a CC/LF, 3 to 4 years of experience as a CC/LF, and more than 4 years of experience as a CC/LF (you may of course vary these categories to fit the experience level of the group)  
- Ask the volunteers to stand in a single line, shoulder to shoulder; make sure there’s a fair amount of space behind this line  
- Ask the remaining LF candidates to stand behind the candidate whose level of experience best matches their own. |
You have now created a Human Bar Graph with one line (bar) with zero experience, one line with 1 to 2 years of experience, one line with 3 to 4 years of experience, and one line with more than 4 years of experience. Instruct the first LF candidate in each line to form a group by choosing a candidate from each line (bar). Continue working through the lines until each candidate is in a group. If one line (bar) has more LF candidates than the others, take 2 LF candidates from this line when forming the groups. At the end of the process, the most experienced LF candidates will be evenly distributed among the groups. Ask group members to briefly introduce themselves to the group.

<table>
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<tr>
<th>Activity</th>
<th>Small-group task</th>
<th>Resources</th>
<th>Facilitation Notes</th>
</tr>
</thead>
</table>
| Instructions      | ☐ Distribute a copy of the Ordering the Stages of Development learning activity to each LF candidate  
☐ Ask each LF candidate to read the description of the various stages  
☐ After the LF candidates read the description, instruct the groups to discuss the various stages and to number the stages in the order they occur in during a workshop | Ordering the Stages of Development learning activity | ☐ It is very important for you to circulate at the beginning of this task to ensure that LF candidates understood the instructions |

<table>
<thead>
<tr>
<th>Activity</th>
<th>Large-group discussion</th>
<th>Resources</th>
<th>Facilitation Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructions</td>
<td>Facilitation Notes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------</td>
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<td></td>
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</tr>
<tr>
<td>❑ Ask groups to share their ordering with the large group</td>
<td>❑ Encourage groups as they respond to share examples of when they’ve observed these group behaviours in workshops</td>
<td></td>
<td></td>
</tr>
<tr>
<td>❑ Ask other groups to react to these orderings: are other groups’ orderings the same or different?</td>
<td>❑ Groups go through these stages because groups mature the same way individuals do</td>
<td></td>
<td></td>
</tr>
<tr>
<td>❑ After hearing a number of different orderings, share the correct ordering with the group</td>
<td>❑ Like adolescents, the participants in a group find their role in the group by challenging the group’s boundaries; through this testing, participants determine if this is a beneficial group for them and if they want to belong to the group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>❑ Ask the group this question: Why do groups go through these stages?</td>
<td>❑ Through this testing, the roles an individual plays in the group and the norms of the group are determined.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Ordering the Stages of Development handout</td>
</tr>
<tr>
<td>Instructions</td>
<td>Facilitation Notes</td>
</tr>
<tr>
<td>❑ Provide an overview of the four stages:</td>
<td>❑ Provide a brief overview of the stages of group development</td>
</tr>
<tr>
<td>❑ <strong>Forming:</strong> The focus is on the self and figuring out the LF and the group; this is a honeymoon phase, as the formal authority of the LF is high and the group follows the rules because it does not know what the group accepts; the process of learning about the group is more important than the content being taught</td>
<td>❑ Direct LF candidates to the Ordering the Stages of Development handout for more detailed information on the four stages</td>
</tr>
<tr>
<td>❑ <strong>Storming:</strong> The focus is on determining one’s role within the group; formal authority is challenged as a way of determining the norms and expectations of the group; the learning of individual roles and groups norms is more important than the content being taught</td>
<td></td>
</tr>
<tr>
<td>❑ <strong>Norming:</strong> The focus is on acting out newly learned roles and norms; the roles in the group have been established and how the group will operate has been determined; learners can now turn their focus to the</td>
<td></td>
</tr>
</tbody>
</table>
Performing: The focus is now on completing tasks and learning; the quality of the learning will be determined by the norms and roles established in the previous stages; the greater the congruence between the LF’s expectations and the group’s norms and roles, the better the group’s performance.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Small-group tasks</th>
<th>Resources</th>
<th>Facilitation Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructions</td>
<td>- Distribute the Selecting Learning Activities by Stage of Development task</td>
<td>Selecting Learning Activities by Stage of Development task</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Direct LF candidates to reform their small group from the previous task and to take a moment to read the instructions</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>- Ask groups to discuss the instructions and make sure everyone understands the task in the same way</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Ask small groups to complete the task</td>
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<table>
<thead>
<tr>
<th>Activity</th>
<th>Large-group discussion</th>
<th>Resources</th>
<th>Facilitation Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructions</td>
<td>- Rather than go over each learning activity, ask the groups to share some generalizations about what kind of learning activity to use when</td>
<td>Slide #10: The Timing of Activities</td>
<td>Key generalizations:</td>
</tr>
<tr>
<td></td>
<td>- Summarize the key generalization that learning activities should be low risk and highly process-oriented at the beginning of the workshop</td>
<td></td>
<td>Learning activities at the beginning of a workshop should be low risk; there should be little chance of judgement or conflict (e.g. brainstorm)</td>
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<td></td>
<td>Learning activities at the beginning of a workshop should emphasize process: getting to know one another, modelling the learning process, and developing the norms of listening, questioning, and understanding (e.g. icebreaker)</td>
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<td></td>
<td></td>
<td>Learning activities at the beginning of a workshop should build on content provided by</td>
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</tbody>
</table>
the LF; this depersonalizes the situation and no one candidate is tied to the content (e.g. article provided by LF)

- Learning activities at the end of a workshop may induce conflict and debate, emphasize mastery of the content, and use situations provided by LF candidates (e.g. role play)

- This should *not* be a lecture; you should merely touch on generalizations not brought forward by the group

<table>
<thead>
<tr>
<th>Activity</th>
<th>Debrief</th>
<th>Resources</th>
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</thead>
<tbody>
<tr>
<td><strong>Instructions</strong></td>
<td>❑ Ask the following questions: ❑ What were your reactions to the Human Bar Graph exercise? ❑ What other ways could you distribute the group's experience equally throughout the small groups? ❑ What were your reactions to the two pen-and-paper tasks? ❑ Are you comfortable with the concept of group stages?</td>
<td>Facilitation Notes</td>
</tr>
</tbody>
</table>

- Try to draw as much as possible from the group through the debriefing; it is important for the LF candidates to speak, and for you to get a sense of how the group is reacting to the process and understanding the content

- If the debriefing indicates that LF candidates are uncertain about the content, direct them to *Learning Facilitator Training Workshop: Reference Material*

THE DEBRIEFING IS NOT AN OPPORTUNITY TO RE-TEACH THE MATERIAL
### Module 5: Nature of the Group

**Goal:** To understand how the nature of the group affects facilitation  
**Time:** 70 minutes

<table>
<thead>
<tr>
<th>Activity</th>
<th>Introduction</th>
<th>Resources</th>
<th>Facilitation Notes</th>
</tr>
</thead>
</table>
| Instructions | ✗ Start by explaining the module’s rationale, objective, and process  
**Rationale**  
✗ Not all groups are the same, so the facilitation process must be modified to accommodate the nature of the group  
**Objective**  
✗ To modify activities to suit the nature of the group  
**Process**  
✗ Small-group tasks will be used to discover how to modify activities to suit the nature of the group | Slide #11: Module 7 – Nature of the Group | ✗ At this point in their training, LF candidates have become comfortable with this type of introduction and will be expecting this information at the beginning of each new module  
✗ Keep the introduction short, and remember that its purpose is to set the group up for the next series of tasks |

<table>
<thead>
<tr>
<th>Activity</th>
<th>Small group</th>
<th>Resources</th>
<th>Facilitation Notes</th>
</tr>
</thead>
</table>
| Instructions | ✗ Ask LF candidates to reform the groups from the previous activity  
✗ Ask groups to discuss the following question: Why would an activity that works one time with one group not go over well with another group?  
✗ After LF candidates have had 5 or 6 minutes to discuss the question, ask groups to list specific reasons on flip chart paper | Flip chart paper and markers | ✗ At first, groups may have a bit of trouble understanding the question  
✗ It’s important for you to let groups work through this uncertainty and define the question themselves  
✗ At this point in their training, letting LF candidates work through the ambiguity is an important tool in making individuals more responsible for their own learning  
✗ Groups should also be ready to resolve conflicts on their own; this causes individuals to grow and the group to learn to pull together |
### Activity

<table>
<thead>
<tr>
<th>Introduction</th>
<th>Resources</th>
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</thead>
<tbody>
<tr>
<td><strong>Instructions</strong></td>
<td><strong>Facilitation Notes</strong></td>
</tr>
<tr>
<td>- Start by stating that numerous answers to the question have been suggested&lt;br&gt;- While each answer is significant, what the answers have in common is more important&lt;br&gt;- These three key characteristics of a group affect its reaction to a given task:&lt;br&gt;&lt;br&gt;<strong>Maturity:</strong> The ability of the group to take responsibility for its own learning&lt;br&gt;<strong>Motivation:</strong> The reason the individual is part of the group&lt;br&gt;<strong>Experience:</strong> The amount and type of experience participants bring to training&lt;br&gt;- Emphasize these points:&lt;br&gt;- The greater the group’s maturity, the higher the motivation, and the broader participants’ experience, the more flexibility an LF has in selecting learning activities&lt;br&gt;- LFs need to match the group’s levels of maturity, motivation, and experience with the learning activity&lt;br&gt;- LFs should choose learning activities that build the group’s maturity, enhance its motivation, and draw on and expand the group’s experiences, as well as covering the content&lt;br&gt;- The greater the maturity, motivation, and experience of the group:&lt;br&gt;- The more meaningful the learning&lt;br&gt;- The more the group will be engaged in its own learning&lt;br&gt;- The more likely the group is to use higher order thinking skills (e.g. problem-solving and decision-making)</td>
<td>- You can use the cliché <em>Can’t see the forest for the trees</em> to explain the idea of commonalities&lt;br&gt;- This is a critical 10 minutes in the training&lt;br&gt;- You must express to the group the importance of these three characteristics of the group and the need to adjust activities to meet these characteristics&lt;br&gt;- Even more important, you must get LF candidates to see how appropriate learning activities and facilitation skills can promote the development of individual group members’ maturity, improve motivation, and expand the experience of group members&lt;br&gt;- Finally, you must get LF candidates to see that changes in these characteristics make learning more meaningful, engage the learner, and encourage the use of higher order thinking skills</td>
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<tr>
<td>Activity</td>
<td>Small-group task</td>
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</tr>
<tr>
<td>Instructions</td>
<td>Ask LF candidates to reform their small groups</td>
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<td></td>
<td>Instruct recorders to rotate clockwise to the next group, taking with them the</td>
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<tr>
<td></td>
<td>flip chart from the previous activities</td>
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<td></td>
<td>Instruct small groups to group the reasons activities fail into these categories:</td>
</tr>
<tr>
<td></td>
<td>Maturity</td>
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<tr>
<td></td>
<td>Motivation</td>
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<tr>
<td></td>
<td>Experience</td>
</tr>
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<td></td>
<td>Environment</td>
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<td></td>
<td>Ask groups to share what reasons they classified in each category</td>
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<table>
<thead>
<tr>
<th>Activity</th>
<th>Small-group task</th>
<th>Resources</th>
<th>Facilitation Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructions</td>
<td>Group LF candidates into 3 groups, and assign each group one of the following</td>
<td>Flip chart paper and</td>
<td>Here are some sample modifications for each type of situation:</td>
</tr>
<tr>
<td></td>
<td>situations:</td>
<td>markers</td>
<td>□ Lacking Maturity</td>
</tr>
<tr>
<td></td>
<td>Group lacks Maturity</td>
<td></td>
<td>□ Provide clear, concise instructions</td>
</tr>
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<td></td>
<td>Group lacks Motivation</td>
<td></td>
<td>□ Assign specific roles and duties</td>
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<tr>
<td></td>
<td>Group lacks Experience</td>
<td></td>
<td>□ Distribute leaders among the groups</td>
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<tr>
<td></td>
<td>Ask each group to describe how it would modify its facilitation to ensure that</td>
<td></td>
<td>□ Break tasks into smaller/simpler sub-tasks</td>
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<tr>
<td></td>
<td>the group both successfully completed its task and developed the characteristic</td>
<td></td>
<td>□ Use more workbook tasks</td>
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<tr>
<td></td>
<td>it lacked</td>
<td></td>
<td>□ Focus on process as opposed to content</td>
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<td></td>
<td>Use the sample modifications to supplement the answers the groups provide</td>
<td></td>
<td>□ Lacking Motivation</td>
</tr>
<tr>
<td></td>
<td>□ Lacking Experience</td>
<td></td>
<td>□ Recognize skills and experiences</td>
</tr>
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<td></td>
<td>□ Provide experiences through activities</td>
<td></td>
<td>□ Provide leadership opportunities</td>
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<td></td>
<td>□ Have the group provide a case study</td>
<td></td>
<td>□ Make groups accountable for completing tasks</td>
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<tr>
<td></td>
<td>□ Make groups accountable for completing tasks</td>
<td></td>
<td>□ Recognize that some people will not respond to the process</td>
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<td></td>
<td>□ Recognize that some people will not respond to the process</td>
<td></td>
<td>□ Lacking Experience</td>
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<tr>
<td></td>
<td>□ Provide experiences through activities</td>
<td></td>
<td>□ Provide experiences through activities</td>
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10 minutes

<table>
<thead>
<tr>
<th>Activity</th>
<th>Reflection</th>
<th>Resources</th>
<th>Facilitation Notes</th>
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</thead>
<tbody>
<tr>
<td>Instructions</td>
<td>1. Ask LF candidates to add to their reflection from the previous modules:</td>
<td>Reflection sheet</td>
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<td></td>
<td>1. To enhance my performance as an LF, I need to:</td>
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<td></td>
<td>START…</td>
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<td>STOP…</td>
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<td>CONTINUE…</td>
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What We Know about Education

Education can be viewed from two perspectives: teaching and learning.

Viewed from the perspective of teaching, education is something that is done to the learner to produce certain predetermined outcomes. From this perspective, the learner is a passive and inanimate object (like raw material in an industrial process) into which desired knowledge is poured, in which a series of desired moral convictions is formed, or from which a desired set of behaviours can be obtained. But learners are more than raw material; their thoughts and actions have an enormous influence on how the process of education unfolds.

Viewed from the perspective of learning, education is a more complex proposition. Education is not something done to people, but it is something people do for themselves, assisted, we hope, by the action of a teacher. From this perspective, education requires learners to create relevant knowledge, to evaluate their morals and values, and to choose behaviours that are considered appropriate in the context of their real lives. The key aspect of this perspective is that human beings are viewed as intentional and that they can alter their actions in accordance with their evaluation of a given situation. Learners are constantly making decisions about the value of the material being presented: whether to learn the material, how much effort to put into learning, and so on. What is learned is also affected by the learner's mood and motivation and by the back-and-forth nature of his or her interactions with the social context.

In sum, the process of education — what is learned, internalized, and applied — is mediated by the cognitive evaluation of the material being dealt with, the emotional state and motivation of the learner, and the opportunities the learner has to make sense of new information by reflecting on and discussing it with others who are engaged in similar activities. The learner is the producer of his or her own learning.

Current research suggests that learners are best able to produce their own learning when:

- Learners are treated as capable persons and are allowed to have a significant influence on the process of learning.
- Learners' experiences, knowledge, interests, and context are capitalized on. Material is viewed as significant and remembered when it is related to past experiences and the current context. Learning is often a reorganization, understanding, and application of past experience.
- Learners discover relationships, concepts, and meanings within their own context. Working to discover these relationships tends to make learning meaningful and authentic.
- Learners are actively engaged in tasks relevant to their context. When the tasks being performed allow learners to directly satisfy a need, learning becomes more intrinsically motivating, and what is learned becomes an integral part of the learner.

Note: The primary influence for this article is Dr. Ben Levin (previous Deputy Minister of Education, Ontario). Dr. Levin's approach of creating a “straw man” and then knocking it down is the approach the article takes. As well the views of what constitutes learning and what constitutes teaching have been shaped by Dr. Levin’s classes.
Selecting Learning Activities by Stage of Development

For each activity listed below, put a “+” sign in the column for stages where the activity would be a good activity or a “-” sign in the column for stages where this activity may not be appropriate.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Forming</th>
<th>Storming</th>
<th>Norming</th>
<th>Performing</th>
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<tbody>
<tr>
<td>Role play</td>
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<tr>
<td>Micro teaching</td>
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<tr>
<td>Fish bowl*</td>
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<tr>
<td>Read an article</td>
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<tr>
<td>Small-group task</td>
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<tr>
<td>Individual presentation to group</td>
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<tr>
<td>Question-and-answer session</td>
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<tr>
<td>Brainstorming</td>
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<tr>
<td>A debate</td>
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<tr>
<td>Reciprocal coaching</td>
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<td>Personal reflection</td>
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<td>Icebreaker</td>
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<tr>
<td>Case studies provided by the MLF</td>
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<td>Lecture</td>
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<td>Individual task</td>
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<tr>
<td>Pairs task</td>
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<tr>
<td>Jigsaw**</td>
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<tr>
<td>Case study provided by an LF candidate</td>
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<tr>
<td>Problem-solving</td>
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* Fish bowl – Two or three learners perform a skill while the rest of the group sits around them, observes the performance, and provides feedback.

** Jigsaw – Learners form expert groups where they read information they are given on a specific topic. For example, there are four expert groups, and each receives a reading on a specific teaching skill:
  - Expert group 1: planning an explanation
  - Expert group 2: planning a demonstration
  - Expert group 3: designing a drill
  - Expert group 4: providing feedback

After the groups have reviewed and discussed this information, new groups consisting of one member from each expert group are formed. In these new groups, each member shares the expertise gained in the expert groups.
Six Phases of Debriefing

Dr. Sivasailam "Thiagi" Thiagarajan (www.thiagi.com)

People don't learn from experience; they learn from reflecting on their experience.

I firmly believe this principle and keep preaching it to everyone. To me, all experiential learning activities (simulations, games, role plays, outdoor adventures, and other such things) merely provide an excuse for debriefing sessions.

You must conduct a debriefing discussion to help your participants reflect on their experiences, relate them to the real world, discover useful insights, and share them with each other. Debriefing also helps you to wind down the learning activity, reduce negative reactions among the participants, and increase insights.

A major dilemma in debriefing is maintaining a balance between structure and free flow. I suggest that you prepare several questions before the debriefing session. During actual debriefing, encourage and exploit spontaneous comments from the participants. If the conversation degenerates into a stream-of-consciousness meandering, fall back on your prepared list of questions.

I use a six-phase model to structure debriefing questions. Here are some guidelines for each phase of this model.

**Phase 1: How Do You Feel?**

This phase gives the participants an opportunity to get strong feelings and emotion off their chest. It makes it easier for them to be more objective during the later phases.

Begin this phase with a broad question that invites the participants to get in touch with their feelings about the activity and its outcomes. Encourage them to share these feelings, listening actively to one another in a nonjudgmental fashion.

**Phase 2: What Happened?**

In this phase, collect data about what happened during the activity. Encourage the participants to compare and contrast their recollections and to draw general conclusions during the next phase.

Begin this phase with a broad question that asks the participants to recall important events from the training activity. Create and post a chronological list of events. Ask questions about specific events.

**Phase 3: What Did You Learn?**

In this phase, encourage the participants to generate and test different hypotheses. Ask the participants to come up with principles based on the activity and discuss them.

Begin this phase by presenting a principle and asking the participants for data that supports or rejects it. Then invite the participants to offer other principles based on their experiences.

**Phase 4: How Does This Relate to the Real World?**

In this phase, discuss the relevance of the activity to the participants' real-world experiences.

Begin with a broad question about the relationship between the experiential learning activity and events in the workplace. Suggest that the activity is a metaphor and ask participants to offer real-world analogies.

**Phase 5: What If?**

In this phase, encourage the participants to apply their insights to new contexts. Use alternative scenarios to speculate on how people's behaviours would change.

Begin this phase with a change scenario and ask the participants to speculate on how it would have affected the process and the outcomes of the activity. Then invite the participants to offer their own scenarios and discuss them.
Phase 6: What Next?

In this phase, ask the participants to undertake action planning. Ask them to apply their insights from the experiential activity to the real world.

Begin this phase by asking the participants to suggest strategies for use in future rounds of the activity. Then ask the participants how they will change their real-world behaviour as a result of the insights gained from the activity.
Learning and Training Foundations of the Learning Facilitator Development and Evaluation Handbook

Education is a social process. Education is growth. Education is not a preparation for life; education is life itself.

John Dewey

David Johnson, Roger Johnson, and Karl Smith, preeminent researchers and practitioners in the field of teaching and learning, describe learning (1991) as “a social process that occurs through interpersonal interaction within a cooperative context. Individuals, working together, construct shared understandings and knowledge.” This quote summarizes the shift in thinking about learning and training that has occurred since the 1980s.

The NCCP’s Learning Facilitator Development and Evaluation Handbook reflects these newer developments in learning and training theory, as well as core concepts in traditional learning and training theory.

Newer Developments in Learning Theory

The Learning Facilitator Training Workshop draws heavily on developments in learning theory in these areas:

- Constructivism
- The way the brain works
- Multiple intelligences

Constructivism

Constructivism asserts that individuals experience meaningful learning when they have the opportunity to process information and relate it to their own experiences. As Burke (1993) states: “Learners should be able to construct meaning for themselves, reflect on the significance of this meaning, and self-assess to determine their own strengths and weaknesses.”

The Way the Brain Works

Constructivist theories of learning have been supported and enhanced by research on the way the brain works. Recent research has demonstrated that the operation of the brain is much more complex than earlier theories of learning believed. Current research shows that the ability to learn is significantly influenced by the environment in which learning takes place, as well as by the learner’s ability to cope with the emotions evoked by the learning environment.

Chapman (1993) outlines four elements that need to be present for the brain to function fully:

- Trust and belonging — learners need to be familiar with the environment and be given a significant number of opportunities to practise what is being taught.
- Meaningful content and enriched environment — learners require content that is relevant and a process of instruction that promotes learning.
- Intelligent choices — learners should have choices about what they learn and how they learn it.
- Adequate time — learners need time to become comfortable with the approaches to instruction. Learners also require sufficient time to demonstrate their learning.
Jensen (1998) supports Chapman’s need for a supportive environment and adds that there is a need to enrich as much as possible. Research on the working of the brain also points to the need to teach the skills of thinking and to encourage metacognition (thinking about thinking).

**Multiple Intelligences**

For years, intelligence has been viewed as a relatively fixed, singular entity that could be demonstrated through a number of standardized tests. Recently, however, Gardiner (1983) has demonstrated that there are at least eight intelligences:

- Verbal/linguistic (words, listening, speaking)
- Visual/spatial (images, drawings, puzzles)
- Logical/mathematical (reasoning, facts, sequencing)
- Musical/rhythmic (melody, beat, pace)
- Bodily/kinesthetic (activity, perform, feel)
- Interpersonal (interact, communicate, empathize)
- Intrapersonal (create, dream, set goals)
- Naturalistic (observe, classify, hiking)

Gardiner’s research forces us to change our perspective from “How smart is the learner?” to “How is the learner smart?” This change in focus means that educators need to use a variety of instructional activities to give learners better opportunities to learn and to show what they have learned.

**Summary**

These developments have contributed to the realization that educators have had a rather narrow view of knowledge and learning. Educators need to examine their practices and broaden their views to be more in line with this new perspective on knowledge and learning. The *Learning Facilitator Training Workshop* is based on this broader definition of knowledge and learning.
Newer Developments in Training Theory

Two key concepts in recent research on training theory have shaped the design of the Learning Facilitator Training Workshop: outcome-based education and learner readiness.

Outcome-based Education

Over the past 20 years, there has been a massive change in how curricula are developed. In the past 10 years, 49 of the 50 American states and most educational jurisdictions in Canada have developed curricula based upon outcomes (O'Connor, 2002). These new curricula focus on what the learner knows and does (outcomes), as opposed to what learning opportunities and resources the learner is given (inputs).

Schmoker (2000) believes that the implementation of an outcome-based curriculum provides the following:

- A clearer focus on what the learner should know and do
- A common direction for all providers of training
- A consistent basis for communicating the learners' achievements
- An explicit basis for judging the learner's success

While some researchers in this area (Marzano (2000) and Popham (2002)) suggest that these benefits may be wishful thinking, others, including Black and Williams (1998), believe that the potential for improving education lies in aligning outcomes with assessment. Such alignment gives instructors significant freedom to determine the "how" of instruction. When this alignment takes place, instructors have both direction and discretion, and learners have a clear picture of what is to be learned, how the instruction will assist them in their learning, and how their learning will be assessed.

Learner Readiness

The concept of learner readiness directly addresses the "how" of instruction. Hersey and Blanchard (1998) argue that leadership (and, by extension, instruction/facilitation) is situational. While there is no one good way to instruct/facilitate all groups, every group can be instructed/facilitated in such a way that the group learns and develops.

Grow (1996) suggests that the key situational variable in determining how to instruct/facilitate a group is the readiness of the group to self-manage. Readiness is a combination of the group's:

- Maturity — the group's ability to take control of its own learning
- Motivation — the group's desire and willingness to learn
- Experience — the group's experiences and background knowledge

Hersey and Blanchard further assert that leadership involves choosing a mix of goal-oriented actions and personal interactions that match the group's readiness so that the task at hand can be accomplished and the group prepared to advance to a higher level of self-management. Grow has adapted this assumption to education and states that good instruction/facilitation matches the group's stage of self-management while helping the group advance toward greater self-management. Grow has developed a Staged Self-Directed Learning Model that describes four stages of readiness and the appropriate instruction/facilitation style:

- Dependent stage — Learners lack the relevant knowledge and skills, as well as the experience or self-confidence, to pursue educational goals on their own. The instructor should fulfil the role of a coach by giving learners an opportunity to acquire the knowledge and skills.
- Interested stage — Learners need to understand the reason for learning and receive clear instruction and support. The instructor takes on the role of guide, providing learning activities that actively involve learners.
Involved stage — Learners have the skills, knowledge, motivation, and experience to learn with and from others. The instructor takes on the role of facilitator, giving the group the tasks, tools, and methods needed to interpret personal experience while valuing the experiences of others.

Self-directed stage — Learners are able and willing to take responsibility for their own learning; they also demonstrate the skills of time management, self-evaluation, and peer critique. The instructor takes on the role of delegator, maintaining the process of learning and directing learners to appropriate sources of information.

The How of Instruction

From Grow’s model, we can summarize the how of instruction as a three-step model:

- Ascertain the stage of the group — Grow does not provide a scale for measuring the group’s stage of readiness; instead, he puts his faith in the instructor/facilitator to estimate the group’s stage from classroom behaviour and the quality of work produced.

- Give the group tasks it can successfully complete at its stage of readiness — “Nothing succeeds like success.” Providing tasks the group can succeed at builds confidence and self-efficacy, while developing the skills required to move to the next level of readiness.

- Give the group challenging tasks — This taps into the group’s newly discovered confidence and skills of self-management. The tasks should allow the group to draw on its experiences, learn from those experiences, and value the experiences of others.

As the instructor/facilitator applies this model, he or she enhances the group’s ability to take responsibility for its own learning, increases the group’s willingness to learn, and makes content more relevant by allowing learners to reflect on their own experiences.

Learning is not so much an additive process, with new learning simply piling up on top of existing knowledge, as it is an active, dynamic process in which the connections are constantly changing and the structure reformatted.

K. Patricia Cross
Core Concepts in Traditional Learning and Training Theory

The Learning Facilitator Training Workshop is also built on four core concepts in traditional theories of learning and training:

- Social cognition
- Experiential learning
- Social learning
- Principles of adult learning

These core concepts provide direction on the actions that instructors/facilitators should take and address the process of instruction/facilitation.

Social Cognition

Vygotsky’s (1978) model of social cognition asserts that cognitive development is a life-long process that depends on social interaction and that learning in a social context actually leads to cognitive development. Through social interaction, learners acquire much of the content of their thinking (knowledge), as well their tools for thinking (thinking processes). Cognitive development (knowledge and processes) results from a dialectic process in which learners learn by problem-solving with someone else — either an instructor/facilitator or a peer.

Vygotsky further theorizes that this cognitive development occurs within the zone of proximal development. This zone is the difference between what a learner can accomplish on his or her own and what the learner can do with help from the instructor/facilitator or in collaboration with capable peers. In other words, in the zone of proximal development, a learner can perform a task with support from an instructor/facilitator or with peer collaboration that he or she could not have performed alone. Vygotsky claims that learning occurs in the zone by bridging the gap between what is known or performed with what may be known or performed.

Vygotsky prescribes scaffolding (see page 96) as an effective strategy for accessing the gap between what is known and performed and what may be known and performed. A basic definition of scaffolding is that the instructor/facilitator adjusts the level of support to match either the individual learner’s or the group’s level of performance. Hausfather (1996) describes the process of scaffolding as engaging the learner’s interest, modifying tasks so the learner can manage them, controlling learner frustration, and motivating the learner to achieve the instructional goal. The current literature suggests three other instructional strategies based on the concepts of the zone of proximal development and scaffolding:

- Reciprocal teaching — The instructor/facilitator and learners take turns leading the group.
- Cognitively guided instruction — Learners explore problems and share their problem-solving strategies in an open dialogue, with the instructor/facilitator providing the appropriate scaffolding.
- Fostering communities of learners — The instructor/facilitator groups learners with a common interest and gives them an opportunity to define these interests and determine how to learn about these interests.

Experiential Learning

Experiential learning is often oversimplified and described as learning by doing or learning by direct contact with the subject matter. While quite functional, these definitions lack scope because they omit the affective, behavioural, and cognitive aspects of the learning process. The full scope of experiential learning is captured in Steve Craig’s definition: “knowledge, skills, and/or abilities attained through observation, simulation, and/or participation that provides depth and meaning to learning by engaging the mind and/or body through activity, reflection, and application” (2006, p. 4).

While Craig’s definition contains affective, behavioural, and cognitive aspects, it does not give experience the central role that some other theories do. Kolb emphasizes the central role of experience in the process of learning by stating that “learning is the process whereby knowledge is created through the transformation of experience” (1984). Experiential learning is a process of adaptation and learning where knowledge is continuously created and recreated.
While a number of variations on the theme of experiential learning have appeared in the past 30 years, the most widely used model is the David Kolb. Kolb and Roger Fry (1975) created a model of experiential learning composed of four elements:

- Concrete experience — creating tangible memories of an experience
- Observation and reflection — collecting data through observation and critical thought
- Forming abstract concepts — analyzing the data received and developing new concepts and theory from the experience
- Testing these concepts in new situations — modifying behaviour and knowledge while observing implications for future consideration

These four elements are represented as a learning cycle:

While Kolb and Fry suggest that the learning cycle should be approached as a continuous spiral and that learning may begin at any one of the four elements, they concede that the learning process usually begins with a concrete experience.

Steve Craig (2006) cites empirical research from McKeachie (1963) and Fergus, Craik, and Tulving (1975) on the role of experience in enhancing learning and increasing learning retention.

Social Learning

While the structure of learning activities has been profoundly influenced by theories of social cognition and experiential learning, how individuals behave while learning is best explained by Bandura’s theory of social learning (1977).

The theory of social learning is widely used in training programs. It has also been applied extensively to the understanding of aggression. Social learning theory focuses on the learning that occurs in social contexts. Simply stated, the theory outlines a learning process that is based on observation, imitation, and modelling. As Bandura (1977) explains:

Learning would be exceedingly labourious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behaviour is learned observationally through modeling: from observing others one forms an idea of how new behaviours are performed, and on later occasions this coded information serves as a guide for action.

This process of observation, imitation, and modelling is mediated by a series of continuous reciprocal interactions among the learner’s cognitive processes (attention paid to the behaviour, value attached to the behaviour, self-regulation, and judgement), behaviour (past
or promised reinforcements and punishments), and the environment (reactions of the model or an audience). Observation of these interactions has allowed Bandura to summarize the steps in social learning:

- Attention — If you are going to learn anything, you need to be paying attention.
- Retention — You must be able to retain what you paid attention to and to reproduce it as your own behaviour.
- Reproduction — You must have the ability and an opportunity to reproduce the behaviour.
- Motivation — You are more likely to adopt behaviours if it results in outcomes you value or if the model looks more like the observer.

Learners’ behaviour during the learning activities presented in the Learning Facilitator Training Workshop is critical. Some component of every learning activity demands that the learner use higher order thinking skills (problem-solving or decision-making skills). To achieve this, the members of the group need to adopt behaviours (active listening, respect, empathy, asking questions in a positive manner, and providing and accepting criticism) that are supportive of these thinking skills. A key function of the Learning Facilitator is to help learners develop the needed behaviours.

Drawing on Bandura’s theory of social learning, we see that a Learning Facilitator may enhance the development of these behaviours by:

- Modelling the desired behaviours
- Reinforcing desired behaviours
- Sanctioning undesired behaviours
- Giving learners an opportunity to reproduce desired behaviours
- Allowing the group to reinforce and sanction behaviours

With these components in place and through the provision of scaffolding (Vgotsky), the Learning Facilitator can help learners develop behaviours that contribute to group learning. While the individual learner can assist the group’s learning through these behaviours, the Learning Facilitator can enhance an individual’s learning by following the principles of adult learning.

Principles of Adult Learning

The field of adult education has evolved considerably over the past 50 years, and so has the definition of adult education:

Adult education is a process whereby persons whose major social roles are characteristic of adult status undertake systemic and sustained learning activities for the purpose of bringing about changes in knowledge, attitudes, values, and skills. (Darkenwald and Merriam, 1982, p. 9)

Practitioners working in the field of adult education have identified a number of characteristics of adults as learners. Darkenwald and Merriam (1982) summarize these characteristics as follows:

- Adults are voluntary learners.
- Adult learners have a wide range of abilities.
- Adults tend to relate learning to their past experiences.
- Adults are learning for a current need.
- Adults have the ability to take responsibility for their own learning.
- Adults (even those with positive self-concepts) may feel threatened in the role of learner.

Darkenwald and Merriam (1982) use these characteristics as the basis for a set of principles on educating adults:

- Recognize and use the vast range of ability in training.
- Use experience as a starting point in learning activities.
- Use the group’s ability to control its own learning.
- Create a group that is supportive of each individual’s learning.
- Provide learning activities that are relevant to the group’s current needs.
- Provide learning activities that engage individuals in learning that is relevant and meaningful.
- Build on adults’ ability to take responsibility for their learning and develop even more skills to direct their own learning.
- Provide positive and specific feedback to enhance learners’ self confidence.

The *Learning Facilitator Training Workshop* reflects these principles of adult learning.
References


Adults in the Role of Learner

Adults in the role of learner tend to:

- **Have a vast range of abilities.** The abilities of an adult learner are determined largely by the amount of his or her previous learning. Some have many years of post-secondary education, while others may not have finished high school. Some have many years in the workforce, while others may be starting their working careers. In NCCP workshops, some coaches may have competed extensively as athletes while others may not have any experience in sport. The range of coaching experience may be just as varied. As an LF, you must recognize and use this diversity.

- **Use past experience as the basis for new learning.** To make sense of information, adults tend to relate it to their past experiences: Is it similar to or different from their past experiences? Does it support or challenge what they already know? Experience tends to work as a filter. For some coaches, experience stimulates thinking and learning, while for others it may create resistance to new ideas and information.

Introduction

Before starting any training, it is important to review the characteristics of adults in the role of learner. These characteristics significantly affect how adults respond to instruction. The following general points about adults in the role of learner have implications for you as a Learning Facilitator (LF) of NCCP workshops.

Understanding Adults in the Role of Learner

- **Whatever coaches' reactions, the function of the LF is to give coaches opportunities to share and examine experiences and, if possible, construct learning from their and others' experiences.**

- **Be learning for their present role of coach.** Coaches attend training to do a better job in their role as coach. For some, doing a better job means not looking like a goof at next Monday's practice; for other, it may entail refining some coaching skills. Because of the broad range of expectations, the Learning Facilitator must give each coach an opportunity to relate the training to his or her coaching context and needs. By taking this approach, the LF makes training relevant and intrinsically motivating.

- **Have the ability to take responsibility for their own learning.** Adults usually have some experience in teaching themselves, either through experiences at work or in educational settings. Combined with a desire to control their learning, this experience makes active learning an effective training strategy. When adults are actively engaged in the process of learning, they are more likely to use higher order thinking skills such as critical thinking and problem-solving. The application of higher order thinking skills makes training more meaningful and learning more relevant. Throughout the training, the LF must give coaches opportunities to develop the skills that will allow them to take greater responsibility for their own learning.

- **Have their self-concept established.** Adults with a positive self-concept tend to do well in the role of learner. By contrast, adults with low self-esteem may be fearful and insecure in the role of learner, perhaps because of past negative experiences in this role. Even adults with a positive self-concept may feel uncertain or threatened by the facilitative approach to training. It is therefore crucial the LF provide learning activities that allow coaches to be successful, especially at the start of the training. A successful learning activity gives coaches enough structure to understand the purpose and process of the activity and to take responsibility for their learning; it also engages them through topics that are meaningful in their coaching context and relevant to their level of experience. These successes, combined with the LF's praise and positive comments, will enhance coaches' confidence in their ability to take responsibility for their learning.

- **Be voluntary learners.** Most adults taking coach training do so voluntarily. If an adult is not comfortable in the physical environment or social structure of the workshop, he or she is free to withdraw. The LF must therefore create a comfortable physical environment and a supportive social structure. Developing a social structure that supports critical thinking and problem-solving is crucial. If coaches feel threatened or believe that the group does not value their comments, they may be reluctant to become involved in learning activities. By contrast, when coaches feel supported by the group and believe that it assesses their comments fairly, they are stimulated to become more involved in the process of learning. LFs must therefore model behaviours that support the group, encourage risk-taking, reward participation, and sanction behaviours or attitudes that do not support critical thinking and problem-solving.

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Conclusion

Eight principles for the effective training of adults by LFs may be derived from this description of adults in the role of learner:

- LFs must recognize and use the vast range of ability within a group of adult learners.
- LFs must recognize that the starting point for learning for most adults is their past experience and knowledge.
- LFs must give the group opportunities to learn through learning activities that match the group’s maturity (ability to take responsibility), motivation (reasons for attending the training), and experience (past involvement in coaching).
- LFs must develop a social structure within the group that is supportive of participation, risk-taking, critical thinking, and problem-solving.
- LFs must provide learning activities that relate directly to coaches’ coaching context.
- LFs must actively engage coaches in learning that is meaningful and relevant.
- LFs must help the group develop skills that allow it to take more responsibility for its learning throughout the training.
- LFs must provide specific and positive feedback related to individual participation in the group activities, the group’s ability to take responsibility for its own learning, interactions among coaches, the quality of discussions, and the ability of the group to think critically.

The aim of education should be to teach us rather how to think, than what to think – rather to improve our minds, so as to enable us to think for ourselves, than to load the memory with the thoughts of other men.

John Dewey
The Functions of the Learning Facilitator in the NCCP

Introduction

NCCP training emphasizes the use of learning activities. To present learning activities well, the LF must be more than a subject-matter expert. While knowledge of content is always of value, LF must be equally skillful at guiding coaches through learning activities that require critical thinking and developing a group that is supportive of critical thinking.

To do this, the LF must perform three distinct, but related functions:

- Instructor
- Learning guide
- Moderator

The LF as Instructor

The LF must provide up-to-date and valid information. Without this injection of new ideas, concepts, or thoughts, any attempt to stimulate critical thinking among coaches may lead to a rehashing of old ideas, reinforce incorrect concepts, and inhibit the process of critical thinking.

To be precise and concise in the presentation of information, an LF must be creative. Being creative may include using:

- Introductions to learning activities
- Mini-lectures
- Reference material
- Coach workbooks
- Videos
- Summaries at the end of activities
- Debriefs

While disseminating information may no longer be the dominant function of the LF, it is still a critical function if coaches are to think critically and develop the appropriate competencies.

The LF as Learning Guide

LFs must implement learning activities that allow coaches to learn through a process of guided discovery. These learning activities must engage coaches in a process of critical thinking (assessing the value of the material and relating it appropriately to their coaching context) and link directly to desired outcomes and the development of specified competencies. The LF guides the learning process by:

- Altering the sequence of learning activities to match the readiness of the group
- Providing detailed instructions for learning activities
- Intervening when the group misunderstands instructions
- Correcting coaches when they misunderstand information
- Resolving conflict within the group
- Fully debriefing the learning activity

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Guided discovery allows LF's to engage coaches in the process of critical thinking and to help coaches develop the skills needed to take even more responsibility for their own learning. As coaches learn through the process of guided discovery, they become more confident in their ability to learn, and they develop skills they can use to guide their own and the group's learning.

The LF as Moderator

The LF must assign coaches to groups where coaches support one another and the process of critical thinking. The learning activities the LF uses should do more than engage coaches in critical thinking and help coaches develop specified competencies. Rather, learning activities should lead to the development of desired behaviours — inquiry, collaboration, sharing, and collegiality — within the group. The LF develops these desired behaviours by:

- Providing tasks that match the group's readiness
- Providing tasks that support the development of desired behaviours
- Providing tasks that are appropriate for the group's stage of development (see Stages of Group Development for descriptions of these stages (forming, storming, norming, and performing))
- Providing specific and positive feedback related to the group's behaviours
- Sanctioning behaviours that are not supportive of the goals of critical thinking
- Altering the make-up of learning groups for specific tasks

Conclusion

For the most part, the functions of the LF in the NCCP are like those of a coach. Like the coach, the LF must provide instruction and activities that help people develop their skills (outcomes, competencies). Also like the coach, the LF must bring individuals together to form a cohesive unit whose members support one another.
Elements of An Effective Learning Activity

Introduction
Facilitation has two components: the functions of the facilitator (instructor, learning guide, and moderator) and the structure of the learning activities.

If these two components do not support each other, it is hard for training to achieve its goals. For example, even a trained facilitator is unlikely to develop learners’ problem-solving and decision-making skills if training consists largely of lecture and workbook activities. Similarly, a content expert would be hard pressed to increase group members’ specialized knowledge if training consists of numerous small-group activities and debriefing sessions.

When these two components do support each other, there is a synergy that transforms the process of learning, that enhances the depth, breadth, and quality of what is learned. This synergy:

- Actively engages learners in their own learning
- Makes learning more relevant
- Enriches the learning process through social interaction
- Stimulates critical thinking
- Maximizes retention
- Develops coaching competency
- Increases the likelihood that these competencies will be applied

An LF is best able to perform the functions of a facilitator (instructor, learning guide, and moderator) in training that uses learning activities that actively involve coaches in their own learning. This structure of learning is best described as Activity-based Learning.

Activity-based Learning draws from experiential learning theory the notion that learning from experience is one of the most common ways people learn. Proponents of experiential learning point to the “aha” moments that dislodge old thinking and enable new perspectives to take hold. Learning processes that take advantage of experience tend to engage learners and their higher order thinking skills while being intrinsically motivating.

Numerous experiential learning theorists and practitioners have advanced the idea of an experiential learning cycle. These researchers differ mainly in the number of steps or phases they believe the cycle has (anywhere from two to five). Activity-based Learning has synthesized this research, setting out three critical elements of effective learning activities:

- **Theory** — This is described in various theories as the learning stage, the sensing stage, the observing stage, or the encounter stage.
- **Experience** — This involves the doing and experimenting stages of various theories.
- **Application** — This collapses the planning, reflecting, conceptualizing, and generalizing stages of numerous theories.

These three elements can be used in any order. LFs should use the elements in the order they believe will best meet the objectives of the activity and coaches’ needs.

**Theory**

Theory involves the introduction of new information or knowledge to coaches. This new information could be presented in a mini-lecture, a summary of a small-group activity, an article, or a video; it could also be identified through a debriefing. The purposes of this element are:

- To expand coaches’ knowledge base

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3 This article draws heavily on *Experiential learning*, by D. Kolb (1984), New Jersey: Prentice Hall, Inc.
To give coaches information that may lead them to examine a previous approach or a previous coaching practice
To provide the basic knowledge coaches need to learn, practise, and develop a specific outcome or competency

Experience

*Experience* occurs when coaches reflect on past experience or perform tasks designed to provide them with an experience from which they can draw useful insights. For example, one coach might instruct another in how to throw a paper ball with the non-dominant hand. From this task, an LF could draw out the methods of instruction and reactions of the coaches who were giving the instructions. The LF could also ask the coach learning the skill how he or she felt and point out that these feelings might be like those of a child getting involved in sport for the first time.

The purposes of this element are:
- To generate a knowledge base from which to work
- To generate a list of experiences that could be analyzed
- To have coaches critically reflect on past experiences
- To provide coaches with experience they may lack

This element often takes the form of brainstorming, small-group discussion, role-play, simulation, or individual reflection.

Application

*Application* gives coaches opportunities to relate or apply what is being learned to their coaching context. This may be the most significant element of the learning activity, because it allows coaches to transfer workshop material from the abstract to the concrete, from the theoretical to the practical, and from the classroom to the coaching context.

The purposes of the Application element are:
- To give coaches time to think and reflect
- To make the workshop material relevant to the coach’s real-life context
- To allow coaches to analyze and modify the material presented
- To make the material applicable to coaches’ own coaching context
- To develop a sense of ownership for the ideas and concepts developed within the training

To summarize, the Application element is where coaches create new knowledge, where *new* means that the information and its application have been discovered by each coach and so they are new to each coach.

This element may take a real hands-on form — planning a practice, developing an EAP, or teaching a skill, for example. The Application element may also have a more philosophical bent, where coaches outline their coaching beliefs, reflect on past coaching practices, or plan for the future. The hands-on approach is best done in small groups or individually, while the more philosophical and personal reflection is best done alone.

Conclusion

The elements of Activity-based Learning may be performed in any order, but all three need to be present to make an activity a truly effective learning experience. For the LF, ensuring that all three elements are present provides an outline for structuring learning activities and for providing continuity from one learning activity to another. For the coach, having all three elements present means that the coach moves spontaneously among these elements as they make links among the classroom activities, coaching experiences, and their coaching context. This cognitive process accurately reflects the way people learn every day and takes into account accidental and unintentional learning.

One final point. The three elements of a learning activity should be bracketed by an introduction and a closing. The introduction should state the objective, provide a brief rationale, and outline the process to be followed. The closing may allow for the summarizing of key points, individual reflection, a review of the activity, or the debriefing of personal feelings or reactions; the closing may also act as a bridge to the next activity.
Definition of Micro Teaching

**Micro teaching is organized practice teaching.** Micro teaching enhances LFs’ confidence by allowing LFs to practise facilitation in a safe and supportive environment. After each session of micro teaching, LFs receive feedback from the other LFs in the group, as well as from the Master Learning Facilitator (MLF). Micro teaching is a quick, efficient, proven, and fun way to help LFs get off to a good start.

Objectives
- To expose LFs to the content of the Instruction – Beginners and Competition – Introduction contexts
- To practise the skills of facilitation
- To enhance LFs’ confidence in facilitating workshops

Process of Micro Teaching
- Each LF works with a partner
- Each LF is assigned a specific topic to facilitate
- Each pair is given time to review the material and to get an idea of what needs to be facilitated
- After completing facilitation training, LFs design the process of facilitation
- In front of the group, each LF facilitates the assigned topic
- On completing the facilitation, the pair receives feedback from the group and the MLF
Stages of Group Development

Introduction

A significant variable in the selection and sequencing of activities is the group’s stage of development. Research has been exhaustive and the result conclusive — all groups go through certain stages of development during their time together.

In NCCP workshops, these stages are marked by changes in the relationship between the LF and the coaches and in the relationship among the coaches. The LF needs to be able to identify these stages and to select instructional strategies that use the characteristics of the various stages to enhance group development and learning.

The Process of Group Development

Group development is a form of social learning. Social learning in turn is a process of observing and imitating behaviours considered appropriate by the group and adopting the roles associated with those behaviours.

Members of groups usually engage in social learning subconsciously. They typically learn what behaviours and roles are acceptable within the group by challenging the formal authority within the group. During training, the formal authority within the group is the LF, and the rules are those set by the LF. This process of challenging formal authority and the LF’s reaction to these challenges determines the acceptable behaviours within the group (the group norms).

For example, if coaches regularly take 25 minutes for 15-minute coffee breaks and the LF does not address this behaviour, coaches learn that 15-minute coffee breaks are really 25-minute breaks. So when there is a break and 15 have passed, individual coaches don’t go back to the classroom, as they see all the other coaches still sitting and having coffee.

Challenges to formal authority give rise to what is described as informal authority — a system of roles and norms that are enforced not by formal rules but by a series of social sanctions. This can happen, for instance, if a coach who is in several groups leads one group to talk about anything but the assigned task and the LF and other group members don’t challenge him or her. The coach then takes on the negative Ned role, and groups learn that it’s okay to be off-task and to discuss topics other than those assigned in small groups.

The LF’s goal is to manage challenges to formal authority in a way that fosters the development of roles and norms that support the rules the LF has tried to establish. The greater the congruity between formal authority (the rules) and informal authority (group roles and norms), the better the performance of the group. One significant way to pre-empt challenges to formal authority is to use learning activities that exploit the group’s characteristics.

Stages of Group Development

Groups pass through four stages in the process of group development:

- Forming
- Storming
- Norming
- Performing

Forming

The forming stage is a stage of ambivalence and anxiety. On the surface, coaches seem ambivalent about the proceedings as they take time to size up the LF and other coaches. Coaches are usually asking themselves things like “Who’s the LF?” or “Why am I here?” On the inside, coaches are typically quite anxious, as they feel other coaches are sizing them up. They're asking themselves things like “Will these people accept me?” and “Can I trust these people?” During this stage, coaches seek out other coaches with whom they feel comfortable.

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4 This article draws heavily on “Developmental sequence in small groups,” by Bruce Tuckman (1965), Psychological bulletin, 63, 384-399.
For the LF, this may be viewed as the honeymoon phase: Participants who don’t know what behaviour is acceptable in the new group and fear making a social mistake tend to follow the rules and do as the LF says. But some coaches may try to learn what is acceptable by acting contrary to the LF’s rules or instructions. Other coaches in the group will interpret the LF’s reaction as an indicator of what is acceptable in this group. The LF must respond to these challenges. Responding to challenges in a firm, positive manner shows the group that the behaviour is not acceptable.

It is also important for the LF to get the coaches actively involved in the training and their own learning during this stage. If coaches are not involved within the first 30 minutes of training, they will adopt the role of passive learners.

**Storming**

This stage starts when coaches feel comfortable enough with the LF and other coaches to test the waters (for some coaches, this happens the minute they step into the classroom). During this stage, coaches are asking questions such as “Who am I?”, “Where do I fit?”, and “Why are we doing this stuff?”

Coaches try to get answers to these questions by resisting and challenging the LF and then observing the reactions of other coaches. The key difference between the forming and storming stages is that the coach moves from taking his or her cues from the LF to taking them from the group. This resisting and challenging may take indirect forms, such as coming back late from breaks, changing activities to fit their needs, or not participating in assigned activities. Sometimes this resistance is more direct, with coaches openly challenging the LF with questions about content or process.

While the challenges during this stage may be about content or process, the underlying purpose of the behaviour is to answer such questions as “How much power/control do I have in this workshop?” and “What is my role — leader, contributor, organizer, listener, or joker?” The answers to these questions are often more important to coaches than what the LF is trying to teach.

The direction of the workshop is established during this stage. This direction is determined largely by how the LF and the group react to the resistance of an individual coach. When reacting to the individual and dealing with the group’s reaction, it is important to remember that coaches are not being jerks. They are acting out perfectly normal social needs.

During this stage, the LF should be firm about structural rules (starting times, staying on task, listening to the speaker, respecting the opinions and ideas of others, etc.) while providing learning activities that either provide room to storm or demand that coaches work cooperatively. LFs can provide room to storm through activities that allow coaches to debate content or give coaches choice in an activity’s structure or process. Assigning co-operative tasks allows the LF to share his or her authority with the group and gives coaches an opportunity to answer some of their underlying questions.

In some groups, this stage is quite pronounced; in others, it may not really be noticeable or may be limited to a few participants who need a high degree of social understanding.

**Norming**

This stage is marked by a reduction in coaches’ resistance. The resistance of earlier stages has fulfilled its function of establishing participants’ roles and norms for group behaviour. The informal leaders among coaches have been identified. The class clown has emerged. Those who prefer the role of listener to speaker have been identified, as have the air hogs (those who try to speak without being asked to) and the jokers (those who try to speak on every occasion). The norms by which training will function have also been established, for example, that 10-minute breaks are really 20 minutes long, that coaches will be focused and on task, and that participants will have some control over how training proceeds.

These roles and norms are established through tacit negotiation between the LF and the group. The LF observes individual coaches’ attempts at resistance and the group’s support for this resistance. If the LF sees that group support is strong and the challenge is in an area that would either strengthen training (e.g. coaches wanting more control of training) or affect it minimally, the LF may yield to the resistance (e.g. allow breaks to be a bit longer). On the other hand, if a rule is deemed crucial to the operation of training, the LF must strictly adhere to the rule, no matter how strong group resistance is. For instance, if the group tries to use personal put-downs to deal with differences of opinion, the LF must forbid this behaviour by restating the training expectations, emphasizing why such behaviour is unacceptable, or talking privately to coaches who continue to exhibit this behaviour.

The level of group performance and the quality of the learning experience are determined by this process of negotiation. Generally speaking, when the roles and norms adopted by coaches support the LF’s rules and expectations, the higher the level of performance. The degree of congruence between the group’s roles and norms and the LF’s rules and expectations is usually determined by the LF’s ability to use activities that provide and legitimize storming by involving coaches in the decision-making process.
Learning activities in the NCCP have two distinct purposes: 1) to engage coaches in critical thinking that enhances learning and 2) to provide a vehicle the LF and coaches can use to tacitly negotiate the roles, rules, norms, and expectations of the training. When the LF manages these negotiations effectively, the group is usually more successful in achieving its goals.

It is very difficult for LFs to change a group’s roles, expectations, and behaviours during the norming stage. Attempts to make changes at this time are usually greeted by confusion and resistance. As far as the group is concerned, the negotiations are over, and new behaviours are not the accepted behaviours of the group.

**Performing**

With roles and expectations clearly established and accepted by the group, coaches are ready to focus on learning and content. LFs may now consider providing activities that emphasize thinking and learning. The way the group performs at this stage depends largely on the roles and norms established in the earlier stages. When congruence between the formal and informal structure is high, the quality of performance is quite high.

Reaching the performing stage does not guarantee that the group will stay there. A crisis or conflict may arise and move the group back into the storming stage. The LF must recognize this change and manage the group through another stage of storming.

**Conclusion**

As LFs become more conscious of the stages of group development, the more effective their selection and timing of activities will be.
Facilitating Activity-based Learning with Participants of Varying Levels of Experience

One must learn by doing the thing, for though you think you know it — you have no certainty until you try.

Sophocles

Introduction

Coaching is complex. Even a coach working at the lowest competitive levels with the youngest participants must make decisions about skill development. When doing this, coaches must consider how to develop participants' skills and how to support participants' performance of these skills. Coaches also need to make a series of ethical decisions about participants' behaviour and the enforcement of rules. These decisions and the corresponding actions have a strong effect on the quality and duration of participants’ experience in sport.

The NCCP recognizes these demands in its list of overall coaching competencies:

- Problem-solving
- Valuing
- Critical thinking
- Leadership
- Interaction

The NCCP also recognizes these demands in the outcomes specified for each context. For example, the outcomes for the Competition – Introduction context include making ethical decisions based on the NCCP Code of Ethics and designing a basic sport program that meets athletes’ training and competition needs.

How then can these competencies and outcomes be developed in aspiring coaches? Since all these competencies and outcomes are actions, it would be hard to develop and assess them in training that was largely content oriented and lecture based. Furthermore, a content-oriented and lecture-based approach would not give coaches enough time to analyze information and apply it to their coaching situations.

What is needed is an approach to training that:

- Involves coaches in interactions that demand give-and-take about experiences, ideas, and opinions
- Gives coaches an opportunity to direct and lead their own learning
- Engages coaches in critical thinking, problem-solving, and decision-making relevant to their coaching situation
- Lets coaches practise the required outcomes

Educational research over the past twenty years has shown that Activity-based Learning — involving learners through a series of activities — meets these requirements.

Benefits of Activity-based Learning

Activity-based Learning is widely used today: in primary school, in universities, and in the training and education of adults (Paulson & Faust, 2006). This widespread adoption has been fuelled by research showing that Activity-based Learning is more effective than traditional methods of teaching. In particular (Meyer & Jones, 1993):

- Learners pay attention only 60% of the time during lectures.
- Learners retain 70% of the information from the first 10 minutes of a lecture but only 20% of the information from the final 10 minutes.
- Four months after a lecture-based course, those who took the course knew only 8% more that people who had never taken the course.

Activity-based Learning gives learners opportunities to interact more with subject matter. It does this by encouraging learners to meaningfully talk, listen, read, write, and reflect on the content, ideas, issues, and concerns of the subject matter (Meyer & Jones,
Through conversations in small groups, learners can check their thinking and performance and develop a deeper understanding of their learning. Conversations in groups also prepare learners to take the kinds of risks that promote further learning (Le Doux, 1996, and Goleman, 1995). As groups form, learners talk, information is exchanged, ideas are challenged and reformed, understanding is shaped, and concepts are developed and applied. Pine and Gilmore (1999) call this situation the sweet spot.

Regardless of the subject matter, learners learn more material, retain information longer, and enjoy training more when Activity-based Learning is implemented (McKeachie, 1986; Bonwell & Eison, 1991). They also use and build more neural pathways (Goleman, 1995; Jensen, 1998; Pinker, 1997) in Activity-based Learning, which means they are more likely to be able to access their learning later.

While Activity-based Learning has considerable potential to enhance learning, it is not a magic bullet. Having learners work in groups does not guarantee that meaningful learning will take place. Rather, having learners work in groups creates conditions favourable to learning:

- A social context where learners perform tasks with peers that they could not have performed alone (Vygotsky, 1978)
- An opportunity to process information and construct learning/meaning for themselves (Burke, 1993)
- An alignment of learning outcomes, instructional process, and assessment strategies (Black & William, 1998)
- An environment that enhances brain function (Chapman, 1993)
- A model of appropriate group behaviours that can be learned by observation (Bandura, 1977)
- The application of adult-learning principles (Knowles, 1994)
- An emphasis on reflecting on past experiences (Kolb, 1984)

The Role of LFs in Activity-based Learning

The potential of the group to be a vehicle for learning is determined by the quality of discussion in the group (Barron, 2003). The quality of discussion in a group may in turn be affected by the skills and actions of the Learning Facilitator (Hyman, 1980; Lowman, 1984). What skills and actions release the full potential of Activity-based Learning?

Hersey and Blanchard (1988) state that leadership — and by extension facilitation — is situational. While there is no one good way to facilitate all groups, every group can be facilitated in such a way that learners learn and develop. Grow (1996) suggests that the key situational variable in facilitating groups is learner’s readiness to self-manage. Readiness is a combination of the learner’s:

- Motivation — Desire and willingness to learn
- Maturity — Ability to take control of his or her own learning
- Experience — Prior learning and background knowledge

Hersey and Blanchard (1988) assert that leadership involves 1) choosing the mix of direction and support that matches the individual’s readiness so that the task at hand can be accomplished while 2) preparing the individual to advance to a higher level of self-direction. Grow (1996) has adapted this assumption to training and states that good facilitation matches the learner’s stage of self-management while helping the learner advance toward greater self-management.

Grow (1996) has developed this assumption into a model called the Staged Self-Directed Learning Model. This reference material expands on Grow’s description of readiness, providing descriptions of four levels of experience and outlining the appropriate response for the LF at each level.

This model is a theoretical construct that allows us to discuss the complex human interactions that take place during learning. The model reduces the complexities of learning to one concept, readiness; the model also incorporates two variables — maturity and experience — that affect learning and facilitation. Grow’s (1996) comment on his model also applies to this paper’s expansion of his model: “It maps new territory well enough, provides useful concepts, and shows you where the path begins…I treat models as ladders to pick fruit with, not as the fruit itself.” Most important, this model answers one of the questions most often asked by LFs — “How can I make Activity-based Learning work for learners with varying levels of experience?”
The sort of teaching we propose requires that we encourage active learning and that we become knowledgeable about the ways in which our students hear, understand, interpret, and integrate ideas.

AAC Task Group on General Education, 1988

Learners’ Level of Experience
The model in this paper builds on two variables examined by Grow (1996): maturity and experience. In this paper, maturity refers to experience in self-directed learning, experience to experience in sports/coaching. The figure below shows that each of these variables is a continuum.

The Continuum of Maturity and Experience

Putting these two continuums together creates a grid that describes four levels of maturity and experience that coaches typically bring to training:
Grow (1996) defines the four levels as follows:

- **Dependent** — Learners are immature (little or no experience in self-directed learning) and inexperienced (little or no experience in sports/coaching).
- **Involved** — Learners are inexperienced (little or no experience in sports/coaching) but mature (considerable experience in self-directed learning).
- **Self-directed** — Learners are mature (considerable experience in self-directed learning) and experienced (considerable experience in sports/coaching).
- **Interested** — Learners are experienced (considerable experience in sports/coaching) but immature (little or no experience in self-directed learning).

### Facilitation Styles and Learners’ Levels of Experience

Grow suggests that learners at each level of experience require different facilitation styles to successfully complete learning tasks and become more self-directed learners. The facilitation style appropriate for each level of experience is shown below:

![Facilitation Styles Diagram](image)

Here is a brief summary of how facilitation styles and learners’ level of experience are related.

**Coach/Dependent Learner**

Working with Dependent learners is a challenge, and LFs in this situation need to adopt the role of coach, transferring knowledge and developing skills. The transferring of knowledge is not limited to workshop content; it also includes information about process and the value of learning in groups. The same is true for the development of skills. LFs should give learners opportunities to acquire skills that make them more self-directed learners, as well as to acquire the skills needed to achieve specific learning outcomes.

The Center for Teaching and Learning (2006) provides the following recommendations for working with Dependent learners:

- Create opportunities for success, and reward the attainment of success.
Start small and simple with low-risk activities such as think-pair-share. Here learners get an opportunity to think about content (from a mini-lecture or assigned reading), find a partner, and share ideas about the content. This is a low-risk activity, as it gives learners a chance to think before they speak, and they speak to only one other person.

Give clear instructions — state the goal of the learning activity, provide a timeline, and explain the tasks in detail.

Explain to learners why Activity-based Learning is being used.

Divide learners into groups, and have a good reason for the groupings. For example, distribute more self-directed learners evenly among the groups, or group learners by coaching context.

Avoid giving Dependent learners a choice.

Focus learning activities on either process or content, but not both. Start with activities that are process oriented. For example, use an icebreaker to help learners become more comfortable with other learners, or assign an activity where learners develop the ground rules for their group discussions. Activities that focus on content should be as simple and directive as possible.

At the start of every learning activity, monitor group process first. Make sure the group is on task, understood the task, and understands what the end product will look like.

Try to get everyone involved in the learning activity. This may involve sitting down with a group and asking questions of learners not involved in the process.

Pay attention to content only once groups are working.

Paulo Freire (1968) recommends starting with learners’ insights when working with learners who lack maturity and experience. Freire believes that all learners, no matter how informal their education or training, have worth and have developed characteristics such as honesty, integrity, independence, and interdependence that are valuable first steps in training.

To apply this notion, LFs may start by asking learners who they are and what they want to learn. This validates who the learners are and what they bring to the training. This validation tends to increase learners’ willingness to participate in group activities. By participating in group activities, learners reveal more of the characteristics and skills they already have, and they develop new skills that will empower them as learners.

Here are some examples of how LFs could apply these recommendations in the Competition – Introduction context:

- At the start of the Planning a Practice module, give learners a number of sample practice plans before asking them to design their own practice plan. Have coaches pair up and share their ideas about the sample practice plans.
- When completing the Make Ethical Decisions module, group learners into pairs. This reduces the opportunity for social loafing, as learners will find it difficult to hide in a group of two. Groups of two are also less risky than larger groups.
- In the Design a Basic Sport Program module, group two coaches with less experience with a more experienced coach and have the trio complete Workbook tasks together.

One key technique is to provide learners with experiences through activities. A good example of this is the wrong-arm paper-ball toss. In this activity, one learner plays the coach and tries to teach another learner, who is playing the athlete, how to throw a paper ball with the non-dominant arm. In their debrief, LFs can talk about what it feels like to learn a new skill, how to prepare an explanation to teach a new skill, and what athletes may like or dislike about how they are coached.

Starting with this kind of exercise reduces learner anxiety by providing a fun activity that gives them both a new experience and something to think about. By reflecting on this activity, learners can create new knowledge they can in turn use to guide their coaching practices.

Facilitator/Involved Learner

Working with Involved learners challenges LFs to provide tools and methods that allow learners to create new knowledge. Involved learners see themselves as active participants in their own learning but need a facilitator to guide them through learning activities.

Grow (1996) suggests that activities for Involved learners should allow them to interact with content so that they develop a deeper understanding of their role as a coach, as well as a sense of what they need to learn to become a better coach. On the process side, learners need to learn more about how they learn, make more conscious use of learning strategies (Derry, 1989), identify and value their own experiences in life, and learn from the experiences of others.
LFs should be prepared to share some decision-making with Involved learners. This sharing should, however, occur primarily in the area of learning process. LFs should also try to exploit learners' experience as self-directed learners so that group discussions broaden and deepen.

LFs can leave issues related to how the group operates and processes content to the learners, but they must closely monitor learning activities and intervene when learners are struggling to understand or apply content. In such cases, LFs must intervene and review the content. They can do this by sitting in with the group and reviewing the content and its application. Alternatively, LFs may identify the situation as a teachable moment, stop the learning activity, and give the group a mini-lecture that reviews the content and its application.

The Center for Teaching and Learning (2006) provides the following recommendations for working with Involved learners:

- When designing learning activities, specify learning objectives that clearly indicate the content or skill to be learned.
- Focus on content that is critical to learning skills.
- Find out what learners have learned and what is confusing them.
- Don't race through content — it makes it harder for learners to grasp content and may turn them against Activity-based Learning.
- If you want learners to master content, you may need to spend more time on less material.

Grow (1996) suggests that these kinds of activities help learners acquire content:

- Collaborative tasks
- Open-ended questions that lead to discovering and applying content
- Reciprocal teaching, where learners teach learners the content
- Context-specific tasks that relate content to learners' coaching context

Grow also indicates that problem-solving and decision-making tasks help learners develop the skills needed to become even more self-directed.

Here are some examples of how LFs could apply these recommendations in the Competition – Introduction context:

- In the Make Ethical Decisions module, Involved learners will be ready and willing to discuss issues. LFs therefore need to ensure that learners understand the content and internalize the six-step process for making ethical decisions. With Involved learners, there is a risk they may discuss the issue without examining the content or learning the decision-making skill. In such situations, LFs need to “separate the steak from the sizzle”.

- In the Planning a Practice module, learners cover a variety of topics, ranging from sport safety to training factors relevant to their sport and context. At the end of each topic, LFs should bring closure by summarizing the key learnings associated with the topic. For example, LFs could state the key points of the Emergency Action Plan at the end of the section on sport safety. Similarly, at the end of the section on physical factors, LFs could have each learner report to the group what factors are important in their coaching context.

- During the Nutrition module, LFs could have learners pair up and share their suggestions for menus before, during, and after competition. LFs could move from pair to pair, listening to responses to ensure that learners understood the content. As LFs listen in on groups, they can make a mental list of areas learners don’t understand and then give a mini-lecture that clarifies these areas.

Involved learners may fool themselves and LFs into thinking that a great deal of learning is going on. Learners and LFs must be able to separate discussion and activity from learning. LFs must provide activities that are content driven, and they must continually assess whether learners are “getting” the content.

**Delegator/Self-directed Learner**

Grow (1996) describes Self-directed learners as “both able and willing to take responsibility for their learning, direction, and productivity. They exercise skills in time management, project management, goal-setting, self-evaluation, peer critique, information gathering, and use of educational resources.”

This does not mean these learners are loners; rather, they are people who can direct their learning individually or as members of a group. Since these learners also tend to have a background in sport/coaching, they can make connections between workshop content and their coaching context.
Despite their maturity and experience, Self-directed learners still need facilitators. They just need a different style of facilitation. For Candy (1987), this style involves facilitators being consultants under whom knowledge and skills are mastered. In their consultant role, facilitators allow learners to share in the direction the learning process takes, ensure that the learning process stays on track, and direct learners to appropriate reference material.

Grow (1996) further asserts that the role of facilitators working with Self-directed learners is “to cultivate the student’s ability to learn” as opposed to simply teaching content or developing self-management skills. Grow expands on this by suggesting specific actions a facilitator could implement with Self-directed learners:

- Provide tasks that require applying content outside the workshop.
- Help learners be productive (for example, organize activities so that learners both understand them and do them quickly).
- Consult with learners to develop criteria for what a completed project would look like.
- Emphasize the need for ongoing learning by helping learners develop skills that will allow them to learn while applying workshop content in their coaching context.
- Implement collaborative tasks that focus on learners working with other learners.
- Allow learners to initiate tasks.

Hersey and Blanchard (1988) advocate a gradual reduction of facilitator/learner communication and an increase in learner/learner communication. Self-directed learners can use learner/learner communication to define tasks in context-specific terms, generate options/solutions, problem-solve, and make decisions. For their part, LFs actively monitor the learning to ensure success, intervening only to help learners examine the process or to direct learners to appropriate resources.

Johnson and Johnson (1998) have found that intellectual conflict and academic controversies are powerful and important instructional tools. They are particularly well suited to those working toward Level 4 NCCP certification. Such learners have the background knowledge and experience, as well as the skills, to develop and articulate a position on an issue. They are also able to see conflict and controversy as a learning opportunity and tend not to take disagreement personally.

Here is an example of how LFs could apply these recommendations to any module in the Competition – Introduction context:

- Learners look through and select the topic in the Reference Material that is most relevant to their coaching context.
- Learners study the topic in detail, prepare a summary of it, design a practical example of how to apply this information in their coaching context, and make signs announcing their topics.

Round 1:
- Half of the learners set up their signs on a desk.
- The other half of the learners look at the signs and choose a topic they want to learn more about.
- After 10 minutes, learners pick another topic they want to know more about.
- Learners repeat this process one more time.

Round 2:
- Do as for Round 1, but with the learners switching roles. Those who taught in Round 1 now play the role of learner, and those played the role of learner now teach. As in Round 1, learners select a total of three topics they want to know more about.

The challenge for LFs working with Self-directed learners is to direct the process of learning while giving learners maximum input into the learning process.

Guide/Interested Learner

The challenge for LFs working with Interested learners is to get them to buy into Activity-based Learning.

Interested learners are quite knowledgeable about sport/coaching. They may have acquired this knowledge through training that emphasized a passive approach to learning or through practical experience as a coach. If most previous training has been passive, learners may want to stay in the role of passive learner, and LFs may encounter some resistance to Activity-based Learning. This may be tricky. If most previous knowledge has been acquired through experience, LFs must tap into this experience to engage learners in Activity-based Learning and their potential to be self-directed.
Here are some suggestions from the Center for Teaching and Learning (2006) for approaches to use with Interested learners who are comfortable being passive learners. Note that these suggestions are similar to those for dealing with Dependent learners:

- Start small and simple with low-risk activities.
- Give clear instructions — state the goal of the learning activity, provide a time line, and explain the tasks in detail.
- Explain to the learners why Activity-based Learning is being used.
- Divide learners into groups, and have a good reason for the groupings. For example, distribute more self-directed learning evenly among the groups, or group learners by coaching context.
- Avoid giving Interested learners a choice.
- Focus learning activities on either process or content, but not both. Start with activities that are process oriented. For example, use an icebreaker to help learners become more comfortable with other learners, or assign an activity where learners develop the ground rules for their group discussions.

If learners' knowledge comes from experience, LFs need to find a way to use these experiences. Learners' past experiences can be either a barrier or a catalyst to learning. If learners cling to their experience as the truth, it will be difficult to get them to examine their experience as the basis for new and expanded learning. But if learners are willing to examine their experiences, LFs must help them develop the skills required to value their experiences and the experiences of others and to reflect on their combined experiences. Learners must come to understand that past experiences are only events and that they become educational through the process of reflection (Knowles, 1994).

Here are some general suggestions for working with Interested learners:

- Model the group process by leading large-group discussions and then debriefing learners on what made the discussion educational.
- While it is more effective for some activities to group learners with similar experiences, for others it may better to group learners with different experiences.
- Demonstrate how the process works, and make sure the group understands what the end product will look like.
- When giving a group a task, assign roles to each group member.
- At the start of every learning activity, monitor group process first. Make sure the group is on task, has understood the task, and understands what the end product will look like.
- Try to get everyone involved in the learning activity. This may involve sitting down with a group and asking questions of learners not involved in the process.
- Pay attention to content only once groups are working.

Other suggestions for working with Interested learners include:

- Building learners’ confidence while helping them become more self-directed (Grow, 1996).
- Starting with praise (extrinsic motivation) and phasing in encouragement (intrinsic motivation) as learners participate in Activity-based Learning (Dinkmeyer & Losoney, 1980).
- Assigning tasks where learners successfully share responsibility with the LF and other learners. This builds their capacity to direct their own learning — “Nothing succeeds like success”.

Here are some examples of how LFs could apply these recommendations in the Competition – Introduction context:

- Before starting the Basic Mental Skills module, LFs could ask learners to share their mental-skills experiences as either coach or athlete. After hearing these stories, LFs could divide learners into small groups and ask each group to do the following to develop some general statements about mental skills:
  - Identify the key information they heard in the war stories
  - Discuss this key information for 5 to 10 minutes
  - Select one topic to focus on (LFs may have to intervene to ensure that groups focus on different topics)
  - List information relevant to their topic
  - Provide an oral report on their topic to the large group
As groups provide their reports, LFs expand on key points, correct any misconceptions, and introduce what will happen in the rest of the module. At the end of the learning activity, LFs review what learners have just done: prioritized information, developed a category for that information, used criteria developed by the group to select information that belongs in that category, and shared their learnings with others. This is a great opportunity to praise learners and to encourage them to build on these skills.

- In the Nutrition module, LFs could start by grouping learners and asking them to list what they feel they need to know about nutrition to be better Competition – Introduction coaches. The groups post their lists, and LFs summarize key themes in the responses. LFs should refer to these lists throughout the module as items on the lists are addressed. This kind of activity lets learners use their experience to state what they need to know. This information in turn helps LFs focus the module: it also lets learners successfully share responsibility with LFs and direct their own learning. This process builds learners’ skills of self-direction and enhances their confidence about directing their own learning.

When working with Interested learners, LFs’ goal is to use learners’ past experiences and the process of facilitation to engage learners in meaningful discussions. This in turn helps learners develop self-management skills. The more confident learners become about their ability to direct their learning, the more responsibility for the learning process LFs can share with learners.

The Process of Facilitation

According to Grow (1996), good facilitation “matches the students stage of self-direction and it empowers the student to progress toward greater self-direction”. Good facilitation is a three-step process:

- **Determine groups’ level of readiness.** Grow does not provide a scale for measuring a group’s level of readiness. Rather, he trusts facilitators to estimate a group’s readiness from its classroom behaviour and the quality of the work produced. For example, LFs can observe whether learners are acting as leaders by organizing groups to complete tasks, looking for information in the Reference Material, asking questions that clarify assigned tasks, and completing tasks on time.

- **Give groups tasks they can complete at their stage of readiness.** Assigning tasks that groups can succeed at builds confidence and skills while helping learners develop the skills to move to the next level of readiness.

- **Provide intrinsically motivating learning activities.** Develop learning activities that are relevant, are context specific, and draw on learners’ experiences. This will challenge learners to draw on both their confidence and their skills.

By following this process, LFs can provide learning activities that:

- Guide learners to discover and apply content relevant to their coaching context
- Engage learners through meaningful and relevant learning
- Enhance learners’ readiness, thus improving their sense of self-direction and increasing their experience

The task for LFs is to simultaneously 1) work within learners’ level of readiness and 2) provide challenges that promote learning, not discouraged learners. Such challenges usually take the form of solving problems with other learners. Working in groups allows learners to share information, examine options, and deepen their thinking in a supportive environment that encourages and rewards risk.

All genuine learning is active not passive. It is a process of discovery in which the student is the main agent, not the teacher.

Adler, 1982
Facilitating Groups with Different Levels of Experience

In the real world, each group is unique, and many groups include learners at all four of levels of experience. But how can LFs accommodate these different levels in training? Very little research addresses this question directly, as most published material on Activity-based Learning consists of descriptive accounts. However, a number of guidelines can be drawn from these accounts. Here are some of the key tools and techniques for facilitating groups with different levels of experience.

Scaffolding

In NCCP workshops, participants often perform tasks where there’s a difference between what learners can do on their own and what they can do with help from LFs or a group of their peers. For learners to be able to work at levels above where they currently are, LFs must provide the scaffolding that learners need to make that leap.

Scaffolding is the connection between what learners already know and do and what they need to know and do. For example, an LF might ask a series of leading questions that force learners to look differently at a given topic/issue; similarly, an LF might foster a discussion that draws new ideas from the group.

Scaffolding produces results in the short term, as learners master content, and instills the skills necessary for becoming a self-directed learner.

Scaffolding requires that LFs give learners a chance to extend their current skills and knowledge. By providing scaffolding, LFs engage learners’ interest, simplify tasks so that they are manageable for learners, and motivate learners. Scaffolding also requires that LFs look for differences between learners’ efforts and outcomes, control for frustration, and model effective problem-solving in a group (Hausfather, 1996).

Providing descriptive feedback is a key component of scaffolding. LFs provide such feedback during learning; it is part of the conversation that occurs as learners complete tasks. Descriptive feedback helps learners see what they have to do to complete the task. To reduce frustration and increase learning, researchers (Black and Wiliam, 1998; Kohn; 1993) recommend increasing the amount of descriptive feedback while decreasing the amount of evaluative feedback.

Advanced Organizers

Advanced organizers describe in plain language what learners will learn, describe what the end product should look like, provide a clear set of instructions to guide the process, and relate learning to learners’ situations. Simply put, advanced organizers help everyone do better and understand more.

According to brain-based research, learners mentally prepare and activate more of their brain when they know what they’re going to be doing (Restak, 1988). And once learners know what they’re supposed to do, they can monitor themselves better, adjust their learning, and learn more.

Homogeneous Groups

If enhancing learners’ readiness is a significant goal of the learning activity, grouping learners of similar levels of readiness is recommended. The resulting groups are called homogeneous grouping.

Homogeneous groups:

- Give coaches an opportunity to enhance their readiness while exploiting the experience of the group.
- Make it possible for less advanced learners to adopt leadership roles within the group.
- May make less experienced learners feel more comfortable about sharing their experience.

Homogeneous groups do not have the breadth and depth of knowledge of other groups. In activities that involve sharing and recording information, you may therefore want to rotate recorders with their data through all the groups. Recorders share their original group’s findings with each group they visit. Recorders may also provide information and suggestions from the groups they’ve visited. After visiting all the groups, recorders report back to their original group with all the data they have collected. This approach exposes less experienced coaches to the thoughts and ideas of more experienced coaches and equalizes the data each group has to work with.
Heterogeneous Groups

If less experienced learners could benefit from working with more experienced learners, heterogeneous groups are recommended. Ideally, each group would have one Dependent learner, one Interested learner, one Self-directed learner, and one Involved learner. This creates a situation where learners can collaborate to complete a task that learners probably could not complete on their own.

In heterogeneous groups, the learners most capable of directing their own learning provide structure to the group and guide the process. More experienced learners also bring knowledge and background information to the task.

Heterogeneous groups also provide opportunities for social learning, with more self-directed learners modelling skills and behaviours for less experienced learners.

Common Experiences

One way of raising and equalizing the level of experience within groups is to provide them with a common experience. Common experiences can be simple or complex:

- Simple common experiences: for example, reading the same article, watching the same video, or viewing the same demonstration.
- Complex common experiences: for instance, learning to throw a paper ball with the non-dominant hand (see page 81). These experiences usually require a debrief.

Activities such as that with the paper ball give learners with little coaching experience a chance to coach in a safe and supportive environment, and they give learners with more coaching experience a chance to find out what it feels like to be an athlete learning a new skill. For the paper-ball activity, LFs could debrief what it feels like to be a coach or what learners feel they need to know to enhance their role as a coach.

These and other common experiences may give learners empathy for the learners they coach and help bring the group together. Sharing an experience levels the playing field to a certain extent. This levelling in turn usually lessens the risk that learners feel, and so less experienced learners contribute more to group discussions than they otherwise would.

Providing a common experience for learners to analyze and an advanced organizer that assists that analysis is an effective technique for guiding the learning of individuals at all four levels of experience.

Debriefs

After a learning activity, LFs should provide a debrief of that activity. Debriefs have considerable potential, but they are often just summaries of the content or skills taught in the learning activity.

To access this potential, LFs can use debriefs to:

- Access learners' feelings and reactions. These feelings and reactions indicate the levels at which learners are comfortable working, and LFs can use this information when designing upcoming learning activities.
- Help learners understand the process they've been through. Discussing the learning process allows learners to see how they directed their own learning and how others assisted in their learning.
- Help learners become aware of the skills and assets they need for future learning activities.
- Help learners become aware of how they directed their own learning. This in turn enhances learners' skills as self-directed learners.

In sum, debriefs have the potential to validate the learning process and motivate learners to learn more.

Appropriate Timing of Activities

Timing of activities refers to what kinds of learning activities to provide at the start of a training workshop, later in a workshop, and near the end of a workshop.

At the start of a training workshop:

- Learning activities should be low risk. LFs can reduce risk at this point by basing learning activities on content provided by coaches.
- Learning activities should involve little chance of judgement or conflict. Brainstorming activities are good examples of this. They encourage learners to think outside the box while assuring learners that all answers and therefore all learners are equal.
Learning activities should focus on the learning process. This includes coaches getting to know one another, modelling learning processes that involve all learners, and developing the behaviours — listening, questioning, and waiting one’s turn to speak — needed for groups to succeed at their tasks. Once coaches have completed these activities, LFs should debrief these key behaviours.

Later in workshops, as learners become more comfortable with one another and more confident about directing their own learning, LFs can base content on the experience of individual coaches. At this stage of the workshop, the learner whose experience is being discussed will not see the group’s analysis and critique as a personal attack.

Near the end of a workshop, LFs may want to provoke conflict and debate if the group has progressed enough. Conflict and debate engage learners emotionally and get them to thoroughly analyze issues.

LFs need to introduce conflict and debate slowly, starting with learning activities that reflect the group’s maturity and experience and give most learners a chance to succeed; LFs can then proceed to activities that demand greater learner commitment and self-direction. Otherwise, LFs may have to reduce learner control and take more control themselves in subsequent activities. Learners may see this as punishment, and they may feel they failed at the activity concerned. This sense of failure may in turn reduce learners’ confidence and slow down their acquisition of skills.

Team-like Learning Environments

The learning environment is extremely important in Activity-based Learning. Learners learn best in friendly, intellectually stimulating environments that provide lots of social interaction. Chickering and Gamson (1997) state that: “Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one’s ideas and responding to the others’ improves thinking and deepens understanding.”

LFs can foster team-like environments by encouraging and fostering these skills:

- Positive interdependence, where learners perceive they need one another to successfully complete tasks.
- Interactions where learners explain, discuss, and teach what they know to other learners.
- Interpersonal skills that help groups perform tasks well, such as asking questions, listening actively, waiting one’s turn to speak, solving problems, and making decisions.
- Group-processing savvy that helps learners understand what behaviours contribute to groups success and what interferes with it. Groups with such know-how can monitor the relevant behaviours while they are working on tasks and adjust their behaviour accordingly.
- Accountability, where members assess the contributions of all members of the group.

LFs guide group members in learning how to work together and how to contribute to one another’s learning. The LF does this by providing a structure, tasks, and tools (e.g., advanced organizer) that lead the group to develop the skills listed above.

Conclusion

Successful coaches must solve open-ended and multifaceted problems, diagnose discrepancies between potential performance and actual performance, and exercise a range of leadership, communication, conflict-resolution, and other interpersonal skills required to work effectively as part of a team. Studies have shown that Activity-based Learning facilitates the development of these skills (Johnson, Johnson, and Smith, 1991).

Activity-based Learning has the potential to engage learners and deepen their understanding without sacrificing content. When process and content are aligned, “Alienation gives way to involvement, enjoyment replaces boredom, helplessness turns into a feeling of control, and psychic energy works to reinforce the sense of self, instead of being lost in the service of external goals” (Csikszentmihalyi, 1997).

The benefits of Activity-based Learning more than compensate for the challenges associated with learning how to implement this type of learning. Basically, LFs need to learn how to accommodate learners’ different levels of experience. Effective facilitation matches learning activities to learners’ level of experience and empowers learners to progress toward more self-directed learning. Good facilitation in NCCP workshops is situational, promotes learners’ long-term development, helps learners develop NCCP competencies, and furthers NCCP outcomes.

Students learn what they care about and remember what they understand. (Ericksen, 1984)
References


