

Competencies and Resources (Co-Re) for the module ToT FD-M2

Facilitating Group Processes in Adult Education

Professional Skills: The ability to recognise, reflect on and manage group processes in adult education appropriately	
Competencies	Resources
<ul style="list-style-type: none"> ▪ Observing group processes among learners, comparing these observations with theoretical concepts and as trainer managing the situation appropriately. ▪ Identifying and highlighting the specific communication behaviours and processes in a group. ▪ Establishing their role as trainer to a group and developing a learning contract with them. ▪ Reflecting on their own understanding of leadership, their values, attitudes and standards and to apply this knowledge to managing groups. 	<p>Knowledge (regarding context, guidelines, theories and models, methods and strategies)</p> <ul style="list-style-type: none"> – <u>Theories and Models</u>: Principles of the theory of communication; group dynamic processes and models; elements of conflict theory and social psychology (attitudes, roles, resistance); theories of gender and diversity – <u>Methods and Strategies</u>: A broad repertoire of methods; a repertoire of intervention strategies for managing group processes <p>Skills (cognitive skills, practical skills, interpersonal skills)</p> <ul style="list-style-type: none"> – <u>Cognitive Skills</u>: Understanding situations in their complexity; dealing with complexity and thinking holistically; making informed decisions within a reasonable time frame; assessing and analysing problems and conflicts – <u>Group Dynamic Know-How</u>: Managing group processes in a group of learners, also for longer periods of time; using methods that support and highlight group processes for the group; forming hypotheses and using them to develop relevant ways of dealing with issues; choosing and implementing strategies to address and resolve issues. – <u>Communication and Language Skills</u>: articulating their observations; addressing problems – <u>Interpersonal Skills</u>: Noticing processes within groups of learners; monitoring their own emotion, displaying analytical skills both during and after a lesson; dealing sensitively and constructively with differences in the group – <u>Reflection and Self-Assessment</u>: ability to think back on their behaviour and reactions after a lesson and take the appropriate measures:

- > comparing planned stages to actual stages in class
- > reflecting on their behaviour and responses in class
- > assessing their strengths and weaknesses in managing groups
- > identifying areas for further development

Professional conduct is shown by the following **attitudes**:

- > respectful and appreciative attitude towards learners in interactions
- > sensitivity in dealing with issues of diversity
- > flexibility and creativity in dealing with the unexpected
- > a resources and solution oriented approach (reflective behaviour)
- > awareness of their roles and responsibilities (e.g. in interactions)
- > impartiality