

TARGET GROUP AND INSTITUTIONAL FRAMEWORK

BI

INSTITUTIONAL GOALS

You are a contractor to a program and with this contract, you agree to work according to institutional goals and expectations. Before you wrote a letter to yourself according to your goals and motivations. Now let's have an abstract look at their goals.



*Theodor-Heuss-Kolleg:
Basic Standards for
Facilitation*

Competency Standards

WHAT IS THE DIFFERENCE?

B2

ETHICS & FACILITATION

Work in a certain environment addresses certain ethical values. Values are principles that give us orientation on what we want to do and how we do it. Therefore the challenge is to act according to these principles, not only in ideal conditions. But it is important to reflect these values in a difficult atmosphere, such as in a conflict among participants. Please elaborate on which are the important principles for you in relation to the fields below.



Theodor-Heuss-Kolleg:
Mission Statement

Charter on Education for
Democratic Citizenship...
and Human Rights...
Education (CoE)

B3

IMPACT FOR PARTICIPANTS

You learned in your facilitator's training or in presentations about the empowerment concept that underlies your work as a facilitator. Please paraphrase it in your own words.

CIVIL INITIATIVES

During the year, participants are motivated to implement civil initiatives in their society. Describe these initiatives – and how they change society:

EVERYTHING CLEAR

B4

RELATION TO THE PROGRAM

You already know other facilitators from the Theodor-Heuss-Kolleg and from your program. How would you describe them? Please do this with 5 attributes

- ①
- ②
- ③
- ④
- ⑤

IS THERE A DIFFERENCE BETWEEN THE PROGRAM AND THE THK?

B5 PARTICIPANTS' RESPONSIBILITY

Collect concrete ideas for strengthening participants' responsibility

For the learning goals and outcomes

Program steps and activities

Well-being of the group

Free time, social activities, seminar room, party

B6

RELATION TO PARTICIPANTS

The idea of peer facilitation has a great advantage over other approaches of facilitation. Peers often understand the reality of their participants better. Or they may mobilize more empathy or explain things in an easier way. Peer facilitation can have two meanings. First, qualifying and using those people for facilitation that feel close to the target group and have similar experiences. Second, when participants in a group intensively learn from each other's experiences, feedback or best practice.

We often hear that younger facilitators especially enjoy the spirit of a group and become partially involved in the group's dynamics. On the one hand, this supports the idea of peer facilitation. On the other hand, too much involvement may influence your professionalism: your preparation may be lacking, your critical distance and evaluative competence may suffer, and sometimes you may become disoriented as to where you belong.

For non-peers, the question of the right balance between closeness to and distance from participants is also important. What if you do not represent the participants' group in terms of age or social background? To what extent do you then need to actively shape your relation to participants – where is distance the appropriate strategy in this case?

CLOSENESS & DISTANCE

What kind of relation do you want to have to the participants on the continuum?

CLOSENESS ←-----> **DISTANCE**
 CC CCC C CD D DD DDD

WHAT SHOULD NOT HAPPEN?

HOW CAN YOU AVOID IT?

B7

BIDIRECTIONAL FEEDBACK

Feedback is both a necessity and a gift. We emphasize that you should focus on the second. It helps you to improve yourself, to explore your blind spots and to become stronger towards your performance group. Therefore please reflect on how you like to *receive* and to *give* feedback.

FORM AND STYLE

- > In a group or one-to-one
- > Informally or as part of a feedback topic during your planning meeting
- > Who in your team makes it easy for you to receive feedback?

**CONSTRUCTIVE
FEEDBACK
IS A GIFT.**

**...AND YOU DECIDE,
WHAT YOU
TAKE.**

CONTENT

Receiving feedback: Define in advance what kind of feedback you'd like to get from whom.

Giving feedback: To whom do you want to give feedback? For what? Focus only on aspects that can realistically be changed.

REMEMBER

- > Always include the positive aspects.
- > Describe, don't evaluate.
- > Be concrete, don't generalize: Use concrete examples from real situations
- > When you are invited by someone – focus on topics that the person defined first.
- > As receiving person, act as you would with any gift: Don't comment or discuss anything. If the gift doesn't appeal, you don't have to use it.

HOW IS IT?


RECEIVING FEEDBACK

GIVING FEEDBACK

B8

MY NEEDS IN THE TEAM

In checklist B4 you reflected your relation to the program and the people that are representing it. Here you can define your needs to find your way into the structure and into your facilitators' team: What is important to you during cooperative work?



- > Personal needs
- > Globe
- > Time proportions of preparation, leisure, reflection
- > Preferred working style
- > Space

...AND HOW I ADDRESS THEM

How may you shape the surrounding and the teamwork according to your needs?

