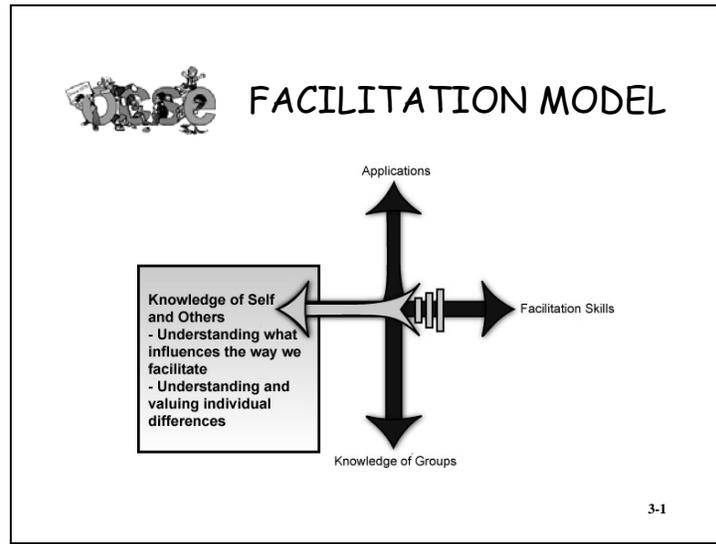


# **MODULE 3**

## **Understanding Self and Others**



## MODULE 3: UNDERSTANDING SELF AND OTHERS



The first critical element in the Facilitation Model is “Knowledge of Self and Others.” Self is the most powerful and influential tool that facilitators bring to a situation. Effective facilitators take the time to understand how the assumptions and beliefs they hold about their role as facilitators and about groups impact their facilitation. They also understand the ways in which people are different and value these differences.

### Learning Goals

The first learning goal for Module 3 is to increase self-knowledge and use this knowledge to improve how we facilitate groups. The second goal is to understand how people differ from one another and recognize people’s unique contributions.

The slide, titled "MODULE 3 OBJECTIVES", lists three bullet points. To the right of the text are three small, vertically stacked photographs of children: a young boy with a baseball cap, a baby, and a young girl with a headband.

- Identify what it means to use “self”
- Understand differences in perception and how assumptions impact behavior
- Describe ways in which people differ

3-2

## MODULE 3: UNDERSTANDING SELF AND OTHERS, CONTINUED



### MODULE 3 OBJECTIVES, continued

- Identify how knowledge of a group's learning style preferences can improve facilitation
- Identify the eight Adult Learning Principles
- Rate your use of Adult Learning Principles and implications for how you facilitate adults



3-3

### Learning Objectives

- Through participative discussion, you will identify what it means to use knowledge of “self” to help groups be successful.
- Through participative discussion and an activity, you will understand how perceptions differ and how assumptions impact behavior.
- After a brief exercise, you will describe some of the ways in which people are different.
- Through a large group activity, you will identify how knowledge of a group's learning style preferences can improve facilitation.
- Through a participative discussion, you will identify the eight Adult Learning Principles.
- In an individual activity, you will rate your use of the Adult Learning Principles and implications for how you facilitate adults.

## USING “SELF” TO HELP GROUPS



### USING “SELF” TO HELP GROUPS

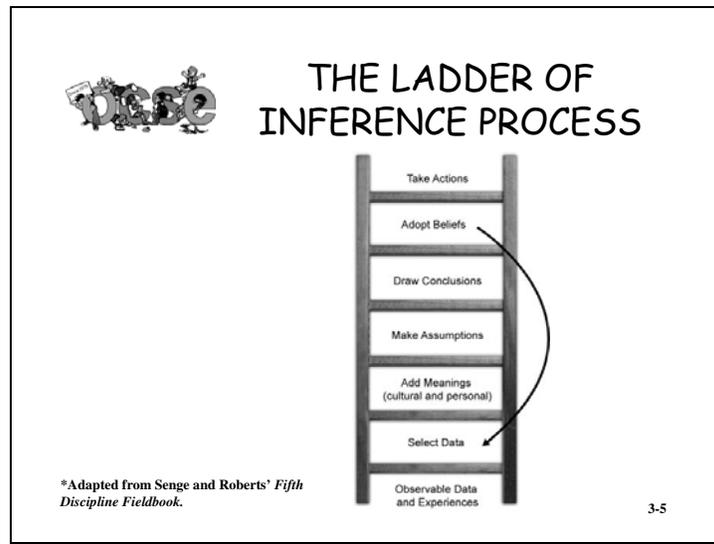
- Using our perceptions to help us understand and give meaning to what's happening in the group
- Acting as a role model to demonstrate expected behaviors

3-4

- Richard Weaver and John Farrell, authors of the book, *Managers as Facilitators*, state that using knowledge of “self” to help groups be successful means using your perceptions of a group at a particular moment to better understand and give meaning to what may be happening in the group.
- In order to use “self” effectively, we must have insight into how our perceptions (based on our assumptions and beliefs) lead us to conclusions and ultimately to the actions we take.
- Weaver and Farrell also believe that using “self” as a tool means modeling the behavior that you expect of the other group members. You deliberately choose how you interact with others so they have specific examples of how best to work together.

## THE LADDER OF INFERENCE

The concept of the Ladder of Inference was first described by William Isaacs in a 1992 paper by the MIT Center for Organizational Learning. Chris Argyris further developed the tool and it was discussed at length in Peter Senge and Charlotte Roberts' *Fifth Discipline Fieldbook*.



## THE LADDER OF INFERENCE, CONTINUED



### BENEFITS OF THE LADDER OF INFERENCE

- Become more aware of our own thinking and reasoning
- Make our thinking and reasoning more apparent to others
- Inquire into others' thinking and reasoning

3-6



### GUIDELINES FOR USING THE LADDER OF INFERENCE

1. Identify the conclusions you/person is making.
2. Identify/ask for data that lead to the conclusion.
3. Identify/inquire into reasoning that links the data and conclusion.
4. Identify/infer a possible belief or assumption.
5. Identify/state your inference and test it with the person.

3-7



## EXERCISE: REFLECTION, CONTINUED

5. What conclusion(s) did you draw?

6. What belief(s) were established?

7. What action(s) did you take based on these beliefs?

8. How can you use your awareness of your “trip up the ladder” to improve communication or change the situation?

## **THE HARDY EDUCATIONAL LEARNING PROFILE**

The Hardy Educational Learning Profile was developed by Christopher Hardy, Ph.D., and Susan Hardy. They combined their years of experience and expertise as professional educators to develop an accurate, efficient, economical, and effective way to assess your cognitive learning style.

Derived from the theories of Jung, Osgood, Ashcraft, and Vygotsky, the profile uses a modern information-processing framework that is easy to interpret and understand. It measures how you:

- Interact or approach learning situations or sources of information using inner or outer focus
- Acquire information with a concrete or abstract perception
- Process that information with an objective or subjective decision-based function.

Your profile will indicate your general cognitive preference pattern for the way you like to learn, understand, and make sense of things based on your total scores. It is helpful in understanding individual differences in how we like to learn.

## ADULT LEARNING PRINCIPLES

Often when people are asked to assume a facilitator role, they begin with an image of what their role should be and how they should act based on how they were taught in the past. In most instances, the image in their minds is closely related to the role the teacher played and how they were taught as children in school. But there are significant differences in the way we, as facilitators, interact with adults. Your approach to working with adults, therefore, should create the environment in which adults learn and work best.



### ADULT LEARNING PRINCIPLES

1. Focus on "real-world" problems
2. Emphasize how the learning can be applied
3. Relate the learning to the goals of the participants
4. Relate the information to past experiences of the participants

3-8

## ADULT LEARNING PRINCIPLES, CONTINUED



### ADULT LEARNING PRINCIPLES, continued

5. Allow debate and challenge of ideas
6. Listen to and respect the opinions of participants
7. Encourage participants to be resources to you and others
8. Treat participants like adults

3-9

## EXERCISE: REFLECTION

Instructions: Take about 10 minutes to reflect on what you have learned about individual differences as they affect facilitation and to answer the following questions.

1. On a scale of 1 to 5, with 5 being the best use, how would you rate your use of the Adult Learning Principles when facilitating adults?

- \_\_\_\_\_ Focus on “real-world” problems.
- \_\_\_\_\_ Emphasize how the learning can be applied.
- \_\_\_\_\_ Relate the learning to the goals of the participants.
- \_\_\_\_\_ Relate the information to past experiences of the participants.
- \_\_\_\_\_ Allow debate and challenge of ideas.
- \_\_\_\_\_ Listen to and respect the opinions of participants.
- \_\_\_\_\_ Encourage participants to be resources to you and to one another.
- \_\_\_\_\_ Treat participants like adults.

2. Which of the Adult Learning Principles do you best utilize as a facilitator?

3. Which of the Adult Learning Principles do you want to utilize more effectively?

4. What insights have you gained from learning more about individual differences, particularly as they relate to learning style, that can help you as a facilitator?

## MODULE 3 KEY POINTS



### MODULE 3 KEY POINTS

Effective facilitators:

- Understand the impact of assumptions and beliefs upon behavior
- Are aware of different learning styles and seek to meet the different needs people have
- Create an environment where people work from their strengths

3-10