# Skills, Behaviours and Competences for Working with Groups Developing Skills

## Overview

\* Set the framework and expectations and check in with everyone.

\* Work confidently within explicit structure while flexing when needed.

\* Model the behaviors you want to see.

\* Demonstrate warmth, expertise and an appropriate balance of support and challenge.

\* Vary the energy and activity mindfully.

## General approach

Here are the behaviours you need to demonstrate when working with a group that’s learning:

\* Listening

\* Signposting

\* Supporting

\* Challenging

\* Clarifying

\* Highlighting main messages

\* Keeping a top tips/messages flip chart

\* Creating a parking lot

\* Keeping the process on track at all times

## Process management

You manage the process by

\* Creating a framework – for example, set expectations, manage and meet them.

\* Signposting – for example, ‘We are now moving on to. . . .’

\* Connecting to the agenda – for example, ‘We have covered *x,* and this is part of *y*.’

\* Re-creating the framework when necessary – for example, ‘Some of you want to cover an additional topic. This will mean we run late. Is that okay for everyone?’

\* Revisiting expectations appropriately – for example, ‘Marc, you said you wanted *x,* and this is how we achieved *x*.’

\* Recapping – for example, ‘So to summarize this. . . .’

## Competences for group management

These are essential for learning sessions:

\* Pull from the group rather than push info in (in other words, coach rather than train, facilitate rather than tell).

\* Use video correctly, as a learning aid debriefing around words, interactions and impact.

\* Question skilfully and elicit knowledge from the group to build self-direction.

\* Give feedback skilfully; be bold yet warm about what you see and why you see it.

\* Focus on the difficult stuff that has strategic impact, not merely the easy things.

## Small stuff that makes a big difference

Here are some hints to make it easier for your participants:

\* Write on a board with black/blue pens (no CAPITAL letters, which are harder to read).

\* Use correct spelling.

\* Know everyone’s name and use it.

\* Contain your exasperation or personal low energy.

\* Recognize others’ lack of buy-in or low energy.

\* Don’t talk for more than ten minutes without getting group input.

\* Never say, ‘We’re running out of time. . . .’

\* Test for pace halfway through.

\* Show awareness of and empathy for the group’s context (for example, end of quarter).

\* Share relevant personal experience while remembering it’s about them, not you.