# 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.