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# Facilitator Development Programme

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*Facilitators create a learning environment of openness and harmony. They make things smooth, ease kinks, inspire insights, and lead the participants to a learning zone that they would not have experienced in regular work settings. In the flow state, a facilitator is likened to a magician, creating both visual and audio stimuli for the participants, bringing them on an emotional roller coaster ride. In doing these, it is hard to describe a facilitator without including the word “passion”.*

*‘We need to internalize this idea of excellence. Not many folks spend a lot of time trying to be excellent.’*

*Barack Obama*

*Train-The-Facilitators Series*

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# Programme Overview

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*The Facilitator Development Programme is designed to give facilitators a guideline of professional development with the company , as well as operational development within the organisation.*

## **The Core Competencies of a Facilitator are:**

- Management Consulting
- Public Speaking
- Facilitation
- Technical & Safety
- Client Relationship Management

## **Some KEY Responsibilities**

- Conduct corporate learning programmes
- Design and develop corporate learning programmes
- Coordinate logistical needs to ensure smooth running of programmes
- Execute programs in accordance to procedures with clients' safety and learning as priority
- Meeting with potential prospective clients to identify learning needs
- Making presentation to prospective clients
- Provide relevant and useful corporate learning consultancy to clients

# The Facilitator's Route Map

*As a learning organization, the progression of each partner is critical to the growth of the organization too. FOCUS Adventure has created a route map to govern the developmental progression of the facilitators' group. The table below presents the progressive developmental path of any given facilitator.*

	<b>Competency Levels</b>	<b>Designations</b>	<b>Differentiation</b>
<b>Novice</b>	Facilitator on-the-job (OJT)	Facilitator (OJT)	Induction Process
	Asst. Facilitator (Provisional)	AFP	Becoming a Facilitator
	Asst. Facilitator (Full)	AFF	
	Qualified Facilitator (Provisional)	QFP	Performing as a Facilitator
	Qualified Facilitator (Full)	QFF	Consultant Status
<b>Expert</b>	Senior Facilitator (Provisional)	SFP	Business Leadership
	Senior Facilitator (Full)	SFF	

## **The Induction Process**

Anyone aspires to be a facilitator will be inaugurated by attending the Basic Facilitator Course. Henceforth, the induction process will begin. The induction process will see a rookie growing from the Facilitator (OJT) to Asst. Facilitator (Provisional) level.

	<b>Competency Levels</b>	<b>Programme Requirements</b>	<b>Knowledge and Skills requirements</b>
	<b>Facilitator on-the-job</b>	80 programme days	First Aid certification, Module One, Two and Three to be completed within OJT period
	Module One covers Theoretical Frameworks and Concepts Module Two covers the conduct of MAP and Low E Module Three covers the conduct of High Elements First Aid is the Basic First Aid Responder Course including CPR certification		

*Full day Solo Check as the final requirement to the next level*  
*Full day standard programme, consisting of either MAP and/or Low E + High E or any other modular programme.*

With completion of programme and knowledge/skills requirements, and Full-day solo check, promotion to the next level will take place.

### **Asst. Facilitator (Provisional)**

## **Becoming a Facilitator**

Growing from Facilitator (OJT) to Asst. Facilitator (Provisional) is indeed challenging. The next developmental stage is advancing towards the competency level of a Qualified Facilitator (Full).

Organized in bit sizes, the table below illustrates the path from AFP and AFF.

<b>Competency Levels</b>	<b>Programme Requirements</b>	<b>Knowledge and Skills requirements</b>
<b>Asst. Facilitator (Provisional)</b>	150 programme days	Attend Profiling Courses, power boat driving, water based activities like sailing, kayaking, etc.
<p><i>Two- day Solo Check as the final requirement to the next level</i>  <i>Two- day standard programme with MAP, Low Elements &amp; High Elements(TCP)</i></p>		
<p>With completion of programme and knowledge/skills requirements, and full day solo check, promotion to the next level will take place.</p>		
<b>Asst. Facilitator (Full)</b>		

The table below illustrates the path from AFF to QFP

<b>Competency Levels</b>	<b>Programme Requirements</b>	<b>Knowledge and Skills requirements</b>
<b>Asst. Facilitator (Full)</b>	300 programme days	Completed Module four, five and six
<p>Module Four covers Leadership Challenge            Module Five covers Innovation Challenge            Module Six covers Advance Facilitation Techniques            In the mantra of experiential learning, requirement for these 3</p>		

modules consist of *extensive research on the subjects, publishing of articles and the conduct of in-house training of the findings.*

*Three-day Solo Check* as the final requirement to the next level

*Three-day standard programme with Profiling Tools, MAP, Low Elements & High Elements*

With completion of programme and knowledge/skills requirements, and three-day solo check, promotion to the next level will take place.

### **Qualified Facilitator (Provisional)**

## **Performing as a Facilitator**

You have already crossed the major hurdle of becoming a facilitator. The field hours and experiences you have accumulated would firmly set you apart from the rookies. The next level is to display confident and strength in facilitation. You are expected to perform as a facilitator.

The table below illustrates the path from QFP to QFF

<b>Competency Levels</b>	<b>Programme Requirements</b>	<b>Knowledge and Skills requirements</b>
<b>Qualified Facilitator (Provisional)</b>	300 programme days	Review & Conducts all six modules
<i>Five-day Solo Check</i> as the final requirement to the next level		
<i>Five-day customized programme that uses any form of activities and tools</i>		
With completion of programme and knowledge/skills requirements, and five-day solo check, promotion to the next level will take place.		
<b>Qualified Facilitator (Full)</b>		

## **Consultant Status**

When you've attained this level, you have probably internalized the meaning of personal mastery and personal vision. This phase is beyond performing as a facilitator. You're creating value for people around you. You carry a contagious passion. Your work is able to create significant impact to the people and society. You start to perceive and sense slowness in the things around you, like a F1 driver who can describe with vivid and graphical details of a cornering turn while nobody can. The insights you possess are relevant. When you communicate your ideas, it carries passion and life, you feel that time has stopped but you're still developing.

The table below illustrates the path from QFF to SFP

<b>Competency Levels</b>	<b>Programme Requirements</b>	<b>Knowledge and Skills requirements</b>
<b>Qualified Facilitator (Full)</b>	300 programme days (numbers still under review)	<p>Review &amp; Conduct all six modules.</p> <p>Completed a number of consultancy projects.</p> <p>Conferred by external industry related bodies certain accolades, awards or certification to confirm his competency.</p>
<p>Range of accolades, awards and certification could be ACTA certification, IAF CPF status, Toastmaster awards, HR award, leader of industry awards like PDS, ATO, etc.</p> <p>Consultancy projects herein refer to providing solutions to clients from the longitudinal perspectives. Work may include administering measurement tools, conducting focus group, inputs analysis, creating and recommending solutions, managing implementation schedules, communicating to stakeholders via presentations, managing clients expectations, mobilizing and deployment of manpower, measuring end effectiveness, presenting the findings, etc.</p> <p>With the achievements authenticated and verified, promotion to the next level will take place.</p>		
<b>Senior Facilitator (Provisional)</b>		

### **Business Leadership**

The role of leadership in business is indisputable. Great leaders create great business. By this level, you would have seen and done enough to make the next leap forward, to propel FOCUS Adventure towards further success. The consultancy projects you spear-headed have brought you great insights on what make other organizations tick. Synthesizing these insights to create new business plans, creating improvement actions to address performance matters should be a source of motivation to you. Your skills as a business leader will be further hone through constant exposure of different experiences.

The table below illustrates the path from SFP to SFF

<b>Competency Levels</b>	<b>Programme Requirements</b>	<b>Knowledge and Skills requirements</b>
<b>Senior Facilitator (Provisional)</b>	No longer a requirement	Significant achievements to confirm his passion and competence in related industry that is recognized by credible industry practitioner.
<p>Significant achievements to confirm his passion and competence in related industry that is recognized by credible industry practitioners. E.g.</p> <ul style="list-style-type: none"> <li>• Have delivered keynote address at conferences</li> <li>• Written books that have been recognized and published.</li> <li>• Held key appointments in public services committee to bring about milestone achievements to the nation.</li> <li>• Created new business models</li> <li>• Created intellectual properties that yielded business results</li> <li>• Handled consulting projects</li> <li>• Directly responsible for creating wealth for the business</li> </ul> <p>With the achievements authenticated and verified, promotion to the next level will take place.</p>		

# Facilitator's Competency Map

*Personal mastery is a lifelong practice that has no definite results; it is rather, a process that a facilitator participates to develop in this profession. Staging the progression provides the facilitators a firm foundation to build on: as the level grows, so should the competency. Suffice to say, potential for the next level holds significant weightage when appraising. The map below charts the area of focus at each stage.*

## **OJT - The Induction Process**

<b><u>Fundamental Concept</u></b>	<b><u>Areas of Focus</u></b>	<b><u>Appraising Competency Elements</u></b>
Learning the basic skills sets required	Develop the FOCUS Adventure attitude	Interest in profession  Basic presentation and facilitation skills
Familiarizing oneself with template	Exposure, <i>Maximize</i> field-time	Potential for growth  Situation awareness

## **AFP – Becoming a Facilitator (Assistant Manager)**

<b><u>Fundamental Concept</u></b>	<b><u>Areas of Focus</u></b>	<b><u>Appraising Competency Elements</u></b>
Attaining more field-time in facilitation	Furthering one's skills in the template	Fundamentals of facilitation should become innate at this stage
Deeper understanding of the science behind template	Exposure to more genre of programmes  Pre and post programme engagement with client  Secondary role	Writing skills (Articles)  Presentation skills  Basic programme design

## **AFF – Becoming a Facilitator (Manager)**

<b><u>Fundamental Concept</u></b>	<b><u>Areas of Focus</u></b>	<b><u>Appraising Competency Elements</u></b>
Adding depth and substance to template	Adding variety to program	Potential and interest in further development with company
<i>Gearing up</i> to deviate from template	Debriefing at a deeper level  Module 4, 5 and 6	Coverage of modules 4, 5 and 6  Customized programme design

**QFP – Performing as a Facilitator (Senior Manager)**

<u>Fundamental Concept</u>	<u>Areas of Focus</u>	<u>Appraising Competency Elements</u>
Programme conduct at a whole new level	Use of mgmt theories and models in programmes	Knowledge in HR and LD, Andragogy, Management Theories and Advance Facilitation Techniques
Contribution to organization should expand beyond core duty	Developing modules and non-template programmes	Contribution beyond core duty
Involvement in other aspect of the company	Involvement in consulting projects	Review and conduct modules 1 - 6
	Expending knowledge in HR and LD	

**QFF – Consulting Status (Assistant Director)**

<u>Fundamental Concept</u>	<u>Areas of Focus</u>	<u>Appraising Competency Elements</u>
Providing clients mid to long term solutions	Programme delivery centers on longer term implication	Performance in consulting projects
Preparing for business leadership responsibilities	Involvement in running the business	Leadership qualities – people and system

**SFP – Business Leadership (Director)**

<u>Fundamental Concept</u>	<u>Areas of Focus</u>	<u>Appraising Competency Elements</u>
Creating wealth for business unit (BU)	Running BU	Performance of BU
Directly responsible for BU's performance	Create new business models	

**SFF – Business Leadership (Senior Director)**

## Facilitator's Competency Map (extension)

*A strong foundation lays the path for steady progression. During development, a facilitator will acquire and gain different skill and knowledge to augment his/her level of proficiency. A facilitator need not be a subject matter expert of the issue he/she is facilitating but, need a set of core competencies to allow the communication process to flow seamlessly. The table below is an extension of the competency map, detailing a more comprehensive requirement amongst the level.*

<b>Primary Competency – Becoming a Facilitator</b>	<b>Competency Elements</b>	<b>Performance Criteria</b>
<i>From OJT to AFF</i>	Conducts experiential based activities	<ul style="list-style-type: none"> <li>Knowledge on the fundamentals – activities, facilitation skill, presentation skill, engaging participant etc.</li> </ul>
	Conducting Outdoor Activities	<ul style="list-style-type: none"> <li>Knowledge on the fundamentals – activities, facilitation skill, presentation skill, engaging participant etc.</li> </ul>
	Conducting CRC	<ul style="list-style-type: none"> <li>Knowledge on the safety standards.</li> <li>Basic knowledge – knots, equipments, ropes, etc.</li> <li>Able to respond to contingencies.</li> <li>Smooth execution of a CRC programme – managing instructors, arranging logistics, movement of teams, etc.</li> </ul>
	First Aid Responder	<ul style="list-style-type: none"> <li>Should be Basic First Aid certified prior to promotion to AFP.</li> </ul>
	Pleasure Power Boat Driving	<ul style="list-style-type: none"> <li>Certification in this area.</li> </ul>
	Conducts Activity Risk Assessment	<ul style="list-style-type: none"> <li>Understand the different level of risk and its relation with the programme.</li> <li>Develop measures to mitigate risk without compromising on the quality of the programme</li> </ul>
	Knowledge on Local SOP	<ul style="list-style-type: none"> <li>Understand the necessary procedures needed to support programme and other daily activities and, the correlation between the procedures and functions.</li> <li>Able to respond to client's queries on SOP.</li> </ul>
	Knowledge on Activities	<ul style="list-style-type: none"> <li>Understand the science behind each activities and the art of executing them.</li> </ul>

		<ul style="list-style-type: none"> <li>• Able to conduct the same activities in more than one manner.</li> </ul>
	Engaging participants	<ul style="list-style-type: none"> <li>• Willingness to connect with client from start to end of programme, including meals and break- time.</li> </ul>
	Response to contingencies	<ul style="list-style-type: none"> <li>• Inclusion of contingency plan during programme design.</li> <li>• Able to execute contingency plan in a timely and organized manner.</li> </ul>
	Facilitation Skills	<ul style="list-style-type: none"> <li>• Able to engage participants in a dialogue session</li> <li>• Illicit learning points from participants.</li> <li>• Pick up learning points from participants' sharing.</li> <li>• Parallel experience to 'real world'.</li> </ul>
	Giving Instructions	<ul style="list-style-type: none"> <li>• Able to give instructions in a structured and organized manner.</li> <li>• Participants' respond should be aligned with the expected behaviors.</li> <li>• Generate interest and build up anticipation through use of verbal and nonverbal means.</li> </ul>
	Observation Skills	<ul style="list-style-type: none"> <li>• Able to spot learnable moments that are not planned.</li> </ul>
	Basic Writing Skills	<ul style="list-style-type: none"> <li>• Able to articulate thoughts and findings in a professional manner.</li> <li>• Writings should be free from basic grammar and structure error.</li> </ul>
	Presentation Skills	<ul style="list-style-type: none"> <li>• Able to pitch at the right level.</li> <li>• Deliver with energy.</li> </ul>
	Engage Clients in Meeting	<ul style="list-style-type: none"> <li>• Represent the company in a professional manner.</li> <li>• Identify and address client's need.</li> <li>• Provide basic programme flow on the spot.</li> </ul>
	Rudimentary Programme Design	<ul style="list-style-type: none"> <li>• Able to put together a mix of commonly used activities.</li> <li>• Incorporate required learning outcome into programme.</li> <li>• Arrange necessary logistics and administrative support.</li> </ul>
	Knowledge on Preparation and Post Programme Activities	<ul style="list-style-type: none"> <li>• Able to explain the reasons for servicing the client during the pre programme phase.</li> <li>• Understands what are the pre-programme activities and the reasons connecting to the program quality.</li> <li>• For post programme, it is as above too.</li> </ul>

	Performs Pre Programme Activities	<ul style="list-style-type: none"> <li>• Understands the completed OPTIONS form.</li> <li>• Logistic preparation.</li> </ul>
	Performs Post Programme Activities	<ul style="list-style-type: none"> <li>• Handle client queries on program execution.</li> <li>• Ensure logistics are return and ready for future usage.</li> </ul>
<b>Secondary Competency – Performing as a Facilitator</b>	Inspects CRC and Low Elements	<ul style="list-style-type: none"> <li>• Understand the construction fundamentals of CRC and Low Elements.</li> <li>• Perform assessment on the serviceability.</li> <li>• Offer recommendation in improvement areas.</li> </ul>
<i>From AFF to QFF</i>	Knowledge on Advance Facilitation Skills	<ul style="list-style-type: none"> <li>• Able to explain the different forms of skills and tools in the industry.</li> <li>• Using the right advance techniques to augment the dialogue session.</li> </ul>
	Knowledge on Andragogy & Pedagogy	<ul style="list-style-type: none"> <li>• Able to explain the difference in learning habits through the ages and how they affect learning capabilities during programme.</li> </ul>
	Knowledge on Behavioral Theories	<ul style="list-style-type: none"> <li>• Able to explain theories that are evident during the programme.</li> <li>• Use these theories to explain 'why people do what they do'.</li> </ul>
	Knowledge on Management Theories and Models	<ul style="list-style-type: none"> <li>• Understand the models and theories that are widely used in the industry.</li> <li>• Incorporating these models into programmes through activities.</li> </ul>
	Knowledge on Corporate HR	<ul style="list-style-type: none"> <li>• Understand the Human Resource industry and how FOCUS Adventure plays a part in this industry.</li> </ul>
	Knowledge in Corporate LD	<ul style="list-style-type: none"> <li>• Understand the Learning &amp; Development sector and FOCUS Adventure role in this area.</li> </ul>
	Writing Articles or Review	<ul style="list-style-type: none"> <li>• Understand the value of writing articles and book reviews.</li> <li>• Able to articulate the findings from a book or a thought into writings that others can learn from.</li> </ul>
	Writing Proposals & Reports	<ul style="list-style-type: none"> <li>• Able to craft out a non-templated proposal that covers the needs and requirements of the clients.</li> <li>• Able to perform a post programme report that analyzes the behaviors and performance individuals or team.</li> </ul>
	Needs Analysis	<ul style="list-style-type: none"> <li>• Understand what Needs Analysis is.</li> <li>• Able to conduct a pre-programme</li> </ul>

		analysis, to indentify the 'unknown' needs of the clients.
	Customized Programme Design	<ul style="list-style-type: none"> <li>• Able to develop customized activities that link the above needs identified.</li> </ul>
	Administrating Profiling Tools	<ul style="list-style-type: none"> <li>• Understand the purpose of psychometric tools.</li> <li>• Able to administer the tool as its intended manner and also, connect the tools with the activities.</li> </ul>
<b>Advance Competency – Consultant Status</b>	Knowledge on Business Processes	
<i>From QFF to SFF</i>	Knowledge on Business Processes Tools	
	Knowledge on Business Performance Tracking Tools	
	Analyzes Clients' Needs	
	Synthesizes Clients' Needs to form New Strategies	
	Determines Key Business Performance Indicators	
	Designs Tracking Tools	
	Designs Measuring Instruments	
	Develops Consulting Plan	
	Implements Consulting Activities According to Plan	

# OJT 1<sup>ST</sup> Month Route Map

*The purpose of the OJT Route Map is to facilitate the induction of a new facilitator to the fundamentals and execution of a FOCUS Adventure program. It provides a basic guideline for trainees to track their progress and also, program elements to focus attention on. This will minimize situations like 'I know the lights need to be off, but I don't know when'. This Map should merely act as a guideline; progress of any individual should not be limited by the scope indicated.*

*The elements to focus on are arranged with progressing integration in mind. For example, by the second week, trainee should be familiar with the lighting sequence during closing and at the same time, familiarizing himself with the opening sequence. The route ends after the 1<sup>st</sup> month. By this time, trainees should have developed the onus and impetus to track their own progress, by tagging and exposing themselves to through new experiences, reading relevant materials and asking the right questions.*

## **Week 1 (4-5 Programmes)**

<b><u>Programme Elements to Focus</u></b>	<b><u>Expectation</u></b>	<b><u>Readings</u></b>
<ul style="list-style-type: none"> <li>• Basic Program me</li> <li>• Check in/out process</li> <li>• Lighting &amp; Music</li> <li>• Administrative Support               <ul style="list-style-type: none"> <li>○ F &amp; B</li> <li>○ Amenities</li> <li>○ Transportation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• By end of 1<sup>st</sup> week, understand the rationale behind the listed elements and how they augment the programme.</li> </ul>	<ul style="list-style-type: none"> <li>• Tuckman's Team Development Model</li> <li>• Experiential Learning Cycle</li> </ul>

## **Week 2 (8 -10 Programmes)**

<b><u>Programme Elements to Focus</u></b>	<b><u>Expectation</u></b>	<b><u>Readings</u></b>
<ul style="list-style-type: none"> <li>• Opening sequence               <ul style="list-style-type: none"> <li>○ Welcome</li> <li>○ Energy check</li> <li>○ Expectation</li> <li>○ Slides</li> </ul> </li> <li>• Energizers               <ul style="list-style-type: none"> <li>○ Script</li> <li>○ Delivery</li> </ul> </li> <li>• Closing sequence               <ul style="list-style-type: none"> <li>○ Debrief</li> <li>○ Video showing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Understand and able to perform basic function as a co-facilitator - music, lighting and basic administrations.</li> <li>• End of week 2, understand rationale behind opening and closing sequence.</li> </ul>	<ul style="list-style-type: none"> <li>• Energizers write up</li> <li>• Activities write up</li> </ul>

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| <ul style="list-style-type: none"> <li>○ Expectation</li> <li>○ Cert. presentation</li> <li>○ Song</li> </ul> |  |  |
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### **Week 3 (15 Programmes)**

<b><u>Programme Elements to Focus</u></b>	<b><u>Expectation</u></b>	<b><u>Readings</u></b>
<ul style="list-style-type: none"> <li>• Pre-programme preparation</li> <li>• Fundamentals of conducting an activity, eg:               <ul style="list-style-type: none"> <li>○ O.P.S</li> <li>○ Relations between frontload and debrief.</li> <li>○ Timing of intervention</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Able to conduct the following               <ul style="list-style-type: none"> <li>○ Spa</li> <li>○ One other energizer</li> <li>○ Photo session</li> </ul> </li> <li>• Involvement in pre and post programme activity.</li> <li>• Able to conduct Challenge Stations.</li> </ul>	Articles written by FOCUS facilitators (Programme specific)

### **Week 4 (20 Programmes)**

<b><u>Expectation</u></b>
<ul style="list-style-type: none"> <li>• Able to execute the following:               <ul style="list-style-type: none"> <li>○ Loose change and pirates</li> <li>○ Closing sequence after video showing.</li> <li>○ At least one MAP or Low E with guidance.</li> </ul> </li> </ul>

### **End of 1<sup>st</sup> Month**

<p>From here on, trainee should be competent enough to support programme logistically and execute energizers and closing sequence. By now, trainee should also have developed the impetus to increase his competency level through exposure and practice.</p>
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# Facilitator's Solo Check - AFP

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## The Solo Check

This is the maiden solo flight that would allow you full piloting control of the entire flight. It is analogous to the appraisal process for the facilitator pursuing the competent status by going through this process.

## Objective

The 1st Solo Check is to evaluate the competency of an Adventure Learning Facilitator being compared against a set of pre-determined and known competencies. Attaining the stated competence would enable the candidate to deliver with quality, a One-day FOCUS Adventure teambuilding program which includes activities like MAP, Low and High Elements.

Exception to the stated competency is possible because of program availability. In this case, a candidate may achieve the status of conditional pass which the candidate is required to make good of the competency gaps at a later date agreed by both candidate and appraiser.

The Facilitator (OJT) will be promoted to Assistant Facilitator, Provisional (AFP) once he/she passed the appraisal.

## Competency Elements

These are the competency elements (C.E.) of an Assistant Facilitator, Provisional. There are competency elements which are continuously appraised daily. Such competency elements are not suitable to be appraised within the solo check as the appraisal duration is pre-determined which is not consistent with competency requirements. In this Solo Check, C.E. 1, 4 and 5 would be appraised.

1. The Primary competency as a FOCUS Adventure facilitator
2. Perform pre programme activities which include but not limited to needs analysis, preparation in operations and logistics
3. Communicate clearly and timely to both the Instructor and Co-Facilitator prior to program.
4. Perform the CHECK IN process on program day
5. Deliver the programme in accordance to clients' requirement and planned program
6. Carry out post programme follow up in a timely fashion.

## Performance Criteria

In greater details, each competency element is expounded into its performance criteria (PC). In the Solo Check phase, the checker should be particularly interested in observing C.E. 1, 4 and 5 as the others are either in the past or are to come. **For C.E. 2, 3 and 6, the appraisal should rely on the daily undertakings in the past and those to come to ascertain the candidate's competency.** It is possible to disqualify a candidate's competency status even the status of AFP has been attained if any post Solo Check evidence is compelling enough to warrant the disqualification.

	Competency Elements	Performance Criteria
1	The Primary competency as a FOCUS Adventure facilitator	<ul style="list-style-type: none"> <li>• Understands clients objectives and customizing to clients industry and organization</li> <li>• Able to frontload the activities</li> <li>• Able to debrief experiential activities</li> <li>• Able to intervene when needed</li> <li>• Able to relate to the Real World</li> <li>• Able to plan and execute contingencies</li> <li>• Manages of time and program flow</li> <li>• Able to sustain participants' energy level</li> <li>• Extraverts Fun Factor</li> <li>• Extraverts acute and timely safety awareness</li> <li>• Able to maintain a high level of situation awareness</li> <li>• Able to appropriately apply technical knowledge</li> <li>• Shows ability in public speaking</li> <li>• Takes care of domestics and administration (food / beverage / toilets etc)</li> <li>• Manages the Co-Facilitator and Instructors</li> </ul>
4	Perform the CHECK IN process on program day	<ul style="list-style-type: none"> <li>• Knows that CHECK IN is an acronym</li> <li>• Able to carry out CHECK IN process in accordance to its flow stated below.</li> <li>• Clients brief</li> <li>• Helicopter View</li> <li>• Elaboration of program</li> <li>• Command, Control &amp; Communications</li> <li>• Key learning outcomes</li> </ul>

		<ul style="list-style-type: none"> <li>• Instructors feedback or advices</li> <li>• New Ideas</li> </ul>
5	Deliver the program in accordance to clients' requirement and planned program	<ul style="list-style-type: none"> <li>• Able to conduct opening which includes setting of program expectations</li> <li>• Able to make presentation of the learning concepts (Experiential Learning Cycle / Tuckman's Teambuilding Model / Briefing )</li> <li>• Able to conduct fluently at least three energizers as planned</li> <li>• Able to conduct the required MAP activities as reflected in the planned program</li> <li>• Able to conduct Low Elements as reflected in the planned program</li> <li>• Able to conduct High Elements as reflected in the planned program</li> <li>• Able to present the Video show</li> <li>• Able to execute a closure which includes song and presenting of certificates</li> </ul>

### **Appraiser / Checker**

Appraiser / Checker should be a QF with at least 20 programs accumulated whilst in the stated status.

## Grades

Grades are given on a scale from 1 to 6

A clear passing grade is 4 and above

Conditional passing grade is 3

If grade is less than 3 the AF(P) will go for 2 review sessions to be coached by a QF before retaking the 1st Solo Check.

While no effort has been spared to create clear and evident distinction between each grade to another, appraisers may still encounter circumstances that render determining a grade to be difficult, possibly due to compound factors. In such cases, appraisers could consider using pluses and minus to further slice the grades into finer segments to reflect the circumstances to the outcomes with better accuracy.

Details description of the each grade is illustrated in the grading table below.

Grades	Description
6	Performance consistently far exceeds the performance criteria. An <i>exceptional</i> facilitator. Demonstrated mastery in execution, flowing fluently throughout. Extraverted passion in the doing. Marked by unprecedented achievements of results beyond the prescribed scope.
5	Performance often exceeds the performance criteria. An <i>effective and fluent</i> facilitator. Demonstrated strength in execution as well as passion in doing the doing. Achievements of results are often beyond the prescribed scope.
4	Performance meets the performance criteria. A <i>good</i> facilitator who evidently demonstrates confidence in execution. Able to cover the performance criteria adequately. Achievements of results have satisfied the prescribed scope.
3	Performance meets most of the performance criteria. A <i>relatively able</i> facilitator who demonstrates reasonable standards in execution. Occasionally tentative and vague in meeting the criteria. Subtle display of reservation and uncertainty. Achievements of results have almost satisfied the prescribed scope.
2	Performance meets little of the performance criteria. An <i>unsure</i> facilitator who hardly demonstrates the required standards in execution. Performance criteria coverage is often random and inadequate. Unable to achieve results that are within the prescribed scope.
1	Improvement is imperative. An <i>inept</i> facilitator who shows very little evidence of ability in execution. Demonstration of the performance criteria is grossly inadequate or not evident. Comes across as having very limited knowledge in relating to the execution. Achievements of results are barely observable to be appraised.

## SOLO CHECK (AFP) – Appraisal Matrix

The matrix herein is used by the appraiser / checker for recording of the grades and evaluations of the partner in the Solo Check process.

<b>Candidates' Name</b>	_____		
<b>Program Title</b>	_____		
<b>Program Type</b>	<b>Full Day / Half AM / Half PM</b>	<b>Others:</b>	
<b>Date</b>	<b>Pax No</b>		
<b>Venue</b>	_____		
<b>Appraiser's Name</b>	_____		

### Instructions to complete the Appraising Matrix

Appraiser is required to make adequate observations and inferences in according the appropriate grades to the respective PCs.

Grade Column – appraiser is expected to align the grading standards to that of the grading table. It is essential for the appraiser to appreciate the differentiation of each grade to another. In particular between grade 2, 3, and 4, smearing their boundaries will result in inaccurate appraisals. It should be avoided as the outcome would be unequal and inconclusive. Re-appraising should be carried out for the reason of receiving grade 2 or 1.

Observations column – appraiser is encouraged to make entries onto this column when there are significant observations made. These are observations that have direct impact on the overall quality of the program. Inadvertently, the appraisal outcomes would be correlated to the program quality regardless positive or negative.

	Competency Elements	Performance Criteria	Grade	Observations
1	The Primary competency as a FOCUS Adventure facilitator	<ul style="list-style-type: none"> <li>• Understands clients objectives and customizing to clients industry and organization</li> </ul>		
		<ul style="list-style-type: none"> <li>• Able to frontload the activities</li> </ul>		
		<ul style="list-style-type: none"> <li>• Able to debrief experiential activities</li> </ul>		
		<ul style="list-style-type: none"> <li>• Able to intervene when needed</li> </ul>		
		<ul style="list-style-type: none"> <li>• Able to relate to the Real World</li> </ul>		
		<ul style="list-style-type: none"> <li>• Able to plan and execute contingencies</li> </ul>		

		<ul style="list-style-type: none"> <li>• Manages of time and program flow</li> </ul>		
		<ul style="list-style-type: none"> <li>• Able to sustain participants' energy level</li> </ul>		
		<ul style="list-style-type: none"> <li>• Extraverts Fun Factor</li> </ul>		
		<ul style="list-style-type: none"> <li>• Extraverts acute and timely safety awareness</li> </ul>		
		<ul style="list-style-type: none"> <li>• Able to maintain a high level of situation awareness</li> </ul>		
		<ul style="list-style-type: none"> <li>• Able to appropriately apply technical knowledge</li> </ul>		
		<ul style="list-style-type: none"> <li>• Shows ability in public speaking</li> </ul>		
		<ul style="list-style-type: none"> <li>• Takes care of domestics and administration (food / beverage / toilets etc)</li> </ul>		
		<ul style="list-style-type: none"> <li>• Manages the Co-Facilitator and Instructors</li> </ul>		
3	Perform the CHECK IN process on program day	<ul style="list-style-type: none"> <li>• Knows that CHECK IN is an acronym</li> <li>• Able to carry out CHECK IN process in accordance to its flow stated below.</li> <li>• Clients brief</li> <li>• Helicopter View</li> <li>• Elaboration of program</li> <li>• Command, Control &amp; Communications</li> <li>• Key learning outcomes</li> <li>• Instructors feedback or advices</li> <li>• New Ideas</li> </ul>		
4	Deliver the program in accordance to clients' requirement and planned program	<ul style="list-style-type: none"> <li>• Able to conduct opening which includes setting of program expectations</li> </ul>		

	<ul style="list-style-type: none"> <li>• Able to make presentation of the learning concepts (Experiential Learning Cycle / Tuckman's Teambuilding Model / Briefing )</li> </ul>	
	<ul style="list-style-type: none"> <li>• Able to conduct fluently at least three energizers as planned</li> </ul>	
	<ul style="list-style-type: none"> <li>• Able to conduct the required MAP activities as reflected in the planned program</li> </ul>	
	<ul style="list-style-type: none"> <li>• Able to conduct Low Elements as reflected in the planned program</li> </ul>	
	<ul style="list-style-type: none"> <li>• Able to conduct High Elements as reflected in the planned program</li> </ul>	
	<ul style="list-style-type: none"> <li>• Able to present the Video show</li> </ul>	
	<ul style="list-style-type: none"> <li>• Able to execute a closure which includes song and presenting of certificates</li> </ul>	

**Overall Assessment**

**Competent**

**Not Yet Competent**

**Feedback on outcome by Appraiser/ Feedback by candidate**

*(Feedback on the overall performance or in the case of NYC; any area of skills gap and improvement needed)*

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Candidate's Signature

Name:

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Appraiser's Signature

Name:

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# Facilitator's Solo Check - AFF

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## Objective

This Solo Check is to evaluate the competency of an Adventure Learning Facilitator being compared against a set of pre-determined and known competencies. Attaining the stated competence would enable the candidate to deliver with quality, a Two-day FOCUS Adventure teambuilding program which includes activities like MAP, Low and High Elements.

Exception to the stated competency is possible because of program availability. In this case, a candidate may achieve the status of conditional pass which the candidate is required to make good of the competency gaps in a later date agreed by both candidate and appraiser.

The Facilitator (AFP) will be promoted to Assistant Facilitator, Full (AFF) once he/she passed the appraisal.

## Competency Elements

The competency elements (C.E) required of an AFF is similar to that of an AFP, however, with more field time, the level of performance in each element is expected to be higher. As at all level, competency elements, primary or secondary, are continuously appraised daily. Some competency elements are not suitable to be appraised within the solo check as the appraisal duration is pre-determined which is not consistent with competency requirements. In this Solo Check, C.E. 1, 4 and 5 would be appraised.

1. The Primary competency as a FOCUS Adventure facilitator
2. Perform pre program activities which include but not limited to needs analysis, preparation in operations and logistics
3. Communicate clearly and timely to both the Instructor and Co-Facilitator prior to program.
4. Perform the CHECK IN process on program day
5. Deliver the program in accordance to clients' requirement and planned program
6. Carry out post program follow up in a timely fashion.

## Performance Criteria

In greater details, each competency element is expounded into its performance criteria (PC). In the Solo Check phase, the checker should be particularly interested in observing C.E. 1, 4 and 5 as the others are either in the past or are to come. **For C.E. 2, 3 and 6, the appraisal should rely on the daily undertakings in the past and those to come to ascertain the candidate's competency.** It is possible to disqualify a candidate's competency status even the status of AFP has been attained if any post Solo Check evidence is compelling enough to warrant the disqualification.

During a facilitator's first solo check (AFP), the focus is on the performance criteria being evident during the programme, thus, 'able' is the most common source of measurement. At this stage, (AFF), the measurement shifts to 'quality', how well the candidate is performing in each criteria.

	Competency Elements	Performance Criteria
1	The Primary competency as a FOCUS Adventure facilitator	<ul style="list-style-type: none"> <li>• Understands clients objectives and the quality in the customizing to clients industry and organization</li> <li>• Quality of activities frontload.</li> <li>• Quality of experiential debrief</li> <li>• Quality of intervention</li> <li>• Relevance in relating to work environment</li> <li>• Able to plan and execute contingencies</li> <li>• Manages of time and program flow</li> <li>• Able to sustain participants' energy level</li> <li>• Extraverts Fun Factor</li> <li>• Extraverts acute and timely safety awareness</li> <li>• Able to maintain a high level of situation awareness</li> <li>• Able to appropriately apply technical knowledge</li> <li>• Quality of public speaking</li> <li>• Takes care of domestics and administration (food / beverage / toilets etc)</li> <li>• Manages the Co-Facilitator and Instructors</li> </ul>
4	Perform the CHECK IN process on program day	<ul style="list-style-type: none"> <li>• Depth of coverage during the check-in process.</li> </ul>
5	Deliver the program in accordance to clients' requirement and planned	<ul style="list-style-type: none"> <li>• Quality of opening segment.</li> <li>• How well the learning concepts are</li> </ul>

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program

presented.

- Quality of energizers.
- Quality of MAP
- Quality of Low E
- Quality of High E

### **Appraiser / Checker**

Appraiser / Checker should be a QF with at least 20 programs accumulated whilst in the stated status.

## Grades

Grades are given on a scale from 1 to 6. A clear passing grade is 4 and above. Conditional passing grade is 3

If grade is less than 3, the candidate will go for 2 review sessions to be coached by a QF before retaking the Solo Check.

While no effort has been spared to create clear and evident distinction between each grade to another, appraisers may still encounter circumstances that render determining a grade to be difficult, possibly due to compound factors. In such cases, appraisers could consider using pluses and minus to further slice the grades into finer segments to reflect the circumstances to the outcomes with better accuracy. Appraiser should bear in mind the grades should be rated against the expected performance level of a facilitator who already obtain substantial field time.

Details description of the each grade is illustrated in the grading table below.

Grades	Description
6	Performance consistently far exceeds the performance criteria. An <i>exceptional</i> facilitator. Demonstrated mastery in execution, flowing fluently throughout. Extraverted passion in the doing. Marked by unprecedented achievements of results beyond the prescribed scope.
5	Performance often exceeds the performance criteria. An <i>effective and fluent</i> facilitator. Demonstrated strength in execution as well as passion in doing the doing. Achievements of results are often beyond the prescribed scope.
4	Performance meets the performance criteria. A <i>good</i> facilitator who evidently demonstrates confidence in execution. Able to cover the performance criteria adequately. Achievements of results have satisfied the prescribed scope.
3	Performance meets most of the performance criteria. A <i>relatively able</i> facilitator who demonstrates reasonable standards in execution. Occasionally tentative and vague in meeting the criteria. Subtle display of reservation and uncertainty. Achievements of results have almost satisfied the prescribed scope.
2	Performance meets little of the performance criteria. An <i>unsure</i> facilitator who hardly demonstrates the required standards in execution. Performance criteria coverage is often random and inadequate. Unable to achieve results that are within the prescribed scope.
1	Improvement is imperative. An <i>inept</i> facilitator who shows very little evidence of ability in execution. Demonstration of the performance criteria is grossly inadequate or not evident. Comes across as having very limited knowledge in relating to the execution. Achievements of results are barely observable to be appraised.

## SOLO CHECK (AFF) – Appraisal Matrix

The matrix herein is used by the appraiser / checker for recording of the grades and evaluations of the partner in the Solo Check process.

<b>Candidates' Name</b>	_____		
<b>Program Title</b>	_____		
<b>Program Type</b>	<b>Full Day / Half AM / Half PM</b>	<b>Others:</b>	
<b>Date</b>	<b>Pax No</b>		
<b>Venue</b>	_____		
<b>Appraiser's Name</b>	_____		

### Instructions to complete the Appraising Matrix

Appraiser is required to make adequate observations and inferences in according the appropriate grades to the respective PCs.

Grade Column – appraiser is expected to align the grading standards to that of the grading table. It is essential for the appraiser to appreciate the differentiation of each grade to another. In particular between grade 2, 3, and 4, smearing their boundaries will result in inaccurate appraisals. It should be avoided as the outcome would be unequal and inconclusive. Re-appraising should be carried out for the reason of receiving grade 2 or 1.

Observations column – appraiser is encouraged to make entries onto this column when there are significant observations made. These are observations that have direct impact on the overall quality of the program. Inadvertently, the appraisal outcomes would be correlated to the program quality regardless positive or negative.

	Competency Elements	Performance Criteria	Grade	Observations
1	The Primary competency as a FOCUS Adventure facilitator	<ul style="list-style-type: none"> <li>• Understands clients objectives and customizing to clients industry and organization</li> </ul>		
		<ul style="list-style-type: none"> <li>• Quality of activities frontload.</li> </ul>		
		<ul style="list-style-type: none"> <li>• Quality of experiential debrief</li> </ul>		
		<ul style="list-style-type: none"> <li>• Quality of intervention</li> </ul>		
		<ul style="list-style-type: none"> <li>• Relevance in relating to the work environment</li> </ul>		
		<ul style="list-style-type: none"> <li>• Able to plan and execute contingencies</li> </ul>		

		<ul style="list-style-type: none"> <li>• Manages of time and program flow</li> </ul>		
		<ul style="list-style-type: none"> <li>• Able to sustain participants' energy level</li> </ul>		
		<ul style="list-style-type: none"> <li>• Extraverts Fun Factor</li> </ul>		
		<ul style="list-style-type: none"> <li>• Extraverts acute and timely safety awareness</li> </ul>		
		<ul style="list-style-type: none"> <li>• Able to maintain a high level of situation awareness</li> </ul>		
		<ul style="list-style-type: none"> <li>• Able to appropriately apply technical knowledge</li> </ul>		
		<ul style="list-style-type: none"> <li>• Quality of public speaking</li> </ul>		
		<ul style="list-style-type: none"> <li>• Takes care of domestics and administration (food / beverage / toilets etc)</li> </ul>		
		<ul style="list-style-type: none"> <li>• Manages the Co-Facilitator and Instructors</li> </ul>		
3	Perform the CHECK IN process on program day	<ul style="list-style-type: none"> <li>• Depth of coverage during the check-in process.</li> </ul>		
4	Deliver the program in accordance to clients' requirement and planned program	<ul style="list-style-type: none"> <li>• Quality of opening segment.</li> </ul>		
		<ul style="list-style-type: none"> <li>• How well the learning concepts are presented.</li> </ul>		
		<ul style="list-style-type: none"> <li>• Quality of energizers.</li> </ul>		
		<ul style="list-style-type: none"> <li>• Quality of MAP</li> </ul>		
		<ul style="list-style-type: none"> <li>• Quality of Low E</li> </ul>		
		<ul style="list-style-type: none"> <li>• Quality of High E</li> </ul>		

**Overall Assessment**

**Competent**

**Not Yet Competent**

**Feedback on outcome by Appraiser/ Feedback by candidate**

*(Feedback on the overall performance or in the case of NYC; any area of skills gap and improvement needed)*

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Candidate's Signature

Name:

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Appraiser's Signature

Name:

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# Development Modules

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*FOCUS Adventure facilitators' Development Modules consist of 6 parts. These modules serve 2 purposes: 1) impart knowledge and skill, 2) evaluate the facilitator's level of understanding of the subject. Module 1 to 3 emphasis are on the primary competence required by a facilitator, thus, this modules are introduce during the induction period. Module 4 to 6, which requires a greater degree of research work, will be introduced at a later stage of development. With more field hours, facilitators should be able to approach modules 4 to 6 more effectively. Having said that, a facilitator should constantly have all 6 modules under review.*

*Here is a snapshot of what each module encompasses. A more comprehensive modules writing is available in a separate document.*

## **Module One - Framework, Expectations & Energizers**

Framework, theories and models are frequently used in teambuilding programs to illustrate certain predictable human behaviors, a representation of the group or individual mindset or beliefs that would have implications to the desired activities outcomes. Good use of models will provide strong metaphoric links between the structured experiences (activities) to the work situations of the participants thus making the transfer of learning regardless specific or non-specific effective.

Stories and analogies are occurrences in our lives that create lasting impact to our developmental journey on both conscious and subconscious level. We learn best through experiencing, immersing, engaging, focusing, etc some incidents in our lives regardless it is work or socially related. One cannot claim the right to knowledge internalization without the baptism of fire. Stories and analogies can be trivial or unnoticeable but they are present both in our lives and mind which unobtrusively shape the way we think and what we accumulate as beliefs.

The second part of Module One covers 'Expectation Setting' and 'Energizers'.

Setting expectations is an important segment of a program. It not only provides a quick glance of the participants' attitude towards the program, it also serves as a reference to measure accomplishments.

Energizers are the quintessential of a teambuilding program. Energizers' purpose is more than merely breaking the ice, it serves as a platform to ready the participants both physiologically and psychologically. And when intended, learning can be engineer and induce into the activities. Its use and purpose is only limited by the facilitator's imagination.

## **Module Two - Facilitation, MAP and Low Elements**

In any facilitated experiential learning settings, the facilitator plays the role of a catalyst to learning, internalization, self-examination, overcoming self-imposed limits, inspiring a sense futurism, etc in the learners. He would set up scenarios a.k.a. structuring multiple experiences for the learners (participants) to go through, thereafter making deliberate attempts to elicit their responses of the experiences.

Generally the responses are raw feedback or observations from the learners. However, in achieving any positive learning transfer from the seemingly unrelated adventure experiences to useful insights and ideas to be applied to the learners' context (workplace) lies in the facilitation process executed by the facilitator. In most situations, the facilitation process is a meaningful conversational exchange among the learners, usually guided by the facilitator.

MAP and Low E are commonly used tools to facilitate the process of learning. The flexibility of these tools allows various form of use, creating endless possibilities for learning. Their use is only limit by the creativity of the facilitator.

### **Module Three – High Elements**

'We make people jump off a 10m tall structure and ask them question.'

Just the thought of High Elements conjures anticipation and excitement. When climbing, the feeling on display rangers from exhilaration to terrifying. Rope course is synonymous with adventure training. Adventure is a journey of exploration and thrill, and these feelings are what facilitators tap on to ascertain learnable moments.

Many areas have to be look into when facilitating a High E program. Equipment serviceability, participants' readiness and contingency plans are examples. Perhaps, one of the most challenging aspects when facilitating High E comes during the transfer of learning. Eliciting responses based on participants' feeling will come easy due to the novelty of the experience, but, translating these experiences into worthy learning points will stretch the capability of a facilitator.

### **Module Four – Leadership**

What is leadership, a position or a privilege? The subject of leadership is as well discussed as the subject of team. Teams can be led in many ways: leadership can come from a person, it can come from a group of people or it can come from an intangible entity – a cause.

'The Leadership Challenge' by Kouzes and Posner is a work FOCUS Adventure heavily based our program, but relying solely on it is insufficient. The wide spread study of this subject has led to endless creation of models and theories, tools designed to explain leadership qualities, behaviors and thinking. Module 4 encourages a facilitator to tap on these resources, by conducting extensive research on these models to further his knowledge in the subject of leadership.

### **Module Five – Innovation**

Innovation is what high performing team does constantly. Conscious effort in innovation should be supported by well design process. Unconscious effort in innovation is probably due to a magical spark. This spark comes far and few between, and when it does happen, the lack of preparation to support and nurture the idea could diminish it to dust. Waiting for the spark to ignite is like, well, hoping the right bingo ticket is picked!

Innovation and creativity can be deliberate and planned for. Whether it is through developing processes, stimulate systematic or creative thinking or creating the right environment, an organization can weave innovation into its culture or part of its daily activities. Models and theories provide the framework for companies to align their activities purposefully towards creating something new. Only through

the knowledge of these tools can a facilitator better structure the experience and in turn, *sustain* the learning process of an innovation based program. Everyone knows what innovation is, everyone knows it requires being different, but, how do we practice innovation?

## Module Six – Advance Facilitation Techniques

There are many ways to build a house, just as there are many ways to facilitate a dialogue. The best way to build a house is based upon many factors, none more than the primary purpose. The same applies to facilitation; the most suitable technique is the one that best fit the objectives.

A facilitator armed with various facilitation techniques will be better equip to handle unique and challenging requirements. System drives behaviors, the right process will product the desired result – applying the right technique provides the best platform to achieve the wanted sharing and learning. These techniques can be applied with great versatility. A program can be based entirely on a technique, or, segment of it can be integrated into any part of it.

Examples of advance techniques: The World Café, Constructionism, Think Tank, Open Space Technology.

## Articles and Book Reviews

It is through reading that a facilitator builds up his knowledge pool. Articles and book reviews share few differences and many similarities. Here are 2 differences: Article is an articulation of the author’s notion, a book review is the summary of a piece of reading. Book reviews reference from one source, the principal material. Writing article requires reading from more than a single source to add validity to the author’s opinion.

Here are the similarities: both pieces of work are a matter of the author’s opinion, the dichotomy of wrong and right does not apply, how agreeable is subjected to the reader’s point of view. This even applies to book reviews – liberty is with the author to present what he/she thinks is the main essence of the book. 2 people can produce different reviews through the same material. One of the main purposes of both writings is to share knowledge. Common topics can offer refreshing readings too. Example: The topic of teamwork has been covered extensively, but, every reading can still offer a brand new perspective of the subject, or reaffirm thoughts the reader already has. Writing, especially articles, is one of the best ways to evaluate the writing and thinking skill of the author, abilities crucial to a facilitator’s development. Article writing requires element of comprehension, analysis and synthesis – components found in Benjamin Blooms Taxonomy of Learning.

## Benjamin Bloom’s Taxonomy of Learning (v. 1956)

Bloom’s taxonomy is a classification of learning objectives the educator set for his/her student. Based on the desired outcome and other factors like student maturity, understanding, knowledge, attitude and competency, an educator will move along the levels of learning accordingly.

Level I: Knowledge - *define, describe, identify, labels, lists, matches, names, reads, records, reproduces, selects, states, views*



Level II: Comprehension - *classifies, cites, converts, estimates, explains, generalizes, summarizes, traces, understands*

Level III: Application - *administers, articulates, assesses, charts, collects, computes, develops, predicts, prepares, solves*

Level IV: Analysis - *breaks down, correlates, diagrams, focuses, illustrates, recognizes, infers, outlines, subdivides*

Level V: Synthesis - *adapts, categorizes, designs, models, revises, structures, validates*

Level VI: Evaluation - *appraises, compares and contrasts, concludes, defends, interprets, justifies, supports*

### **Benjamin Bloom's Taxonomy of Learning (v. 2001)**

In 2001, a group of cognitive psychologists updated the taxonomy to reflect relevance in the 21<sup>st</sup> century. The changes include changing the terms from noun to verb, and switching the last 2 levels around.



Level I: Remembering - *define, duplicate, list, memorize, recall, repeat, reproduce state*

Level II: Understanding - *classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase*

Level III: Applying - *choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch,*

*solve, use, write.*

Level IV: Analyzing - *appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.*

Level V: Evaluating - *appraise, argue, defend, judge, select, support, value, evaluate*

Level VI: Creating - *assemble, construct, create, design, develop, formulate, write.*

Using both taxonomies as a reference, it is understandable why writings are so widely used to evaluate a person's cognitive ability. In the creative industry, both education and commerce, writings are commonly used to evaluate a prospect's potential. Facilitation, amongst many things, is creativity.

## **Facilitator Incentive Salary Scheme**

The Facilitator Incentive Salary Scheme is made up of two portions; the fixed monthly salary (herein known as Salary) and the programme incentive (herein known as Incentive).

### **Salary**

The Salary would be varied in accordance to the level of the Facilitator's designation, broken down as such:

Qualified Facilitator, Full (QFF) – SGD \$4500  
Qualified Facilitator, Provisional (QFP) – SGD \$4000  
Assistant Facilitator, Full (AFF) – SGD \$3500  
Assistant Facilitator, Provisional (AFP) – SGD \$3000

The salary would be paid out to Facilitators under full time employment of FOCUS Adventure Pte Ltd. Remuneration would be on the last day of every work month or within three (3) working days after the end of the work month.

### **Incentive Scheme**

Facilitators involved in more than twelve (12) programme days in a working month (21 days) will received incentive payout. If a facilitator is involved in 12 program day or less in a given month, this scheme will not apply but he or she will still receive the fixed salary.

*Conducting a 3 day programme adds 3 programme days to a facilitator tally, conducting 2 half day programme in a day adds 2 programme day to the total number.* The Incentive varies in accordance to the Facilitator's designation. Here is the breakdown:

Qualified Facilitator, Full (QFF) – SGD \$500  
Qualified Facilitator, Provisional (QFP) – SGD \$400  
Assistant Facilitator, Full (AFF) – SGD \$300  
Assistant Facilitator, Provisional (AFP) – SGD \$200

Incentive will be remunerated together with the monthly salary. Incentive is subjected to government taxes and is CPF-deductible.

### **Working Days**

The total working days for any given month is capped at twenty-one (21) working days, inclusive of Weekends and Public Holidays.

Should a Facilitator be involved in more than twelve (12) programme days in a month, and work on weekends and/or public holiday, no Off-in-Lieu will be granted as the effort has been compensated by the incentive scheme.

However, if the total programme days are twelve (12) or below, facilitators are entitled to claim back work day that falls under a weekend of public holiday.