



FOCUS ADVENTURE

BASIC FACILITATORS COURSE 9

Terminology

Programme Activity

Are the different physical activities that the participants engaged in during the BFC. The programme activities are split into three sessions namely morning, afternoon and evening.

Outcomes

Are the anticipated results from the activity perceived by the facilitator/participant. May not reflect the actual reaction on the ground.

Pax Tropism

Are the actual reactions from the participants of BFC 9. Their group or individual processes occurring due to the effect of external stimulus from the activities or the facilitator.

Learning Tidbits

Are the additional training and development models, epistemology and methods used by facilitators.



DAY 1

Programme Activity (Morning Session) :

1. Self intro followed by a magic demonstration of a transformative experience (Handkerchief). The essence of mood setting/frontloading was demonstrated from the beginning.
2. Expectations were set. Emphasis on the tagline where every moment is a challenge. Facilitator shares with pax that one of the key expectations is to keep the clients engaged and challenged at all times.
3. Introduction to FOCUS as a training and people development organization. Sharing of pre program marketing from the project managers. The essence of FOCUS is the integration of comfortable learning facilities, good facilitators and a systematic process of safety checks and balances.
4. Kolb's experiential learning cycle as well as Dr Bruce Tuckman's team development model was shared. Akio Morita was used as an example of a frontload for team development programmes.
5. Time was also spent to seek out the concerns and expectations of the participants.
6. Warp speed and blindfold square was used to demonstrate a paradigm shift in work processes/mindsets and change management. Basically this is a great activity to illustrate quantum leap in a team's development.

Outcomes

1. Participants to be able to grasp the essence of what FOCUS is as an organization and to understand the development of a somewhat standard programme.

Pax Tropism

1. Participants could effectively learn what FOCUS represents and the vision FOCUS inspires for its staff. However the *requirements of being a facilitator* was still unclear at this point in time. This issue would be further confronted at a later stage of the BFC.

Learning Tidbits

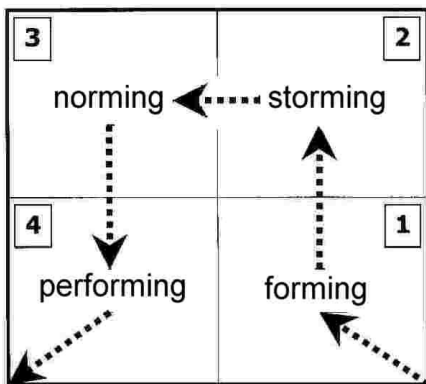
1. The creation of the name Sony highlights Morita's intuition and determination to communicate globally. He wanted a name recognizable everywhere: creative, Roman letters, short and catchy. Morita and Ibuka pored over dictionaries and found the word **sonus**, which in Latin means sound. In addition, the word **sonny** was part of the pop vernacular in America at the time, and they



thought it suggested a company made up of young people with abundant energy. The combination of the two formed Sony.

Sony's globalization began in the U.S., where Morita moved his entire family in 1963. In that way he would understand Americans, their market, customs and regulations, thereby increasing the chance of his company's success. It was a brilliant decision. Not many businessmen in those days possessed such a passionate and determined business vision. In the U.S., Morita settled into a large Fifth Avenue apartment in Manhattan. He built a solid and valuable network by continually socializing and giving parties during the week, a habit he maintained throughout his career. Development to Morita also means having fun with people and enjoying their work. This is also a maxim advertised by FOCUS for its 'learn-incentive' programmes.

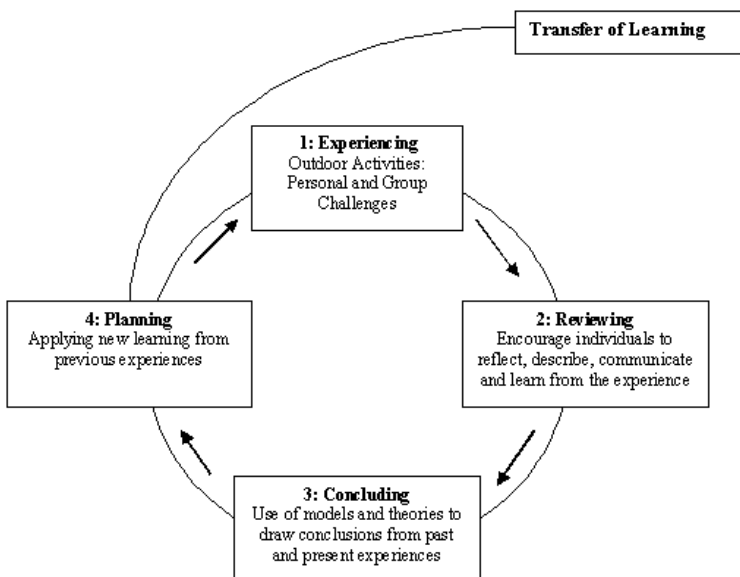
2. Dr Bruce Tuckman's model explains that as the team develops maturity and ability, relationships establish, and the leader changes leadership style. Beginning with a directing style, moving through coaching, then participating, finishing delegating and almost detached. At this point the team may produce a successor leader and the previous leader can move on to develop a new team. This progression of team behaviour and leadership style can be seen clearly in the Tannenbaum and Schmidt Continuum - the authority and freedom extended by the leader to the team increases while the control of the leader reduces. In Tuckman's Forming Storming Norming Performing model, Hersey's and Blanchard's Situational Leadership® model and in Tannenbaum and Schmidt's Continuum, we see the same effect, represented in three ways.



3. David Kolb's **Experiential learning cycle used by FOCUS and many other outdoor providers (ELC)** - The underlying philosophy of experiential learning cycle (ELC) models is

Deweyian. By Deweyian, it means that Experiential Learning Cycle models emphasize that the *nature of experience* as of fundamental importance and concern in education and training.

A further, Deweyian assumption underlying ELCs is that people learn experientially and that some experiences are *educative* whilst other experiences are *miseducative*. All experiences





are understood to be continuous, that is, each experience influences each future experience.

It is the teacher's responsibility to structure and organize a series of experiences which positively influence each individual's potential future experiences ([Dewey, 1938/1997](#)). In other words, "good experiences" motivate, encourage, and enable students to go on to have more valuable learning experiences, whereas, "poor experiences" tend to lead towards a student closing off from potential positive experiences in the future.

Programme Activity (Afternoon Session) :

1. Energizer – A bing, a bong.
2. Tarp flip
3. Various versions of key punch (stepping on numbers) *group tries it in the dark=)*
4. Debrief of these activities, *participants had their first taste of trying to review and debrief and activity*; and a Q&A session on facilitating groups.

Outcomes

1. Pax to acclimatize themselves to the atmosphere of debrief as well as to try debriefing first hand.

Pax Tropism

1. Pax learn more about frontloading without realizing that they were being frontload. The key issue was that everything happened so quickly that when it was time for review and debrief, many were surprised by the need to try out a debrief session. It was like being 'invited' to waddle into the deep end of the pool. Interesting but brutal. =) Elements of collaboration and teamwork were introduced through the afternoon activities.

Learning Tidbits

- 1.

Progressive, "Free" Education	Semi-structured Education	Traditional, "Structured" Education
Free, permissive, learner-driven, practically-oriented, progressive education	Semi-structured education, e.g., the subjectivity of learning experience is recognized, however the experiences are guided somewhat via structured planning and reviewing processes	Structured, knowledge-oriented, competency-driven, normative, traditional education

The pax were somewhat in a semi-structured education which may work to a large extent. However the pace of learning could be more structured on the first day to ease the pax into



facilitation. The frontloads shared by Andrew were most helpful in facilitating an outcome for large groups. The clear emphasis on rules of the activities and challenges is the key to deriving a positive outcome from most of the activities.

DAY 2

Programme Activity (Morning & Afternoon Session) :

1. Powerpoint styled video was used to frontload the pax. The video was serene, inspirational, challenging the pax to do greater things and has the motif of urging pax to embrace life to the max. The video was the platform to provide discussions pertaining to the next activity - LGAT.
2. Large Group Awareness Training (LGAT) – Pax had to sit facing one another (opposite gender) and observe each other for a period of ‘timeless’ silence.
3. The ‘Naked Truth’ doll was used to *check in* for the programme. Basically setting the expectations and aligning all towards the training objectives.
4. Whale watch
5. Giant’s Ring Finger
6. Spiderweb ‘vertigo’ (web was on the ground)
7. Mohawk walk
8. High Wall (That’s one small step for Jessica, one giant leap for womankind)
9. Team Ski aka ____?_____

Outcomes

1. Pax to learn the importance of frontloading and precise instructions. Pax to also learn to moderate the intensity of the various activities so as to create a climate of success for clients eg manipulating timings, hinting to clients, ‘tuning’ down the activity, using questions to provoke the development of the team.
2. Questions such as:
 - Was it possible to move the finishing line of the team ski?
 - Would it have been possible to bring the hula loop along?
 - What/who would have been a better candidate to do this?
 - What were some of the mindsets before an innovation? (Whale watch)
 - How could the team have done better for this?
 - What is the definition of a world class team?



Pax Tropism

1. Pax learnt all of the above questioning techniques.
2. BFC pax also learnt that language to the client is important. Words like *teams*, *challenges* and *world class* should be used to replace groups, games or good.

Learning Tidbits

1. Six Facilitation Styles in Adventure Training (AT) Programs

- Letting the experience speak for itself

The first style is “letting the experience speak for itself”. This approach characterizes many adventure programs where the goal of the facilitators is to provide a well-run and meaningful wilderness experience for the participant. Personal insights and understandings are left to the client to recognize individually, and it appears as though the belief is that the inherent value in any AT experience is so powerful that such value will be clear to all participants. The premise is that clients will “learn by doing” and that well-designed and well-sequenced activities will “lead clients to their own insights” (Gass, 1995, p. 2).

- Speaking for the experience

In the second style “speaking for the experience”, the facilitator aids the client in interpretation of the experience. Examples of this may include informing the client of what they may have learned and how they can apply this to their future.

- Debriefing the experience

Attempts to resolve such issues have led to the third style of facilitation, “debriefing the experience”. “Ownership” of personal issues can lead clients to personalizing and following through on changes they may have recognized a need for, and this method is an attempt to build on this principle. With this style of facilitation, clients are asked to actively reflect on their experience using **ELC shared by FOCUS** on the first day of BFC9, openly discussing the learning that may have occurred for them. This process is assisted by facilitators who design questions to help clients through this process, and has been referred to in the Adventure Training literature as the “Outward Bound Plus” model (Bacon, S. (1988) *Outward Bound and troubled youth*. Greenwich, CT: Outward Bound USA).

- Directly frontloading the experience

Moving into the more therapeutic facilitation approaches, the fourth approach, “directly frontloading the experience” is based on the belief of some practitioners that there may be some benefit in directing the client prior to beginning a challenge. The emphasis is on additional debriefing (processing/discussion) prior to the experience, a debriefing in which the facilitator typically highlights key areas.

Examples from Andrew-

- 1) Revisiting the last activity, objectives of the activity



- 2) Functions of leaders or roles allocation
- 3) Motivation for the activity
- 4) Memory of specific behaviors they relate to success
- 5) Dysfunctional behaviors/mindsets that may hinder success eg **whale watch**. Through this extra debriefing, the facilitator directs clients towards specific objectives that are based in the facilitator's assessment of the group's needs, helping to create a cognitive mindset for clients to approach the activity with in order to facilitate further change.

- Framing the experience

“Framing the experience”, is relatively uncommon. Facilitators have described this approach as “framing experiences isomorphically”, defining isomorphs as “parallel structures proactively introduced by the facilitator so clients can make relevant metaphoric connections to the activity. (Everyone try to recall the rafting challenge in Bintan where Andrew framed the challenge as ‘spaceship’ related.) When these connections are motivating and relevant to the client, the transfer of learning [to the client's daily life] is enhanced. When utilizing this style, prior to the activity the **facilitator frames the experience in a way that serves as a mirror image to the client's daily life, making connections between the activity and the client's present-life experiences.** Therefore, the post-activity debriefing serves primarily as a reinforcer as opposed to the vehicle for change. During this segment of debriefing, clients discuss within the group the connections that they recognized to their daily life. This type of processing introduces the use of metaphor, referred to early in this discourse as the primary means to connect AT activities to a client's “real-life”, and is thought to be most effective when specific changes are sought.

- Indirectly frontloading the experience

The rarest of the facilitation's styles discussed by practitioners (in my opinion) is “indirectly frontloading the experience”. This type of facilitation involves an indirect approach to frontloading and may be most useful when facilitators are experienced and are working with clients who continually repeat and struggle with difficult issues. It appears that what may occur with such a facilitation style is the deliberate creation of situations through the activities to highlight specific areas of dysfunction (An example would be the warning on the importance of timing from Andrew. It is a deliberate attempt to link dysfunctional behaviour to BFC9's programme flow and real life work situations.).

Programme Activity (Evening Session) :

1. Review of the day's activities and debrief on each challenge to consolidate learning. Frequently being introduced to the ‘facilitator vs the facilitating mode’.
2. Led by Andrew to do an activity recall. This was followed by a summation of challenges, reflection of challenges, publishing of participant's thoughts and finally an application to next day's activities.
3. Share the theory of Learning Organization (Peter Senge) with BFC9.



Outcomes

1. Pax should learn to review the activities through a sequential approach.
2. Pax also to learn to control 'climate' of LGAT such as lighting, tone of voice, speed of speech etc

Pax Tropism

1. Pax did learn certain techniques of review. However due to time constraints, it was not sufficient for everyone to practice those review methods. Everyone was fairly tired from the day's challenges hence it might not have been the most ideal learning environment that night.

Learning Tidbits

1. As propounded by Andrew, the dimension that distinguishes learning between traditional organizations as compared to highly successful companies is the mastery of certain basic disciplines or 'component technologies'. The five that Peter Senge identifies are said to innovate and create learning organizations. They are:

- Team learning
- Mental models
- Creating a shared vision
- Personal mastery
- Systems thinking

[“The Man Created Personal Systems” An acronym I use to remember the 5 disciplines.]

- Systems thinking

Peter Senge advocates the use of 'systems maps' – diagrams that show the key elements of workplace processes/systems and how they *connect*. The connection is the key to the birth of longer term solutions. There is no such thing as a long term solution in my opinion because the world and our environment is changing all the time (Disclaimer from Brandon=). There are only good longer term solutions. However, people often have a problem 'seeing' systems, and it takes work to acquire the basic building blocks of systems theory, and to apply them to our organization. Buy the book or borrow them from the library folks.

- Personal mastery

People who love to learn invariably create an environment of learning and innovation. To paraphrase Oliver Wendell Holmes, “a mind stretched will never return to its original dimensions.” Create a culture of learning and place learning incentive schemes within the company. “By never arriving, we would have arrived.” M.S Lew



- Mental models

Everyone has an image of how a building would look like. Take Sydney Opera House or The Esplanade for example. If we were to use our usual entrenched mental models of buildings, we would never have designed the Opera house or the Esplanade. In short, learn to think like architects – Constantly put our mental models of work processes and habits to vicious scrutiny and dissect these ideas. Doing this may help to create a quantum leap that we would never have imagined.

- Creating a shared vision

Basically, do not dictate a vision as a leader. Instead share and reinforce a shared vision. Seek mental models from others and align everyone's goals into one realistic vision.

- Team learning

The process of aligning and developing the capacities of a team to create the results its members truly desire. It builds on personal mastery and shared vision – but these are not enough. People need to be able to act together. When teams learn together, Peter Senge suggests, not only can there be good results for the organization, members will grow more rapidly than could have occurred otherwise. In other words, like what Andrew had mentioned on the first day of BFC– the sum of parts should be more than its whole. The discipline of team learning starts with 'dialogue', the capacity of members of a team to suspend assumptions and enter into a genuine 'thinking together'. *DIA-LOGOS is Greek for "dialogue," but for the Greeks it was a dynamic, constantly evolving process.=)

DAY 3

Programme Activity (Morning, Afternoon & Night Sessions) :

1. Team Jog – Same timing and rhythm during the jog
2. Review of Team Jog
3. DISC discussion and facilitation
4. High elements, learning how to deliver belay instructions the FOCUS way and review of learning
5. All Terrain Vehicles orientation
6. Rafting (Communications)
7. Evening review and Hands-on practice for trainee facilitators
8. LGAT (partners to gather and face each other)
 - Relate personal experiences of unfairness



- Followed by telling the story responsibly without omitting personal faults and responsibilities using the same story.

Outcomes

1. High priority on learning how to conduct high elements **safely**.
2. DISC used as a platform to initiate understanding of team dynamics.
3. Team jog used as a reference to work processes and how to balance people, processes and products.
4. Pax to understand the 'FUN-tion' and functions of ATV wing in Bintan. After which pax would try to conjure programmes suitable for ATVs.
5. Pax to learn the conduct of rafting challenge for clients as well as to be familiar with the objective of this activity.
6. Review of the day's activities as well as to practice debriefing the group towards a learning outcome.

Pax Tropism

1. Everyone had great fun engaging in all the activities and picked up certain debriefing techniques.
2. All trainee facilitators were given hands-on practice to facilitate the group through various activities.
3. Everyone got a chance to be involved in at least one of the three stages of a debrief session – summation, reflection and publishing.
4. Pax were not as fatigued as previous day which was a great way to end the evening.
5. For consideration- many participants were really hungry from late evening onwards. Perhaps this issue might be solved by a pre-programme brief or small snacks could be provided during the night. Since this is a recurring issue with the participants, programme coordinators might want to find a way to eliminate this interruption to effective learning.
6. LGAT was a great closing for everyone because it shares the message of responsibility (relating back to the activities of the day) and helps to foster closer relationships among pax.



Learning Tidbits

1. Leslie's '*ACTION REPLAY*' involves re-enacting an activity as if a video film of the activity is being replayed. Just as on television, the action is 'played back' either to examine an incident more closely or to replay an event worth celebrating. In the age of TV and video, action replay needs little explanation (i.e. you don't need to be a drama therapist, and the learners don't need a complicated briefing). But you might appreciate how the basic technique can be developed and applied as a reviewing tool. The tool was developed by Dr Roger Greenaway who is a consultant to many training companies and shares with them how to solicit fun and creative feedback from Employees.

Replaying the future? Action replay (the 'no-tech' version) is such a versatile tool that story-telling is just the starting point. It may be all you wish to do with an action replay. But having managed a successful replay, there are many ways and purposes in which this tool can be used. It can be a source of fun and entertainment, and/or a means of analyzing critical events, and/or exploring future possibilities. This stretches the dictionary meaning of the word 'replay', so the word 'rehearsal' is a useful replacement if this technique is used for looking into the future. So 'replay' and 'rehearsal' are essentially the same 'technique' but are applied at different stages of the experiential learning cycle.

DAY 4

Programme Activity (Morning, Afternoon & Night Sessions) :

1. Team jog in the morning
2. Inspirational video on leadership and life
3. Presentation on 5 effective leadership practices from Kouzes & Posner
4. TCP for the rest of the day
5. Review of the day's challenges and recap on Kouzes and Posner
6. Prep for facilitators to conduct and debrief programmes for the next day

Outcomes

1. Team jog enable pax to critically review 'work' processes and provides a platform for ironing out team issues.
2. Video serves as a frontload for pax and everyone was to be eased into the discussion pertaining to leadership.



3. TCP to provide a platform for practicing the 5 qualities from Kouzes and Posner.
4. Trainee facilitators to share their learning and 'take aways' from previous days and plan for a training session the following day.

Pax Tropism

1. Kouzes and Posner was an effective tool to create a leadership framework for trainee facilitators.
2. Video was inspirational and helps to frontload the pax for the impending TCP challenge.
3. The improvements in timing and 'processes' from the Team jog helps to motivate the team to do even better in other activities.
4. The TCP was a great learning experience for all since it was hands-on and facilitators took opportunities to create "*learning scenarios*" for pax at TCP eg challenging the process of getting the 'stokes'.
5. The evening session was great for allowing trainee facilitators to adapt and internalize what everyone has learnt for the past few days.

Learning Tidbits

1. Kouzes and Posner's Leadership model

<http://www.leadershipchallenge.com/WileyCDA/>

2. The Leadership Challenge© model identifies five practices of exemplary leaders as follows:

Model the Way (TCP examples- Hui Jing crossing the chasm)

- Set the example by aligning actions with shared values.
- Find your voice by clarifying your personal values.

Inspire a Shared Vision (Whole group decides that ringing the TCP bell is the goal)

- Envision the future with ennobling possibilities.
- Enlist others in a common vision by appealing to shared aspirations.

Challenge the Process (Ricky trying to shake the stokes to him)

- Search for opportunities by seeking innovative ways to change, grow, and improve.
- Experiment and take risks by constantly generating small wins and learning from mistakes.

Enable Others to Act (Melissa sharing with Wing Tat's group how to negotiate the tight-two-legs)

- Foster collaboration by promoting cooperative goals and building trust.



- Strengthen others by sharing power and discretion.

Encourage the Heart (Encouraging each other to go on)

- Recognize contributions by showing appreciation for individual excellence.
- Celebrate the values and victories by creating a spirit of community.

DAY 5

Programme Activity (Morning & Afternoon Sessions) :

1. Final Team jog – Review of processes and dilemmas
2. Conduct of activities by trainee facilitators
 - Energizer Irene & Will
 - Paint Ball Jennifer & Ricky
 - Pamper pole Eng Wah & Chew
 - Giant Swing
 - Review, feedback and learning from activities Adrian & Brandon
3. Debrief on what makes a great programme by Andrew? (Redirection method)
4. Secret Initiation activity before “checking out”

Outcomes

1. Pax was ‘coerced’ to manage the dilemma of meeting the challenges of the team jog. The decision point was taken as a platform for discussions on real life work dilemmas. Eg Fire, Hire or Tire.
2. The conduct of activities was excellent opportunities for trainee facilitators to build up mileage and practice what was taught.
3. ‘Redirection’ creates a refreshing way to do debriefs as well as brought up the entire atmosphere of the group of pax.
4. Secret Initiation activity was ...well..secret....

Pax Tropism

1. The conduct of activities benefited everyone much from the inputs, insights and suggestions given by the facilitator (Andrew). The use of competing teams to create an intense and challenging climate was very helpful in building up team dynamism.



2. There was much learning from the unexpected weather changes and timing constraints. Everyone learnt to manage and control the flow of the training schedule for our 'clients'.
3. Redirection caught everyone by surprise but it was a great activity to publish our learning outcomes. It was as if we managed to "kill two birds with a single stone".
4. Secret Initiation activity was (Let's keep it as a surprise for people who do not know =).

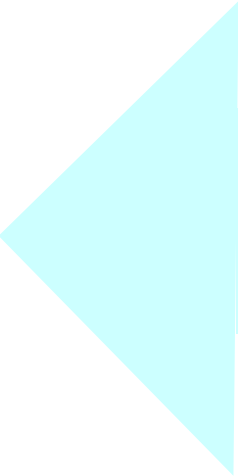
Learning Tidbits

1. The **Johari Window model** is a simple and useful tool for illustrating and improving self-awareness, and mutual understanding between individuals within a group. The Johari Window tool can also be used to assess and improve a group's relationship with other groups. The Johari Window model was developed by American psychologists Joseph Luft and Harry Ingham in the 1950's, while researching group dynamics. Today the Johari Window model is especially relevant due to modern emphasis on, and influence of, 'soft' skills, behaviour, empathy, cooperation, inter-group development and interpersonal development.

johari window four regions

1. what is known by the person about him/herself and is also known by others - **open area, open self, free area, free self, or 'the arena'**
2. what is unknown by the person about him/herself but which others know - **blind area, blind self, or 'blind spot'**
3. what the person knows about him/herself that others do not know - **hidden area, hidden self, avoided area, avoided self or 'facade'**
4. what is unknown by the person about him/herself and is also unknown by others - **unknown area or unknown self**

1 open/free area	blind area 2
hidden area 3	unknown area 4



The windows might increase or decrease in size based on what the facilitators wants to concentrate on. It is a flexible tool used by facilitators as a frame work for soliciting different forms of desired feedback.

*BFC 9 End of programme report
Brandon Lew
180607*