

Facilitative Instructor

M-410



NFES 001959

Student Workbook
MARCH 2013



CERTIFICATION STATEMENT

on behalf of the

NATIONAL WILDFIRE COORDINATING GROUP

The following training material attains the standards prescribed for courses developed under the interagency curriculum established and coordinated by the National Wildfire Coordinating Group. The instruction is certified for interagency use and is known as:

Facilitative Instructor, M-410
Certified at Level I

This product is part of an established NWCG curriculum. It meets the requirements of the NWCG Curriculum Management Plan and has received a technical review and a professional edit.



NWCG Executive Board Chair



NWCG Training Branch Manager

Date 3/4/2013

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PREFACE

Facilitative Instructor, M-410 is a suggested training course in the National Interagency Incident Management System: Wildland Fire Qualification System Guide (PMS 310-1).

This course was developed from the input of an interagency group of subject matter experts with direction and guidance from the National Wildfire Coordinating Group (NWCG) Training Branch.

The NWCG appreciates the efforts of all those who have contributed to the development of this training product.

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Unit 0 – Introduction

OBJECTIVES:

Upon completion of this unit, students will be able to:

1. Describe the course objective and explain the evaluation process.
2. Given an exercise, identify the current class trust level.
3. Identify and discuss expectations of this course.

I. COURSE ADMINISTRATION

A. Lodging and transportation needs

B. Ground rules

- Breaks
- Starting and ending times (attendance is required for all units)
- Lunch
- Smoking designated areas
- No cellular phone or pager disruptions

C. Facilities

- Restrooms
- Vending machines, coffee, etc.
- Messages, telephone use, computer use, etc.

II. COURSE OBJECTIVE

- Demonstrate effective facilitative instructor skills while giving three classroom presentations.

III. EVALUATION OF STUDENTS

You will receive written and/or verbal feedback for the individual, group and final presentations. You will be evaluated on course participation and the individual and final presentations. The individual presentations will be recorded.

A. Individual presentations

- Participation is required to pass the course.
- Topic of the student's choice excluding the responsibilities and duties of your current job, i.e., fire.
- Written instructional objective is required.
- Not to exceed 5 minutes; time limit will be enforced.
- Verbal evaluation by students and instructors.
 - Students have approximately 1 minute to give constructive feedback on strengths and areas for improvement.
 - Instructors have approximately 1 minute to give constructive feedback on strengths and areas for improvement.
- Presentations will be recorded.
- Instructors will be available the evening prior to this presentation to assist students.

B. Group presentations

- All group members must participate to pass the course.
- Written instructional objective is required.
- Not to exceed 20 minutes; time limit will be enforced.
- Verbal evaluation by instructors and students for a total of approximately 3 minutes.
- Recording of group presentations is optional.

C. Final presentations

- Participation is required to pass the course.
- Students must demonstrate facilitative instructor skills practiced during the week.
- Written instructional objective is required.
- Not to exceed 15 minutes; time limit will be enforced.
- Students will complete a final presentation evaluation for each presentation.
- Presentation will be recorded.
- Instructors will be available the evening prior to this presentation to assist students.

IV. CLASS TRUST LEVEL

- Trust level
 - May vary between students at this point.
 - Will typically change by the end of the course.

V. COURSE EXPECTATIONS

- Identify your expectations for this course.

VI. CONTRACT OF LEARNING

- Discuss the collective expectations for the course and reach consensus between the students and the instructors that the expectations are realistic, comprehensive, and achievable.
- The list of expectations then becomes the contract of learning. Each student and each instructor will then sign their group's contract of learning.

TRUST LEVEL

Our feelings about how open we can be with a group vary from group to group and at different times with the same group. Some of the ways we behave stem from personal experiences with one another. Our behavior also depends on the trust level we feel toward the leader and the other members.

Let's see if we can get a rough measure about how you feel about this group at this time. First, let's construct a scale; then we will present some typical feelings you might have and then ask you to rate your openness in expressing each of these somewhere along this scale.

Like all scales such as this, we can expect the usual problems with what the terms "mean," and your picture of yourself may not permit you to be accurate in your admissions. But these are acceptable limitations.

Here is such a scale, with some description of various degrees along it. (These descriptions are meant to be only suggestive; it doesn't matter if they are directly under the points in numbers.)

(Open)								(Closed)	
1	2	3	4	5	6	7	8	9	10
I would be completely open in saying what I think and feel.		I would express my feelings with some care.		I might allude to this in the group, but would not elaborate on it.		I would talk about this with individuals, but not in the group.		I would probably not talk about this at all.	

Now let's apply several feelings you might have during the group meeting at this point in time to the scale. How willing would you be to discuss each feeling in this group right now?

Your rating:

- ___ 1. You feel in one exercise that the questions are "slanted" to bring forth from you certain "acceptable" answers, which are unreal to you. You have some feelings about having to play this "game."
- ___ 2. The leader has a personal habit which you find distracting. It's a simple thing, and they are probably not even aware of it, but it's "getting in the way" of your learning.
- ___ 3. You strongly agree with a point-of-view which has just been expressed. You identify with the person who expressed it.
- ___ 4. You have a "back-on-the-job" concern which you are worried about. You want help with the problem, but now it looks as if your concern will not be brought up.
- ___ 5. You would like to try out a new idea on the group, but if you bring it up, they might laugh at it and embarrass you.
- ___ 6. Several people in the group begin expressing their feelings that the course is a waste of time. You feel the course is valuable and you are getting a lot out of it.
- ___ 7. You strongly disagree with a remark that has just been made by a member although the instructor seemed to agree with it.
- ___ 8. The leader of the group has just given an assignment, but it isn't clear what is expected of you or why the assignment was made.

- ____ 9. You have just discovered something about yourself which is quite a revelation. You would like to tell the group about it, but don't know how it will be accepted.
- ____ 10. You have some feelings about the statements from, and the behavior of one of the group members. These are making you quite anxious.

Total

Now total all the points assigned from the scale and divide by 10 (move the decimal point one place to the left) to get an average rating.

Average Rating

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Unit 1 – Verbal Communication

OBJECTIVES:

Upon completion of this unit, students will be able to:

1. Demonstrate the ability to deliver an impromptu talk in front of a group.
2. Describe the three elements of effective communication.
3. Identify and discuss six verbal communication barriers.
4. Discuss three ways to improve listening skills.

I. ICE BREAKER

- A. You will be required to deliver to the group a 2- to 3-1 impromptu introductory talk on any subject, excluding the responsibilities and duties of your current job, i.e., fire.

Topics may include:

- Name
- Job
- Instructional experience
- Where you are from
- Hobbies
- Interests

- B. Purpose

To give you a chance to get up in front of the class. This presentation is designed to build confidence and increase comfort with the class; therefore, no evaluation will be made. You must stay within the allocated time frames.

II. ELEMENTS OF COMMUNICATION

All communication is based on the relationship between three elements—the Sender, the Message, and the Receiver.

Effective Communication occurs when the Receiver understands the message sent by the Sender.

Exercise: Communication Barrier

III. VERBAL COMMUNICATION BARRIERS

1. **Rate of speech**
Refers to how fast or slow the speaker talks.
2. **One-way communication**
Speaker does not allow time for student questions or open discussion, i.e., lecture.
3. **Rate of delivery**
Refers to how much time and detail is devoted to an idea. If an idea is complex and the listeners are not knowledgeable on the subject, it is necessary to give much detail, to build in explanation and redundancy. If, on the other hand, the idea is simple and the audience knowledgeable, it can be covered quickly with a minimum of explanation and redundancy.
4. **Tangents/Stories**
Stories can be distracting when too long or not relevant to the subject matter.
5. **No common language**
A word used by a person in one situation may have a different meaning than the same word used by another person. Communication breakdowns frequently occur because of a lack of a common language or terminology. We cannot assume that everyone understands our words as we do.
6. **Organization of ideas**
The speaker should choose the organization most suited to the subject and audience. There are many methods of organization– for example, cause to effect, familiar to unfamiliar, time or historical sequence, etc. Jumping back and forth among ideas without showing the relationship of the ideas is often very confusing to the listener(s).
7. **Redundancy**
If an idea is expressed in more than one way, there is a greater chance of reaching more listeners with the intended meaning. The speaker must be sensitive enough to know how much redundancy is necessary. Too much repetition can cause the listener(s) to lose interest and become bored.

8. **No common frame of reference**

An effective speaker is aware that listener(s) may not perceive what is being said in the same way the speaker does. Feedback and questions are used to check perception and understanding.

9. **Lack of sensory modes (no eye contact)**

A speaker is usually more effective when more than one sensory channel or mode is used. The most common modes include auditory, visual, and tactile (touch). For example, the speaker may reinforce spoken words with some kind of visual aid.

IV. IMPROVING LISTENING SKILLS

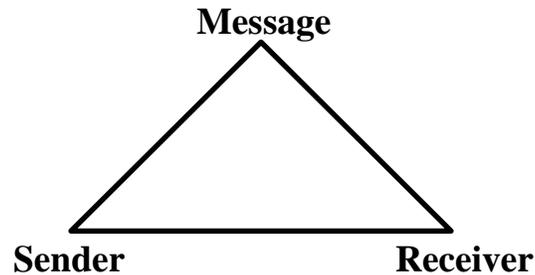
Suggestions for improving listening skills:

- Be prepared to listen.
- Work to understand.
- Be flexible.
- Show interest and alertness.
- Before responding, sum up what the speaker has said.
- Let the speaker finish talking before you begin.
- Stop talking. You can't listen while you are talking!
- Be patient; allow time and don't interrupt.
- Decide on your purpose for listening (to gain information, evaluate information, understand another person's viewpoint, entertainment, etc.).
- Have an open mind when entering a communication situation. Withhold judgment until you have the total picture.
- It is okay to disagree, but don't be argumentative or critical.
- Listen to understand. Empathize with the person talking; try to see their point of view.
- Seek to clarify terminology.
- Ask questions; it helps to develop points and clear up misunderstandings.
- Create a comfortable environment, such as room temperature, whenever possible. Put the person talking at ease.

- Notice nonverbal language.
- Take brief notes in appropriate situations.
- Attempt to ignore or eliminate distractions.
- Pick out main themes in the speaker's message; separate relevant ideas from irrelevant ones and facts from feelings and opinions.
- Be aware of physical and mental conditions such as fatigue or illness.
- Don't judge speaker based on appearance or accent.

THE THREE ELEMENTS OF EFFECTIVE COMMUNICATION

All communication is based on the relationship between three elements—the Sender, the Message, and the Receiver. Effective communication occurs when the Sender of a Message uses appropriate language and style (format) to get the Receiver to understand the purpose of the Message.



The Sender

The credibility of the Sender often determines the importance of the message. However, while a Sender’s reputation, position, or title might get the Receiver’s attention, a Message will be more effective if the Sender uses language and style appropriate for the purpose of the message and the intended audience.

The Receiver

A Receiver reacts to a Message in different ways, depending on the purpose and language and style used. Some messages cause the Receiver to react emotionally—to believe or to act. However, while emotional expression might define how the Sender “feels,” a Receiver may be more easily persuaded or convinced when the language of the Message is based on logic or reason (facts rather than opinions; appeals to rules and regulations, laws, orders, principles).

The Message

Every Message has a purpose or a goal. A Message is more effective when a Sender makes the purpose of the message clear (to persuade, inform, instruct, entertain, etc.). Language is the type of words used or the tone; style is also known as format, and includes grammar (usage and spelling) and syntax (sentence structure). Some messages have an accepted or preferred language and style (a report sent to a supervisor); other messages allow for creativity or use of a personal language and style (a letter to a friend).

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Unit 2 – Nonverbal Communication

OBJECTIVES:

Upon completion of this unit, students will be able to:

1. List and describe three nonverbal actions that hinder learning.
2. List and describe three nonverbal techniques that promote learning.

I. NONVERBAL ACTIONS THAT HINDER LEARNING

Examples may include:

- Negative body language
- Appropriateness of clothing
- Use of time
- Hand gestures and facial expressions
- Cadre talking in the back of the room
- Inattentiveness

II. NONVERBAL TECHNIQUES THAT PROMOTE LEARNING

Examples may include:

- Nodding in agreement
- Eye contact
- Posture
- Facial expressions
- Attentiveness

NONVERBAL COMMUNICATION

Areas of Nonverbal Communication

Kinesis – refers to body motion and includes gestures, movements of the body, and posture.

Facial Expressions – emotions are generally communicated through facial expressions. Facial expressions can encourage or discourage feedback during communications.

Eye Contact – one of the most direct and powerful forms of nonverbal communication.

Personal Space – a variable volume of space surrounding an individual which defines that individual's preferred distance from others.

1. Intimate – 0 to about 18 inches; used by close personal friends.
2. Personal distance – 1½ to 4 feet; normally used for interpersonal conversations.
3. Social distance – 4 to 12 feet; used for most business transactions.
4. Public distance – 12 to 15 feet; outside distance necessary for personal involvement.

Paralanguage – “It's not what you say but how you say it.” May include rhythm, pitch, tone, intensity, nasality, and slurring.

Silence and Time – Silence can serve as a link between messages or to sever a relationship (the silent treatment, making someone wait).

How People Say “No” Nonverbally

- Turning their back to you
- Thrusting chin
- Tight lips
- Rubbing back of neck
- Squinting eyes
- Giving a cold shoulder
- Tightening jaw muscles
- Rubbing nose
- Rubbing hand through hair
- Heavy sighs
- Rolling eyes

How People Say “Yes” Nonverbally

- Sitting on edge of chair, feet flat on the floor
- Smile
- Head tilted
- Touching
- Moving toward you
- Eye contact
- Nodding in consent
- Elbows away from body (arms not crossed)

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Unit 3 – Evaluation and Feedback

OBJECTIVES:

Upon completion of this unit, students will be able to:

1. Describe challenges in preparing, completing, and summarizing evaluations.
2. Identify the benefits of using evaluations in a course.

I. EVALUATION CHALLENGES

A. Examples of challenges in preparing evaluations:

- Time consuming
- Asking the right questions
- Format/content

B. Examples of challenges in completing evaluations:

- Time consuming
- Emotionally based
- Maintaining trust level/honesty
- Getting students to complete them with constructive feedback by showing the benefit

C. Examples of challenges in summarizing evaluations:

- Feedback can be hard to accept
- Knowing what to do with the information collected
- Time consuming
- May require change (in the instructors, students, the course etc.)

II. THE BENEFITS OF THE EVALUATION PROCESS USED IN THIS COURSE

A. Course evaluation process

- Daily Summary
 - Take notes throughout the day instead of waiting until the end of the day
 - Provide time in class to complete evaluations before daily wrap up.
- Final Presentation Evaluation
 - Students and instructors will complete an evaluation for each final presentation observed.
- Student Final Course Evaluation
 - Instructors or Course Coordinators compile evaluations and send it to NWCG.
 - Final course evaluations are used to develop and update future courses.
 - To provide course feedback, go to the NWCG website for further information.
- Instructor Evaluation
 - Helps the instructor gauge their effectiveness with the class

B. Benefits of evaluations

Possible benefits include:

- Improves the quality of instruction (media, content, organization, methods)
- Improves morale – strengthens trust climate
- Increases ability to gauge students' progress and achievement
- Allows instructor to adapt instruction to meet student needs and objectives
- Gives students a voice in their learning experience

GUIDELINES FOR GIVING AND RECEIVING FEEDBACK

GIVING FEEDBACK

1. Your motive needs to be one of intending to help the other person. If you are giving feedback in anger or out of a desire to hurt the other person, then don't say anything.
2. The feedback must be understandable and accepted by the listener, and the listener must be in a frame of mind in which feedback would be helpful. For instance, if you do not like how a meeting is being conducted, do not stand up and state your objections in the middle of the meeting; the leader would be apt to be defensive and reject your comments. However, by going to the leader in private to discuss your views, you may make your feedback acceptable and productive.
3. The person must be able to do something about your feedback. Are you willing to stick around long enough to help pick up the pieces?
4. The feedback must be concrete and specific.
5. Avoid labeling. A person should not be labeled as a "whiner" or "grouch," nor should the individual be told that they have an "inferiority complex." Pinning a label on someone often has the tendency of reinforcing it, rather than changing it. Further, the label may not accurately reflect the specific behavior that you are trying to change.
6. Avoid making value judgments. It is much more helpful to describe behavior than to tell someone that what they did was good or bad. Avoid telling people what they should be or ought to be, and instead help them to discover what they are and what they do. They deserve to know how their behavior affects us, but the decision to change should be theirs.
7. Avoid dumping large loads on people. Feedback should come in portions that people can absorb. Most of us can assimilate and benefit from candid information if it is presented in a caring and kindly way in nice "bite sizes" over a time period.
8. How many times has the person heard this feedback before?

RECEIVING FEEDBACK

1. Allow the person giving the feedback the opportunity to complete their thoughts.
2. Try to maintain an “I want to learn about myself” attitude.
3. Think and ponder on the feedback. Be careful not to react out of defensiveness.
4. Thank the person giving you the feedback. At this point there is no need to justify or defend yourself. Accept the feedback and refer to rule #2.
5. Now that you have been given feedback, you must decide if you need to act on this information. Remember that feedback is another person’s point of view. The decision to change is up to you.

WHY FEEDBACK WORKS

As we grow, we develop a concept of our self as a result of our own observations and what we think others think of us. As we receive feedback from others that describes our behaviors, we can assess the behaviors and determine which behaviors need to be changed to bring about our desired results. For most of us, it is easier to change our behavior than to change our self-concepts.

One reason why we may be reluctant to share our honest reactions to the behaviors of others is that we fear what we might receive in turn. Experience, however, has shown that honest feedback is seldom as painful as people expect it to be.

Another reason for the little amount of honest feedback in our society is that people are often embarrassed by positive feedback. Thus, they insulate themselves from the warmth and caring that honest feedback could provide.

Yet, to improve our behavior we need accurate information. If we are to have any understanding of ourselves as facilitative instructors, we must know how our behavior affects others. Feedback is the only way to know ourselves better and to improve ourselves.

EVALUATION EXAMPLE #1

Your careful and constructive analysis of this unit will be used to improve future instruction.

Please respond to the questions by rating their importance on a scale of 0-10 (low to high), low to high, by placing the number in the blank on the next page.

0 1 2 3 4 5 6 7 8 9 10
Low-----High

1. How clear were the stated objectives of this course?
2. How important were these objectives to you in light of your present and anticipated job requirements?
3. How well did the unit objectives tie in with the course objectives?
4. How effective were the student materials in helping to learn?
 - a. Handouts
 - b. Other items
5. To what extent did each of the following support the instructional objectives?
 - a. Instructor presentation
 - b. Group interaction
 - c. Your participation
 - d. Audiovisual aids
6. To what extent were items clear and to the point?
7. To what extent were the unit objectives covered by the instructor?
8. What is your overall rating of this experience?
9. To what degree do you assign relevance of course contents to your understanding of the job responsibilities?
10. Other comments (your subjective reaction).

EVALUATION EXAMPLE #2

Please give us your frank reactions and comments. They will help us evaluate this program for possible improvements in future programs.

Leader _____ Subject _____ Date _____

1. How do you rate the subject content?

- Excellent Comments:
- Very good
- Good
- Fair
- Poor

2. How do you rate the conference leader?

- Excellent Comments:
- Very good
- Good
- Fair
- Poor

3. What benefits do you feel you got from this session?

- New knowledge that is pertinent.
- Specific approaches, skills, or techniques that I can apply on the job.
- Change of attitude that will help me in my job.

Other:

4. What would have made this session better? (Use other side if necessary).

END OF COURSE SURVEY, EXAMPLE #3

Participant Instructions

This survey is designed to gather your reactions to significant areas of the curriculum as well as your overall impression of the course you have just completed.

Please take a few moments and provide us with your best response in order for us to make the program more effective for those who come after you.

Circle your best response to each of the following statements.

The mission of the ____ School is to “provide government instructors with the tools to teach in their diverse educational environment.” How well do you agree the school accomplished this mission?

Strongly Agree Agree Neutral Disagree Strongly Disagree

Faculty members demonstrated thorough subject -matter knowledge.

Strongly Agree Agree Neutral Disagree Strongly Disagree

The course handouts, note-takers, and other materials were important to my learning experience.

Strongly Agree Agree Neutral Disagree Strongly Disagree

____ regulation or job aid was an important aid in my learning experience.

Strongly Agree Agree Neutral Disagree Strongly Disagree

Completing the reading assignments was necessary for a successful learning experience.

Strongly Agree Agree Neutral Disagree Strongly Disagree

I can develop new lessons using format taught in this course.

Strongly Agree Agree Neutral Disagree Strongly Disagree

What was the single most important thing you learned and why?

What were the course strengths and why

What were the course weaknesses and why?

What one thing would you improve in the course, how, and why?

Overall, the quality of instruction was

Outstanding *Excellent* *Satisfactory* *Marginal* *Unsatisfactory*

Overall, the quality of the course was

Outstanding *Excellent* *Satisfactory* *Marginal* *Unsatisfactory*

Overall, how well did this course prepare you for your instructional duties?

Outstanding *Excellent* *Satisfactory* *Marginal* *Unsatisfactory*

Please add any other comments you fell will help improve this course.

FLAC OBSERVER-CONTROLLER EVALUATION FORM, EXAMPLE #4

Station _____

Team _____

Leader _____

Criteria	Comments
Reconned the assignment and developed a plan	
Briefed team on situation and communicated intent	
Delegated tasks to team members and utilized available skills	
Made sound decisions when faced with a new problem or a dilemma	
Listened to team members' suggestions	
Facilitated an after action review that provided positive learning	
Teamwork skills displayed by team members	

Positive Comments	Corrective Comments
<p>Leader</p> <ul style="list-style-type: none"> • Initially took charge of the situation. • Never gave up, worked problem until the end. • Communicated thoughts quickly and clearly. • Used the suggestions of others well. • Innovative problem solver. • Consistently demonstrated that he or she was the leader throughout the problem. 	<p>Leader</p> <ul style="list-style-type: none"> • Impulsive, acted before thinking. • Moved slowly, no sense of urgency. • Too much talk, not enough action. • Abrasive or domineering or both, did not work well with the team. • Strong willed, was not flexible in meeting changing situations. • Seemed lost and confused, wasn't sure what to do.
<p>Team Members</p> <ul style="list-style-type: none"> • Became involved in the problem. • Followed instructions well and with enthusiasm. • Made significant contributions to the overall effort. • Emerged with suggestions when things began to bog down. 	<p>Team Members</p> <ul style="list-style-type: none"> • No desire to get involved in the problem. • Only did what was told. • Failed to flow with the changes to a plan that was not working. • Very timid and soft-spoken.

EXERCISE EVALUATION FORM, EXAMPLE #6

Exercise 2: Downhill Line

Team Leader: _____

Team Members: _____

Assign points based on the team's initiative to apply and adhere to the standards in the IRPG and FLHB. Use the following scale to rate exercise:

POSSIBLE POINTS

3 = DID NOT MEET INPUT OBJECTIVE

4 = MET INPUT OBJECTIVE

5 = EXCEEDED INPUT OBJECTIVE

STANDARDS	POINTS 3-5	REMARKS
1. Supervisor and overhead discussed assignment prior to commitment. TFLD or ICT4 qualified or better stays with job until complete.		
2. Decision made after proposed line is scouted by supervisor of involved crew.		
3. LCES coordinated for all personnel. Supervisor is in direct contact with lookout who can see the fire. Communication established between all crews. Rapid access to safety zones in case the fire crosses below.		
4. Direct attack used whenever possible. If not possible, line should be completed between two anchor points and fired out.		
5. Fireline will not lie in or adjacent to a chute or chimney.		
6. Starting point will be anchored for personnel building line down from the top.		
TOTAL POINTS		

TIME TO COMPLETE _____

FIRE REFRESHER EVALUATION, EXAMPLE #7

Circle the amount of stars for each Video and exercise portion according to its usefulness for you in the field. Five stars are the most useful and one star is the least useful.

Module 1	<u>Introduction</u>	Video ☆☆☆☆☆	Discussion ☆☆☆☆☆
Module 2	<u>The Mighty Engine</u>	Video ☆☆☆☆☆	Exercise ☆☆☆☆☆
Module 3	<u>When Lightning Strikes</u>	Video ☆☆☆☆☆	TDG Exercise ☆☆☆☆☆
Module 4	<u>Firefighting Airspace</u>	Video ☆☆☆☆☆	Exercise ☆☆☆☆☆
Module 5	<u>Managing the Maze of Communication Systems</u>	Video ☆☆☆☆☆	Exercise ☆☆☆☆☆
Module 6	<u>Preparing the Transfer of Command Briefing</u>	Video ☆☆☆☆☆	TDG Exercise ☆☆☆☆☆
Module 7	<u>Preparing for Wildfire Medevac</u>	Video ☆☆☆☆☆	TDG Exercise ☆☆☆☆☆
Module 8	<u>Salt Fire Case Study</u>	Video ☆☆☆☆☆	Exercise ☆☆☆☆☆
Module 9	<u>Historic Film Re-Edit</u>	Video ☆☆☆☆☆	Exercise ☆☆☆☆☆

How many seasons have you been fighting fire? _____

What are your highest redcard qualifications? _____

Additional comments:

Facilitator's comments

INDIVIDUAL INSTRUCTOR EVALUATION, EXAMPLE #8

Instructor:

Please use the comments section for each element to clarify any concerns or praises.

1. Did the instructor present in a clear and professional manner:
Comments: _____

2. Were instructional media and visual aids used appropriately?
Comments: _____

3. Did the instructor convey expectations/objectives clearly?
Comments: _____

4. What is your overall rating/evaluation of this instructor's performance?
Comments: _____

Thank you for your open and honest evaluation and thank you for your participation in helping this course become better after each presentation!

Optional: Name: _____
Address _____
Phone/E-mail: _____

EVALUATION CRITERIA

Preparation

Instructor Lesson Plan

- Format (heading, introduction, development, summary, interested)
marginal cues, legibility)
- Organization (sequence, completeness)

Evidence of Thorough Planning and Adequate Rehearsal

- Time-material relationship
- Conformity with lesson plan
- Continuity (smooth transitions, pointed to objective)
- Subject matter adequacy

Instructor Qualities

Appearance

- Neatness
- Bearing (carriage, behavior, posture)
- Mannerisms (unique action or style)
- Facial expression

Self-Confidence

- Composure (not agitated or disturbed, unperturbed)
- Positiveness (definite, sure of self, forceful)

Enthusiasm

- Animation (appearance of spirit and vigor, expressiveness)
- Sincerity (personally)
- Salesmanship (punch)

Body Vitality

- Descriptive gestures
- Appropriate gestures
- Purposeful movement (aimed, reasoned)

Contact with Class

- Rapport (accord, harmony)
- Friendliness
- Eye contact
- Humor (good nature)

Voice Variety

- Pace
- Pitch
- Volume
- Projection
- Emphasis

Speech

- Vocabulary at class level
- Effective grammar
- Articulation
- Pronunciation
- Enunciation
- Fillers – ands, ahs, etc.
- Fluency (smoothness)

Presentation

Introduction

- Tie-in (relations to other presentations)
- Objective (completely stated, definite)
- Why (purpose for unit, student need)
- Motivation (interest arouser, appropriateness)

Logical Development

- Orderly sequence
- Transitions from point to point
- Developed from known to unknown and from simple to complex

Explanation

- Clarity of terms
- Completeness
- Meaningful examples
- On student level

Training Aids

- Appropriateness
- Number
- Type
- Size
- Timeliness in use
- Clear explanation of aid

Checked Student Understanding

- Allowed time for student questions
- Tested student comprehension
- Clarified misunderstandings
- Acceptance of student questions

Questioning Technique

- Clear and concise
- Covers one point
- Adequate build-up
- Thought provoking
- Purposeful (aimed, reasoned)
- Required definite answer
- “Ask, pause, and call”
- Acknowledgment of response
- Follow-up technique

Student Participation

- Distribution of responses
- Voluntary participation
- Participation pertinent to objective
- Student interest

Class Management

- Tact
- Control of physical facilities
- Enforcement of class policies
- Command of class situation
- Critique
- Timing of unit

Summary

- Re-emphasis of main points
- Relation of unit to subsequent units or activities
- Conclusions of unit
- Restates objectives

Contingent Items

Demonstration

- Use resources of group
- Well planned
- Properly introduced
- Accurate and realistic
- Well paced
- Coordinated with explanations
- Clearly seen by all
- Logical sequence
- Simple and concise
- Reaches objective

Practical Exercise

- Well planned
- Properly introduced
- Properly supervised and directed
- Meets objective
- Critique

Facilitative Behaviors Exercised

- Maintain or regain focus
- Paraphrase
- Check for agreement
- Avoid process battles
- Enforce process agreements
- Encourage
- Accept or legitimize, deal or defer
- Nonoffensive
- Use of body language
- Listen
- Boomerang
- Humility – admitting or accepting responsibility
- Stories emphasize objectives and do not deviate from topic

Facilitative Instructor, M-410

Unit 4 - Instructional Tools and Equipment

OBJECTIVE:

Upon completion of this unit, students will be able to:

- Identify and discuss advantages and disadvantages of four types of tools or equipment used for presentations.

I. INSTRUCTIONAL TOOLS AND EQUIPMENT

Equipment may include:

- Flipcharts
- Personal computer with LCD projector and appropriate presentation software, screen
- PowerPoint
- Online resources and remote classroom tools (video conference equipment)
- Digital camera and photos
- DVD player
- Sand table and associated equipment
- Digital overhead projector
- Props

II. ADVANTAGES AND DISADVANTAGES OF INSTRUCTIONAL TOOLS AND EQUIPMENT

Review the document on page 4.7.

HELPFUL HINTS FOR FLIPCHARTS

From: Brandt, Richard C., 1989, *Flip Charts: How to Draw Them and How to Use Them*, Jossey- Bass, Incorporated Publishers.

Advantages:

Inform
Focus attention
Record participation/progress
Provide class memory
Reusable
Portable

Disadvantages:

Limited visibility
Short life span
Limited wall space
Hard to edit
Require good [penmanship] skills

Do...

- Take time to prepare and bring necessary tools to accomplish presentation.
- Organize your materials in the classroom prior to presentation.
- Number your easels and label the individual charts; make reference notes to them in your lesson plan.
- Become familiar with your easel, i.e., setup and writing position.
- Position easel for maximum lighting...avoid back lighting.
- Learn to capture the key ideas for simplicity/speed.
- Use bullets to differentiate one idea from the next; numbers imply sequence or priority).
- Display charts in organized manner for later reference.
- Use blank sheets in between presentation charts.
- Practice your style of script for size, consistency, and speed.
- Use color to enhance the dynamics of the presentation.
- Title your charts for impact and clarity.
- Use nonverbal and humor to balance your presentation.
- Practice different techniques; i.e., reveals, windows, overlays.

Do not...

- Damage facilities by push pins, tape, etc. (test your hanging surfaces).
- Paraphrase student words...they like to see their words.
- Draw a box and then try to fit your idea in it.
- Be top-heavy or bottom-heavy...remember balance and symmetry.
- Begin printing right at the edge of the paper...leave margins on both edges and the top and bottom.

ADVANTAGES AND DISADVANTAGES OF EQUIPMENT

Flipchart/Whiteboard

Advantages

- Does not require electricity
- Readily available
- Easy to use

Disadvantages

- Short life span
- Only good for small groups
- Hard to edit

Digital Overhead Projector

Advantages

- Inexpensive to use
- Easy to use
- Good for demonstrations with hard to see objects

Disadvantages

- Equipment failure
- Relying on equipment rather than facilitating
- Limited visual quality

Sand Tables

Advantages

- Good for visual learners
- Inexpensive
- No technology failure

Disadvantages

- Not easily portable
 - Lots of parts
 - Advanced preparation time to facilitate exercise

Props

Advantages

- Good for visual learners
- Can enhance learning
-

Disadvantage

- Distraction to the class
- Logistical considerations

Online resources and Remote Classroom Tools (video conference equipment)

Advantages

- Good for visual learner
- Lots of resources available
- Can reach audiences in a variety of locations

Disadvantages

- Technology changes rapidly (requires understanding and training)
- Equipment and software costs
- Reliance on technology (system failures)

Computer, Computer Projector, Software (i.e., PowerPoint)

Advantages

- Enhances presentations
- Presentations easily updated
- Multi-tasking

Disadvantages

- Differences in software versions
- Relying on equipment rather than facilitating (reading from PowerPoint)
- Logistical considerations

Digital Camera

Advantages

- Immediate product
- Preview capabilities
- Good for visual learners

Disadvantages

- Requires additional equipment (batteries, memory card, software)
- Equipment may become obsolete

CD or DVD

Advantages

- Readily available
- Efficient
- Highly portable

Disadvantages

- Requires additional equipment to view or listen, i.e., speakers or monitor
- Compatibility issues

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Unit 5 – Individual Presentations

OBJECTIVES:

Upon completion of this unit, students will be able to:

- Demonstrate the ability to give a 3-5 minute individual presentation

I. INTRODUCTION TO INDIVIDUAL PRESENTATIONS

- Topic of the student's choice excluding the responsibilities and duties of your current job, i.e., fire.
- Written instructional objective is required.
- Not to exceed 5 minutes; time limit will be enforced. When 1 minute remains, a warning will be given.
- Set up time does not count toward the time limit.
- Arrange the room to meet the needs of the presentation.
- Verbal evaluation by students and instructors.
- Presentations will be recorded.

II. INDIVIDUAL PRESENTATIONS

- Be prepared to evaluate the presentations
- Use Evaluation Criteria.

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Unit 6 – Instructional Objectives

OBJECTIVES:

Upon completion of this unit, students will be able to:

1. Identify the purpose of instructional objectives.
2. List and explain one method for developing instructional objectives.
3. Write an instructional objective using one of the methods.

I. DEFINITION AND PURPOSE OF INSTRUCTIONAL OBJECTIVES

A. Definition of an instructional objective:

- Describes a performance you want learners to be able to exhibit before you consider them competent.
- Describes an intended result of instruction, rather than the process of instruction itself.
- Describes what the learner will be able to do upon successful completion of the course.
- Is specific and measurable, rather than broad and intangible.
- Is focused on students, not instructors.

B. Purpose of objectives:

- Provide basis and guidance for instructional content and procedures
- Help evaluate the success of the instruction
- Provide a road map

II. METHODS FOR DEVELOPING INSTRUCTIONAL OBJECTIVES

A. Performance, Condition, Criterion (PCC)

Performance: What should the student be able to do?

Examples may include:

- List
- Describe
- Create
- Demonstrate

Condition: Under what conditions do you want the student to be able to do it?

Examples may include:

- While using a shovel...
- Using a topographical map...
- Given a brown paper bag...

Criterion: How well must it be done?

Examples may include:

- ...within 5 minutes
- ...70% of the questions
- ...three out of five

B. Audience, Behavior, Condition, Degree (ABCD)

Audience: The who. "The student will be able to..."

Behavior: What a learner is expected to be able to do or the product or result of the doing. The behavior or product should be observable.

Condition: The important conditions under which the performance is to occur.

Degree: The criterion of acceptable performance. How well the learner must perform in order for the performance to be considered acceptable.

III. WRITING INSTRUCTIONAL OBJECTIVES

A. Objectives for presentations

How many objectives should you have?

- It depends on the amount of time allotted for your presentation.
- For your presentations in this class, one is suggested.

Timeframe ratio for one objective 1 : 3 : 1 (5 minutes)

- First minute for introduction (self and objective)
- Middle 3 minutes for actual presentation
- Last minute for wrap up, questions and answers, review of objective

B. Objectives for NWCG courses

NWCG objectives include the three characteristics of an instructional objective:

Condition = “Upon completion of this unit the student will...”

Performance = “List and explain the three characteristics...”

Criterion = Exercises, tests, and final exam

Can NWCG objectives be rewritten or changed by instructors?

NO. Credit will not be issued for an NWCG course if the objectives have been altered. Course content has been tested and verified subject matter experts (SMEs) to meet certain standards and criteria. Content can always be added or updated to NWCG courses to enhance the presentation and learning experience.

PERFORMANCE TERMS FOR BEHAVIOR OBJECTIVES

Term	Description	Example Without Conditions and Standards
<p>Describe</p> <p>Synonyms: discuss, define, tell how</p>	<p>Reports the essential properties or characteristics of an object or event</p>	<p>“Describe the eight-step problem-solving process.”</p>
<p>Define</p> <p>Synonyms: describe, delineate</p>	<p>Provides a description that gives the precise meaning or fundamental traits</p>	<p>“Define scalar.”</p>
<p>Identify</p> <p>Synonyms: mark, match, choose</p>	<p>Selects a named, described, or pictured item verbally or by pointing to it, picking it up, labeling it, or marking it</p>	<p>“Identify ventilation tools in the illustration below.”</p>
<p>Name</p> <p>Synonyms: describe, delineate</p>	<p>Supplies a title for objects, processes, events, principles, or people</p>	<p>“Name the type of heat that is generated by the splitting or combining of atoms.”</p>
<p>List</p> <p>Synonyms: write, arrange</p>	<p>Recalls similar objects or events and records in a methodical or systematic arrangement</p>	<p>“List all of the hose fittings carried on the engine.”</p>
<p>Order</p> <p>Synonyms: arrange in order, list in order, sequence</p>	<p>Arranges, rearranges, lists in sequence, or places in order</p>	<p>“List in order the three phases of fire.”</p>

Term	Description	Example Without Conditions and Standards
Differentiate Synonyms: distinguish, discriminate	Recognizes as different and separates into kinds, classes, or categories	“Differentiate among hazard classes for the following chemicals.”
Classify Synonyms: sort, arrange, group	Puts into groups having common attributes, uses, characteristics, or functions	“Classify forcible entry tools according to their uses.”
Construct Synonyms: draw, make, build, design, create	Puts into groups having common attributes, uses, characteristics, or functions	“Construct a floor plan for a pre-incident survey.”
Apply Synonyms: use	Uses a stated relationship or principle to perform a task or answer a problem	“Apply the progressive system to properly discipline an employee.”
Demonstrate Synonyms: show, perform (any of various appropriate action verbs)	Performs operations necessary to carry out a specified procedure	“Demonstrate the ability to properly set a roof ladder.” or “Set a roof ladder.”

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Unit 7 – Presentation Skills

OBJECTIVES:

Upon completion of this unit, students will be able to:

- Identify habits and techniques that enhance or distract from a presentation.

I. HABITS AND TECHNIQUES

- Tardiness
- Monotone
- Inflection—changes in volume
- Rates of delivery—varying from slow to fast
- Movement around the room
- Sitting
- Standing
- Using notes—correctly and incorrectly
- Use of the lectern—leaning, hiding, etc.
- Handouts—can be a distraction during lecture and should be relevant to current subject matter
- Whiteboard/flipchart skills—writing and talking with back to group
- Blocking the view of the group when using the whiteboard, flipchart, or computer projector
- Inappropriate attire
- Invasion of personal space
- Cell phone calls or texting
- Inappropriate language and gestures

II. HELPFUL HINTS

- What to do with hands
 - If you have a tendency to wave your hands around a lot or play with change in your pocket, try clasping them in front of your body or keeping them at your side.
- Dress code
 - You may want or need to dress appropriately depending on the course you are instructing; e.g., for an S-212 Wildland Fire Chainsaw course, wear personal protective equipment; for an M-410 Facilitative Instructor course, you may want to dress a level above your audience to set yourself off as the “expert.”
- Removing hats
 - Hats may be appropriate for teaching in the field but not necessarily in the classroom.
- Classroom setup
 - For a hands-on training, a U-shaped arrangement or groups of tables may work best; for a lecture, classroom style may be more appropriate.
- Establishing eye contact
 - Learn to scan the room with your eyes and not focus on one person or thing.
- Dealing with multiple handouts
 - Have other instructors prepared to hand them out.
 - Have them already sorted into piles.
 - Have students pick them up on a back table during a break.

- Proficient with equipment being used
 - Come in ahead of time to familiarize yourself with the equipment.
 - Ask for a demonstration from the course coordinator or another instructor.

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Unit 8 – Instructional Methods

OBJECTIVES:

Upon completion of this unit, students will be able to:

1. Identify and discuss six effective instructional methods for adult learners, and explain one advantage and one limitation of each.
2. Identify four behavior problems associated with adult learners, and describe two ways of mitigating problems.

I. EFFECTIVE INSTRUCTIONAL METHODS

NWCG courses are either instructor lead training (ILT) on-line course modules (OCM) or blended, meaning both ILT and OCM.

Many of the following methods are included in NWCG courses and other wildland fire management activities.

- Case study
- Conference
- Demonstration
- Discussion group
- Field trip
- Lecture or speech
- Role playing
- Seminar
- Workshop

Other methods may include:

- Getting acquainted activities (ice breakers)
- Simulations
- Needs assessment (ask what students want out of the course)
- Displays
- Storytelling

- Teaching a first aid class to your crew.
- Educating communities on FireWise principles.
- Disseminating information about a new agency policy.
- Discussing new technology in smoke management.

II. BEHAVIOR PROBLEMS

A. Behavior problems may include:

- Silent student
- Student with anxiety
- Student who occasionally expresses their needs in unacceptable ways
- Emotionally ill student
- Student who is younger or older, less experienced, or new to the organization
- Student using electronic devices
- Student reading a newspaper or other material
- Student late for class
- Student leaving at inappropriate times
- Student with learning disabilities

B. Ways to mitigate behavior problems:

- Share your feelings with the group or student (empathize)
- Accept the feelings of others
- Redirect questions or comments (boomerang)
- “LEAST” method:
 - L Leave the student alone (ignore)
 - E Eye contact
 - A Action (stand next to student)
 - S Stop the class and have the student leave the room with the instructor
 - T Terminate student’s attendance

INSTRUCTIONAL METHODS

CASE STUDY

The case study is a detailed account of an event or a series of related events that may be presented to an audience verbally, in written form, or film, or in a combination of these forms. **The Case Study May Be Used:** (1) To present in detail to a group a problem with which the group is concerned. (2) To present and study the solution of a problem similar to one confronting the group. (3) To teach the problem-solving process.

Some Advantages:

- Gives a detailed accounting of the case under study.
- Helps the learner to see various alternative solutions to the problem.
- Helps people develop analytical and problem-solving skills.

Some Limitations:

- Some individuals may not see the relevance of the case being studied to their own situation or the group's problem.
- A considerable amount of time and thought is often required to develop the study.
- Some group members are stimulated to over-participation while others may assume a nonparticipatory role.

Physical Requirements:

- Physical requirements vary with the type of presentation. If the case is presented through dramatic acting, a stage area is required. If visual aids are required in a presentation, the room should be suitable for this kind of presentation. If the case study is a written one, a large table and chairs may be all that is necessary.

Procedure:

- Materials are put into the hands of the participants in advance if the case study is in written form and to be read before the meeting.
- Appropriate techniques to use during the presentation and discussion are selected, and parts rehearsed, if necessary.
- The moderator introduces the topic, explains what the case study is, and the responsibility of each individual, and then guides the discussion and other activities.

Similar Methods and Techniques:

- Written materials, film, the dramatic skit, and speech may be used to present the case to the group. Group discussion is used to carry out the second part of the case study.

CONFERENCE

A conference is a meeting of people in large or small groups. The participants are usually a close-knit group who consult together in a formal fashion on problems to which they give most serious consideration. **The Conference May Be Used:**

(1) For a group with a high interest to discuss in depth a rather narrow technical area. (2) To develop plans for promoting some idea.

- Some Advantages:**
- Participants usually have a high interest in the area being discussed.
 - Participants usually attend because of their own desires to do so, and are not required to attend or delegated by their local organizations as are participants at institutes and conventions.

- Some Limitations:**
- Evaluation of the results is often difficult.

- Physical Requirements:**
- An auditorium or other meeting facility, with adequate seating so that every member of the audience may see and hear in comfort.
 - Eating facilities and housing accommodations.

- Procedure:**
- Arrangements for physical facilities made well in advance of the conference.
 - Program participants lined up well in advance of the conference.
 - Publicity and promotion to insure attendance.
 - Small group meetings or a combination of general sessions and subgroup meetings.
 - Evaluation and follow-up as needed.

- Similar Methods and Techniques:**
- Conferences are often structured similar to institutes and conventions but with a smaller number of participants and with more attention to solving specific problems. The conference may take the form of the clinic which is usually used to diagnose and solve specific problems.

DEMONSTRATION

The demonstration is a presentation that shows how to perform an act or to use a procedure. It is often followed by the learner carrying out the activity, under the guidance of the instructor. It is basically a visual presentation, accompanied by discussion. **The Demonstration May Be Used:** (1) To teach people to carry out a particular task. (2) To show a new technique or procedure. (3) To convince people that a new product or procedure has merit.

- Some Advantages:**
- Individuals are more likely to believe what they see than what they hear or read.
 - Actual materials or models are used.
 - The pace is flexible, and the demonstrator can move at the pace desired by the students, and repeat as necessary.

- Some Limitations:**
- Considerable time and expense can be involved in obtaining necessary materials, and heavy objects are difficult to transport.
 - If small objects are used, there is a strict limitation on the number of people who can adequately observe the demonstration.
 - If a limited number of materials are available, some members of the group may not be occupied while one individual is going through the process of imitating what they have seen demonstrated.

- Physical Requirements:**
- A raised platform or area from which to work with proper lighting that will permit all members of the audience to observe.
 - Necessary demonstration materials.

- Procedure:**
- Demonstrator lines up all necessary materials, and selects suitable location.
 - Demonstrator presents demonstration. (A commentator may be used to describe the demonstration, or the demonstrator may give the verbal portion of the demonstration.)

Similar Methods and Techniques:

- Members of the audience (all or selected members) imitate what has been shown, with help and/or criticism by instructor and fellow students.
- The demonstration described here is technically known as the method demonstration, and is quite different from the result demonstration where a particular practice is observed over a longer period of time. Short demonstrations may be inserted in many types of programs to illustrate or dramatize a particular point.

DISCUSSION GROUP

A group of people meet together to discuss informally and deliberate on a topic of mutual concern. **The Discussion Group May Be Used:** (1) To develop a nucleus of leadership for community service or informal education. (2) To identify, explore, and seek solutions for problems and to develop plans of action. (3) To change attitudes through discussion and the examination of information.

Some Advantages:

- Group discussion permits full participation.
- It can establish consensus democratically.
- It pools the abilities, knowledge, and experience of all to reach a common goal.

Some Limitations:

- Group discussion is time-consuming, particularly if the group includes persons of widely different backgrounds.
- A bossy leader or a few members may dominate the discussion.

Physical Requirements:

- The group is usually seated around a large table (or tables arranged in a rectangle). Face-to-face discussion is essential. An informal and relaxed atmosphere will permit free discussion.

Procedure:

- Should be governed by the group itself. Generally, the leader will facilitate the discussion.
- A group may meet as long and as often as is necessary and convenient.
- A change of leaders may be made to utilize special individual abilities. For example, different leaders may be used in the deliberative, planning, and action phases of the group's work.
- The group may appoint a recorder to keep track of its deliberations and to report on its progress from time to time.

Similar Methods and Techniques:

- The discussion group is considered as a specific method, but the discussion technique can be used as the primary or as a supplementary technique in almost all methods if size of the group permits. Twenty is considered about the maximum number of participants in a discussion group.

FIELD TRIP

A field trip or tour is a carefully arranged event in which a group visits a place of interest for first-hand observation and study. The trip can range from a short visit to a single location to one lasting several days and covering several states. **A Field Trip May Be Used:** (1) To provide first-hand study of something that cannot be easily brought to the learning group. (2) To stimulate interest and concern about conditions or problems that need study. (3) To illustrate the results of a course of action in its natural environment. (4) To relate theoretical study to practical problems.

- Some Advantages:**
- Seeing something in use is usually more meaningful than hearing or reading about it.
 - The practice can be seen in relation to a large picture, or in a larger environment.
 - Usually has a high entertainment value for the participants.
- Some Limitations:**
- Considerable time is required for advance arrangements.
 - There is often uncertainty on the number of participants, making travel arrangements difficult.
 - Schedules are hard to maintain.
 - There are possibilities of injuries to the participants.
- Physical**
- A meeting or gathering place before the trip begins.
- Requirements:**
- Adequate transportation.
 - Suitable arrangements for discussions or other program activities at each stop on the trip or tour.

Procedure:

- Prior to the trip, the coordinator makes arrangements with all persons who will be visited, or will be concerned with the visits; sets up schedule, including a pre-run of the tour if necessary; obtains, or prepares, supplementary materials or learning aids.
- Participants should be told what they will see at each stop, the purpose of each stop, and the amount of time available.
- After each stop, there should be some review of what was seen and its significance to the purpose of the learning experience.

Similar Methods and Techniques:

- The field trip uses a number of techniques, such as formal lecture and informal techniques such as discussion and question periods.

LECTURE OR SPEECH

A lecture is a carefully prepared verbal presentation of a subject by a qualified expert. It is usually rather formal. **The Lecture or Speech May Be Used:** (1) To present factual material in a direct or logical manner. (2) To present one point of view on a controversial subject. (3) For accounts of travels or personal experiences. (4) To entertain or inspire an audience. (5) To stimulate thinking and further study on a problem and to open the subject for general discussion.

Some Advantages:

- It is suitable for audiences of any size.
- It is easy to organize.
- Some people can learn more easily by listening than by reading.

Some Limitations:

- Good speakers informed on subjects of interest to your group may be hard to find. Experts are not always good speakers.
- The role of the audience is passive.
- Its effect on the audience is difficult to gauge. Feedback is limited.
- Only one side of a question is presented with little chance for challenge or rebuttal.

Physical Requirements:

- Adequate seating so that every member of the audience may see and hear the speaker in comfort.
- A stage or a slightly raised platform and a speaker's lectern.

Procedure:

- The group leader should introduce the speaker to the audience with brief remarks as to position, experience, or special qualification for this particular appearance.
- If visual aids such as films, slides, maps, charts, etc., are to be used, they should be appropriate to the subject, to the audience, and so used as to heighten audience interest, not distract their attention.
- At the conclusion of the prepared lecture, the group leader should thank the speaker, and call for a question period, discussion, or whatever has been planned as follow-up.

Similar Methods and Techniques:

- Other techniques that are mainly formal stage presentations are panel, forum, and interview. These are all often followed by question or discussion periods.

ROLE PLAYING

In role playing some members act out a real-life situation in front of the group. The group then discusses the implications of the performance to the situation or problem under consideration. **Role Playing May Be Used:** (1) To examine a delicate problem in human relations. (2) To explore possible solutions to an emotion-laden problem. (3) To provide insight into attitudes differing sharply from those of the participants.

Some Advantages:

- A dramatic way of presenting a problem and stimulating discussion.
- It can provide clues to possible solutions and explore them without the dangers inherent in real-life trial and error approach.
- It gives the players a chance to assume the personality of another human being — think and act like them.

Some Limitations:

- Some people may be too self-conscious or too self-centered to act successfully in role playing. Others may be shy and fear being made to feel ridiculous before the group.
- Role playing before large audiences is less effective because of the psychological effect of the large group upon the players.

Physical Requirements:

- A room large enough to provide seating so that all members of the group may see the action. No stage or platform is necessary with groups of 30 or less. Costumes or elaborate props are not necessary.

Procedures:

- The problem or situation is clearly defined by the group before role playing begins, and the scene is set by the group leader with the assistance of the group.
- Players should be selected just before role playing begins and not warned in advance, although a brief warm-up period may be necessary to throw off self-consciousness and get in the spirit.
- The leader should allow the action to proceed only so long as it is contributing to understanding (usually 5 to 10 minutes).
- After discussion, a second set of actors may be chosen and the scene replayed.

Similar Methods and Techniques:

- Role playing is staged in about the same manner as the dramatic skit. The primary difference is that the skit parts are assigned in advance and are rehearsed before presentation before the group. In role playing there is no advance preparation and all is spontaneous.

SEMINAR

The seminar is a group of persons engaged in specialized study led by a recognized authority in the subject being studied. It may be a single session or a series of sessions. **The Seminar May Be Used:** To study a subject in depth under the guidance of an authority.

- Some Advantages:**
- A recognized authority is available to guide discussion and to assist the learners.
 - Detailed and systematic discussion and inquiry can take place.
 - All members of the group have the opportunity to participate, over time, in the discussion and in formal presentations.

- Some Limitations:**
- It may be difficult to find the right person to direct the seminar.
 - Members may not want to spend all the time required for preparation of reports.
 - The presence of an expert may inhibit participation of some members.
 - It may be difficult to find all the source materials desired.

- Physical Requirements:**
- If the group is not too large, it is best to have the participants arranged around a conference table. If the group is too large or if such arrangements are not possible, the chairs should be arranged in a semicircle to facilitate group discussion.

- Procedure:**
- Responsibilities for the giving of reports are assigned, and these are prepared in advance of the seminar.
 - Reports are made, including the use of visuals and written handouts, if needed.
 - All participants discuss the report and question the reporter.
 - Evaluation and follow-up as needed.

**Similar Methods
and Techniques:**

- With the exception of the formal reporting, group discussion is the technique most often employed in a seminar. In some respects the seminar is similar to the institute or workshop. A usually distinguishable feature is that all seminar participants may be assigned formal participation roles.

WORKSHOP

The workshop is a group (10 to 25 persons) sharing a common interest or problem meeting together to improve their individual proficiency, to solve a problem, or to extend their knowledge of a subject through intensive study, research, and discussion. **The Workshop May Be Used:** (1) To identify, explore, and seek solution of a problem. (2) To permit extensive study of a situation including its background and social or philosophical implications.

- Some Advantages:**
- Provides the opportunity for preparation for specific vocational, professional, or community service functions.
 - Permits a high degree of individual participation.
 - Provides for group determination of goals and methods.

- Some Limitations:**
- Requires a lot of time from participants and staff.
 - Requires a high proportion of staff for participants.
 - May require special facilities or materials.
 - Participants must be willing to work both independently and cooperatively.

- Physical Requirements:**
- A room large enough to provide comfortable seating for all around a large table (or tables arranged in a rectangle) with extra space for use of resource materials.
 - Library or other resource materials for research.
 - Chalkboard or other device for recording ideas and notes.

- Procedure:**
- Arrangements for physical facilities made well in advance of the workshop.
 - Resource persons and resource materials lined up well in advance.
 - Workshop is conducted.
 - Evaluation and follow-up as needed.

**Similar Methods
and Techniques:**

- The workshop is structured similar to clinics and institutes. A series of short workshops on related problems may be incorporated into the program of a convention, institute, short course, or conference.

Facilitative Instructor, M-410

Unit 9 – The Adult Learner

OBJECTIVES:

Upon completion of this unit, students will be able to:

1. Describe the roles of the instructor, facilitator, and facilitative instructor.
2. List four effective techniques used by facilitative instructors.
3. Describe the motivations and characteristics of the adult learner.
4. Identify and explain principles and conditions that apply to adult learning.

Some content from this unit was developed from: Wlodkowski, Raymond J., *Enhancing Adult Motivation To Learn*, 1993, San Francisco: Jossey-Bass Publishers.

I. ROLES OF THE INSTRUCTOR, FACILITATOR, AND FACILITATIVE INSTRUCTOR

A. Instructor Role

- Instructors have the authority and responsibility (MY agenda).
- There is no shared responsibility for what happens or for directing the experience.
- Success or failure, glory or embarrassment belongs to the leader.
- Focus is on the content.
- Examples include theater events, lecture-type presentations.

B. Facilitator Role

- Group members have the authority and responsibility (YOUR agenda).
- Acts as a “servant” to the group.
- No authority exists other than what the group agrees to give.
- Focus is on the process.
- Examples include task-oriented, problem-solving, or planning session.

C. Facilitative Instructor Role

- Instructors and students share the responsibility for directing the experience (OUR agenda).
- Combines tools and techniques of the traditional instructor and facilitator.
- Begins session with joint contracting with the group around expectations, roles and responsibilities, learning styles, and outcomes.
- Creates an environment where learning is likely.
- Students have accepted responsibility for their own learning.

D. In Summary

One-directional imparting of knowledge is a limited view of training. Involvement, accountability, and feedback are essential elements for effective adult learning.

II. EFFECTIVE FACILITATIVE INSTRUCTOR TECHNIQUES

Effective techniques may include:

- Maintain or regain focus – keep discussion on track, consistent with meeting unit objectives.
- Paraphrase – restate for better understanding.
- Check for agreement – reach consensus with group on meaning or interpretation.
- Encourage – ask student to expound on comment, continue with feedback.
- Use resources of the group – use group members as participants.
- Use appropriate body language – proximity, gestures, eye contact.
- Use group memory – do other students have an experience with the topic?
- Listen – wait for answers to questions, be patient.
- Boomerang – redirect student question to others in the group for an answer.

Techniques of the facilitative instructor are more effective for meeting the motivations of the adult learner.

III. MOTIVATIONS AND CHARACTERISTICS OF THE ADULT LEARNER

A. Motivations

- Adults must have the desire to learn.
- Adults will learn only what they feel a need to learn.
- Adults learn by being involved in the learning process.
- Adult learning focuses upon realistic problem solving.
- Experience affects adult learning.
- Adults learn best in an informal, varied environment.
- A variety of methods should be used in teaching adults.
- Adults need guidance – not grades.
- Adults may have physical handicaps that prevent learning.

B. Characteristics

- Speed of reaction
- Hearing and seeing
- Intelligence does not decline

IV. PRINCIPLES AND CONDITIONS

A. Principles

1. Learning is an experience that occurs inside the learner and is activated by the learner.
2. Learning is the discovery of the personal meaning and relevance of ideas.
3. Learning (behavior change) is a consequence of experience.
4. Learning is a cooperative and collaborative process.
5. Learning is an evolutionary process.
6. Learning is sometimes a painful process.
7. One of the richest resources for learning is the learner.
8. The process of learning is emotional as well as intellectual.
9. The processes of problem solving and learning are highly unique and individual.

B. Conditions

1. Learning is facilitated in an atmosphere that encourages people to be active.
2. Learning is facilitated in an atmosphere that promotes and facilitates the individual's discovery of the personal meaning of ideas.
3. Learning is facilitated in an atmosphere that emphasizes the uniquely personal and subjective nature of learning.
4. Learning is facilitated in an atmosphere in which difference is good and desirable.
5. Learning is facilitated in an atmosphere that consistently recognizes people's right to make mistakes.
6. Learning is facilitated in an atmosphere that tolerates ambiguity.
7. Learning is facilitated in an atmosphere in which evaluation is a cooperative process with emphasis on self-evaluation.
8. Learning is facilitated in an atmosphere that encourages openness of self rather than concealment of self.
9. Learning is facilitated in an atmosphere in which people are encouraged to trust in themselves as well as in external sources.
10. Learning is facilitated in an atmosphere in which people feel they are respected.
11. Learning is facilitated in an atmosphere in which people feel they are accepted.
12. Learning is facilitated in an atmosphere that permits confrontation.

THE ADULT LEARNER

A Brief Overview of the Characteristics, Motivations and Needs of the Adult Learner

Prepared from several sources by the Office of Continuing Education, Idaho State University

MOTIVATIONS OF THE ADULT LEARNER

Adults must have the desire to learn.

Adolescents will learn in response to external demands. Adults, often, will not. Adults learn most effectively when they have a strong inner motivation to develop a new skill or to acquire a particular type of knowledge. Their desire to learn may be awakened or stimulated by outside influence, but it can never be forced upon them.

Adults will learn only what they feel a need to learn.

Adolescents can be induced to learn many things for which they can see no immediate use. Adults are much more practical in their approach to learning. They want to know “How is this going to help me right now?” Many times they can be persuaded, through wise counseling, to learn things that will help them in the foreseeable future. But most often they learn best when they can get immediate results.

Adults learn by being involved in the learning process.

Research has shown that retention of new knowledge or skills is much higher if the adult has immediate and repeated opportunities to practice or use what he has learned. This finding explains why “on-the-job” training is often very effective in adult learning situations.

Adult learning focuses upon realistic problem solving.

You can teach adults best by using specific problems, drawn from worldly experiences, and by developing practical solutions from which basic principles may be deduced. The importance of realism in adult education cannot be over stressed. Adults simply will not put their minds to work on a problem that has been contrived for school purpose.

Experience affects adult learning.

The most conspicuous difference between adults and adolescents as learners is the adult's vast experience with life. This background of experience, this fund of knowledge acquired in the experience of living can be a great asset; but, it can also be a liability.

If new knowledge does not fit into the framework of what the person already knows, or thinks they know, the adult can very easily reject it. Past experiences may actually prevent adults from perceiving and absorbing new knowledge and data.

Adults learn best in an informal, varied environment.

Adult learning occurs most successfully in an atmosphere which encourages people to be active; that promotes individual discovery and meaning of ideas; which recognizes an adult's right to make a mistake; which encourages openness of self rather than concealment; which permits confrontation as well as cooperation;

and which provides opportunities for self evaluation.

A variety of methods should be used in teaching adults.

There are numerous teaching methods that can be used in imparting knowledge. In adult education, the teacher should attempt to use a variety of teaching methods, providing they adequately fulfill the learning objectives.

Adults need guidance—not grades.

Research has shown that academic competition has a negative effect upon most adult learners. Most adults are apprehensive about their learning capacities, and they have been told repeatedly (and falsely) that “you can't teach an old dog new tricks.” When faced with tests, grades, and other comparative evaluation forms, they will withdraw from the learning experience. It is also misleading for an instructor to “give” adult students higher grades than earned; instead of encouraging the adult student, such practices undermine the relationship the adult student typically seeks to develop with the instructor. The practice puts adults in a stratum they will not feel comfortable with, and learning will actually be stifled.

Adults may have physical handicaps that prevent learning.

Hearing and sight impairments are the most common causes for poor learning in adult education programs. The lack of muscular coordination and the presence of poor health are also important considerations to adult learning defects.

CHARACTERISTICS OF THE ADULT LEARNER

A study compared learning a variety of skills by three groups: 20-24 years, 25-35 years, and 35 years and over. Every individual did learn the required task, yet the level of performance was highest in the younger group and much lower in the older group. For old people, at least, learning ability is not identical with learning rate. This curve of "learning" in relation to age primarily describes learning efficiency which was at its peak at 25 years of age and declined a little less than 1 percent per year for 70 years.

Speed of reaction.

That individuals slow down as they grow older is a fact established by much evidence. Beginning as early as 1884, data shows that reaction speed was found to increase from early childhood to the 20s and 30s and to have a fairly significant decline beyond the 40s. Adults learn a variety of tasks but there is a difference between younger and older learners in speed of performance. In addition, data suggests

that sometime after the 40s most individuals, either consciously or unconsciously, adapt a slower tempo in doing work, maintaining a pose that gives more uniform performance with lessened stress and strain. Because of the measured decline in speed of reaction, curves of learning performance might underestimate the learning potential of those in the wide age range beyond the 30s.

Hearing and seeing.

Data shows a decline in auditory acuity from a peak between 10 and 14 years. Speed of hearing also has decrement with age so that the older the adult the longer the time required to hear a full message. Further, the older person's inability to hear may lead many in the latter half of life to develop personality quirks in their own self-concepts harmful to their own well-being.

Data collected in a national health survey show different patterns in the decline in hearing of men and women. Women lose auditory acuity of low tones, men lose auditory acuity of high tones. As a result, men will tend to understand the speech of women less well, and vice versa.

Other data show that, from the maximum visual acuity in the late teens or early 20s, there is a slow but steady decline to the middle 40s when the presbyopic (bifocal vision) decline brings a sharp and continuing reduction in relative visual acuity. Some studies show an accompanying slowing in the

speed of seeing. Shifts from far to near or vice versa take increasing time as age increased. In the classroom, looking from the blackboard to notes and books takes time.

Intelligence does not decline.

Bright people of 20 do not become dull by 60, nor do dull young people become moronic by 60. Individuals at 60 can learn the same kinds of knowledge, skill, and appreciation at 60 that they could at 20 years of age.

Age as age probably does little to affect an individual's power to learn or to think. Performance may be reduced because of changes in speed, sensory acuity, self concept, or shifts in value, motivation, goals, and responsibilities which come with aging. Adults learn much less than they might, partly because of the self-underestimations of their power and wisdom, and partly because of their own anxieties that their learning behavior will bring unfavorable criticism. Failure to keep on learning may affect performance more than power itself.

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PRINCIPLES AND CONDITIONS

Underlying Definitions

The principles and conditions of learning as they are delineated here reflect the following definitions:

Helping Relationship—Process which helps people to help themselves to learn and solve problems themselves.

Learning—Changing behavior in a positive direction. Refers to learning necessary for the solution of practical economic, social, political, and personal problems of living encountered by individuals, groups and communities.

Behavior—Attitudes, ideas, values, skills, interests.

Positive Direction—Direction which enhances the self, others and the community.

Goals of Learning—To enable individuals, groups of people and communities to become more fully functioning, effective, and productive entities in society.

PRINCIPLES OF LEARNING

Principle 1: Learning is an experience that occurs inside the learning and is activated by the learner.

The process of learning is primarily controlled by the learner and not by the teacher (group leader). Changes in perception and behavior are more products of human meaning and perceiving rather than any forces exerted upon the individual. Learning is not only a function of what a teacher does to or provides for a learner. More significantly, learning has to do with something which happens in the unique world of the learner. It flourished in a situation in which teaching is seen as a facilitating process that assists people to explore and discover the personal meaning of events for them.

No one directly teaches anyone anything of significance.

If teaching is defined as a process of communicating an experience or a fragment of knowledge, then it is clear that little learning occurs as a result of this process, and the learning that does take place is usually inconsequential. People learn what they want to learn, they see what they want to see, and hear what they want to hear. Learning cannot be imposed. When we impose on people we train

them. When we create an atmosphere in which people are free to explore ideas in dialogue and through interaction with other people, we educate them. Very little learning takes place without personal involvement and meaning on the part of the learner.

Unless what is being taught has personal meaning for the individuals, they will shut it out from their field of perception. People forget most of the content “taught” to them and retain only the content which they use in their work or content which is relevant to them personally.

Principle 2: Learning is the discovery of the personal meaning and relevance of ideas.

People more readily internalize and implement concepts and ideas which are relevant to their needs and problems. Learning is a process which requires the exploration of ideas in relation to self and community so that people can determine what their needs are, what goals they would like to formulate, what issues they would like to discuss, and what content they would like to learn. Within broad programmatic boundaries what is relevant and meaningful is decided by the learner(s), and must be discovered by the learner.

Principle 3: Learning (behavioral change) is a consequence of experience.

People become responsible when they have really assumed responsibility. They become independent when they have experienced independent behavior, they become able when they have experienced success, they begin to feel important when they are important to somebody, they feel liked when someone likes them. People do not change their behavior merely because someone tells them to do so or tells them how to change. For effective learning giving information is not enough; e.g., people become responsible and independent not from having other people tell them that they should be responsible and independent but from having experienced authentic responsibility and independence.

Principle 4: Learning is a cooperative and collaborative process.

Cooperation fosters learning—“Two heads are better than one.” People enjoy functioning independently but they also enjoy functioning interdependently. The interactive process appears to “scratch and nick” people’s curiosity, potential and creativity. Cooperative approaches are enabling. Through such approaches, people learn to define goals, to plan, to interact and to try group arrangements in problem solving. Paradoxically, as people invest themselves in collaborative group approaches, they develop a firmer sense of their own identification.

They begin to realize that they count, that they have something to give and to learn. Problems which are identified and delineated through cooperative interaction appear to challenge and to stretch people to produce creative solutions and to become more creative individuals.

Principle 5: Learning is an evolutionary process.

Behavioral change requires time and patience. Learning is not a revolutionary process. When quick changes in behavior are demanded, we often resort to highly structured procedures through which we attempt to impose learning. Whether such learning is lasting and meaningful to the learner is doubtful. Implicit in all the principles and conditions for learning is an evolutionary model of learning. Learning situations characterized by free and open communications, confrontation, acceptance, respect, the right to make mistakes, self-revelation, cooperation and collaboration, ambiguity, shared evaluation, active and personal involvement, freedom from threat, and trust in the self are evolutionary in nature.

Principle 6: Learning is sometimes a painful process.

Behavioral change often calls for giving up the old and comfortable ways of believing, thinking, and valuing. It is not easy to discard familiar ways of doing things and incorporate new behavior. It is often “downright” uncomfortable to share one’s ideas under the microscope of a group, and to genuinely confront other people. If growth is to occur, pain is often necessary. However, the pain of breaking away from the old and the comfortable is usually followed by appreciation and pleasure in the discovery of an evolving idea or a changing self.

Principle 7: One of the richest resources for learning is the learner.

In a day and age when so much emphasis is being placed upon instructional media, books and speakers as resources for learning, we tend to overlook perhaps the richest resource of all—the learner. Each individual has an accumulation of experiences, ideas, feelings, and attitudes which comprise a rich vein of material for problem-solving and learning. All too often this vein is barely tapped. Situations which enable people to become open to themselves, to draw upon their personal collection of data, and to share their data in cooperative interaction with others maximize learning.

Principle 8: The process of learning is emotional as well as intellectual.

Learning is affected by the total state of the individual. People are feeling beings as well as thinking beings, and when their feelings and thoughts are in harmony, learning is maximized. To create the optimal conditions in a group for learning to occur, **people must come before purpose.**

Regardless of the purpose of a group, it cannot be effectively accomplished when other things get in the way. If the purpose of the group is to design and carry out some task, it will not be optimally achieved if people in the group are fighting and working against each other. If the purpose of the group is to discuss current issues and problems in a given field with reason and honesty, then it will not be achieved if people are afraid to communicate openly. Barriers to communication exist in people and before we can conduct “official business” we need to work with the people problems which exist within a group. It might be said that in any group, regardless of the people problems that exist, enough group intellectual capacity remains intact for members of the group to acquire information and skills. However, to maximize the acquisition and internalization of ideas, it seems reasonable that the people problems would have to be dealt with first.

Principle 9: The process of problem solving and learning are highly unique and individual.

Each person has their own unique style of learning and solving problems. Some personal styles of learning and problem solving are highly effective, other styles are not as effective, and still others may be ineffective. We need to assist people to define and to make explicit to themselves the approaches they ordinarily use so that they can become more effective in problem solving and learning. As people become more aware of how they learn and solve problems, and become exposed to alternative models used by other people, they can refine and modify their personal styles so that these can be employed more effectively.

CONDITIONS WHICH FACILITATE LEARNING

Condition 1: Learning is facilitated in an atmosphere which encourages people to be active.

The learning process thrives when there is less teacher (group leader) domination and talk and more faith that people can find alternatives and solutions satisfying to themselves. Listening to people and allowing them to use the teacher (group leader) and the group as a resource and a sounding board, facilitates the active exploration of ideas and possible solutions to problems. People are not passive and reactive receptacles into which we can pour the “right” values, the “right” answers, and the “right” ways of thinking. People are active and creative beings who need the opportunity to determine goals, issues being discussed, and the means of evaluating themselves. They learn when they feel they are a part of what is going on—when they are personally involved. Learning is not poured into people, learning emerges from people.

Condition 2: Learning is facilitated in an atmosphere which promotes and facilitates the individual’s discovery of the personal meaning of ideas.

This means that the teacher (group leader), rather than directing or manipulating people, helps them to discover the personal meaning of

ideas and events for them. The leader creates a situation in which people are freely able to express their needs to them. Learning becomes an activity in which the needs of the individual and the group are considered in deciding what issues will be explored and what the subject matter will be.

No matter how permissive or unstructured a learning activity may be, there exist implicit goals in the activity itself—a group leader (teacher) is never goal-less. Learning occurs when the goals of the leader accommodate, facilitate, and encourage the individual’s discovery of personal goals and personal meaning in events. The art of helping people to change their behavior requires the development of goals which provide sufficient room for people to explore and internalize behavior satisfying and growth-producing to themselves.

Condition 3: Learning is facilitated in an atmosphere which emphasizes the uniquely personal and subjective nature of learning.

In such a situation, each individual has the feeling that ideas, feelings and perspectives have value and significance. People need to develop an awareness that all that is to be learned is not outside or external to themselves. They develop such an awareness when they feel their own contributions and their values as people are genuinely appreciated.

Condition 4: Learning is facilitated in an atmosphere in which difference is good and desirable.

Situations which emphasize the “one right answer,” the “magical solution,” or the “one good way” to act or think, or to behave, narrow and limit exploration and inhibit discovery. If people are to look at themselves, at others, and at ideas openly and reasonably, then they must have the opportunity to express their opinions no matter how different they may be. This calls for an atmosphere in which different ideas can be (but not necessarily) agreed with. Difference in ideas must be accepted if differences in people are to be, too.

Condition 5: Learning is facilitated in an atmosphere which consistently recognized people’s right to make mistakes.

Where mistakes are not permitted then freedom and the willingness of people to make choices are severely limited. Growth and change are facilitated when error is accepted as a natural part of the learning process. The learning process requires the challenge of new and different experiences, and trying of the unknown, and therefore, necessarily must involve the making of mistakes. In order for people to learn, they need the opportunity to explore new situations and ideas without being penalized, or punished for mistakes which are integral to the activity of learning. The teacher (group leader)

who feels and acts on the need to be always right creates a limiting and threatening condition to learning.

Condition 6: Learning is facilitated in an atmosphere which tolerates ambiguity.

In a rigid and defensive atmosphere, people feel they cannot take the time to look at many solutions, they feel highly uncomfortable without answers, and they feel there is more concern for “right” answers rather than good answers. The open and fearless exploration of solutions calls for time to explore many alternatives and time to proceed without feeling any pressures for immediate and forthcoming answers.

Condition 7: Learning is facilitated in an atmosphere in which evaluation is a cooperative process with emphasis on self-evaluation.

If learning is a personal process, then people need the opportunity to formulate the criteria to measure their progress. Criteria established by the teacher (group leader) are mostly artificial and irrelevant to persons in the group. Usually behavioral change and growth are measured by the degree to which people can regurgitate what others have tried to spoon-feed to them. It is obvious that anyone can play the game of “giving the teacher what the teacher wants.” A more viable and meaningful evaluation occurs when people are free to examine themselves and the

roles they play with other people. Self-evaluation and peer evaluation enable people to really judge how much they have learned and grown. Through audio and/or videotaped recordings of their behavior, people can see themselves in the process of learning. Such recordings provide tangible and concrete evidence of progress and provide a rich source of material to the group for learning. New insights evolve as people see themselves as they really are. For learning to occur, the individuals in the group need to see themselves accurately and realistically. This can be best accomplished through self and group evaluation.

Condition 8: Learning is facilitated in an atmosphere which encourages openness of self rather than concealment of self.

Problem solving and learning require that personal feelings, attitudes, ideas, questions, and concerns be openly brought to light and examined. To the degree that an idea, a thought, a feeling, or an attitude related to the topic at hand is held back and only covertly expressed—to that degree are the processes of learning and discovery inhibited. People need to feel that they can try something, and fail if necessary without being humiliated, embarrassed, or diminished as persons. Openness of self occurs in an atmosphere free from psychological threat. People can invest themselves fully and openly in

the collaborative and interactive process of learning when they know that no matter what they say or express, it will not result in psychological punishment or penalties.

Condition 9: Learning is facilitated in an atmosphere in which people are encouraged to trust in themselves as well as in external sources.

They become less dependent upon authority when they can open up the self, and when they feel that who they are is a valuable resource for learning. It is important that people feel that they have something to bring to the learning situation rather than feeling that all learning means the acquisition of facts and knowledge from some external agent for use sometime in the future. People learn when they begin to see themselves as the wellspring of ideas and alternatives to problems. Learning is facilitated when people begin to draw ideas from themselves and others rather than relying on the teacher (group leader).

Condition 10: Learning is facilitated in an atmosphere in which people feel they are respected.

In a group in which high value is placed upon the individuality of the members and upon the relationships that exist within the group, people learn than someone cares for them. A genuine expression of care **on the**

part of the teacher (leader) and a warm emotional climate generate an atmosphere of safety in which people can explore ideas and genuinely encounter other people without any threat. Confrontations and differences of opinion become constructive forces in a group in which people experience that they are respected as persons. A safe atmosphere need not exclude personal confrontations which often are effective catalysts for learning.

Condition 11: Learning is facilitated in an atmosphere in which people feel they are accepted.

People are free to change when they feel that changes isn't being imposed upon them. It's paradoxical, but the more we try to change people, the more resistant they become to change. People must be before they can become. Accepting people means that we allow people to hold their values and to be themselves. When they do not have to defend themselves or their values, then they are free to take a look at themselves, and their values, and to change. An insistence on change contains an implicit note of rejection. In effect, we say to people—I can't accept you as you are; you must change. People need to feel they have an option—to change or not to change. They develop this feeling when they experience that they are accepted for who they are. When people or their values are attacked, it is natural that they will defend themselves. People who are busy

defending themselves are not free to learn.

Condition 12: Learning is facilitated in an atmosphere which permits confrontation.

With free and open communication, with a non-threatening psychological climate, the unique self of each person is expressed. It is inevitable that in such a situation, persons will confront persons, ideas will challenge ideas. Confrontations facilitate learning. They provide opportunities for people to have their ideas and themselves viewed and tested from the framework of other people or the group. No person learns in isolation from other people. Behavior changes and ideas are refined and modified on the basis of the feedback one gets from other people. Confrontation is a proving ground which enables ideas to emerge, and people to change.

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Facilitative Instructor, M-410

Unit 10 – Presentation Outline Development

OBJECTIVES:

Upon completion of this unit, students will be able to:

1. Discuss the benefits of using a presentation outline.
2. Discuss the eight elements of a presentation outline.

I. THE BENEFITS OF A PRESENTATION OUTLINE

An outline is a systematic way of organizing content for a presentation. Creating an outline helps ensure you are delivering your message in a logical manner that will be easily understood by your audience. As with writing objectives, outlines have application beyond delivering NWCG courses.

The benefits of using a presentation outline include:

- Defines specific knowledge and/or skills to be taught.
- Acts as a guide for the instructor—what to do, in what order to do it, and what procedure to use.
- Ensures the proper selection of material and the elimination of unimportant details.
- Relates the unit to the course objective(s).
- Gives the inexperienced instructor confidence.

II. THE EIGHT ELEMENTS OF A PRESENTATION OUTLINE

- **Objective(s)**—what students are expected to demonstrate or know and what will be learned.
- **Schedule**—a time line that allows for an introduction, the actual presentation (lecture, demonstration, assembling into groups, etc.), evaluation of performance, and review of the objective(s).
- **Materials and Equipment**—Includes the instructional equipment you will need in order to make your presentation (projector and computer, flipchart, etc.), and any equipment (props, handouts, etc.) you plan on using as part of your presentation.
- **Presentation or Instruction Focus Points**—any specific knowledge and skills necessary for students to know in order to demonstrate proficiency required to meet objective.
- **Instructor's Actions**—procedures for presenting or instructing focus points (questions to ask, discussions to generate or ideas to brainstorm, examples, demonstrations).
- **Student's Actions**—what the student does in response to the instruction given (task performed, procedure described, responses in a discussion, etc.).
- **Evaluation and Completion Standards**—evaluation basis for determining if the learning objectives have been met.
- **References**—sources of knowledge and additional information.

EXAMPLE PRESENTATION OUTLINE FORMAT

Objective(s):

Schedule:

Materials and Equipment:

Presentation or Instruction Focus Points:

Instructor's Actions:

Student's Actions:

Evaluation and Completion Standards:

References:

EXAMPLE PRESENTATION OUTLINE FORMAT

Objective(s):

- Demonstrate how to safely change a burned-out light bulb within 5 minutes.

Schedule:

2 min. instructor introduction and introduce objective
5 min. instructor presentation (lecture, demonstration)
3 min. student performance (evaluation of completion standards)
2 min. review of objective and questions
Total: 12 min.

Materials and Equipment:

- Ladder, good and bad light bulbs, light fixture

Presentation or Instruction Focus Points:

- Safe use of a ladder
- Knowledge of electricity (circuit breaker)
- Proper wattage
- Proper positioning and placement of bulb

Instructor's Actions:

- Demonstrate recognition of bad bulb.
- Give examples of good vs. bad ladder placement.
- Discuss appropriate wattage (consequences).
- Demonstrate proper handling of light bulb.

Student's Actions:

- Climb ladder safely.
- Select proper wattage.
- Properly install light bulb.

Evaluation and Completion Standards:

- Successfully change light bulb without injury within 5 minutes.

References:

- Home improvement manual
- Manufacturers' product instructions

Facilitative Instructor, M-410

Unit 11 – Group Dynamics

OBJECTIVES:

Upon completion of this unit, students will be able to:

1. Describe the five stages of group development.
2. Discuss how personality styles influence group dynamics.

I. STAGES OF GROUP DEVELOPMENT

- Polite
- Why we're here
- Bid for power
- Constructive
- Esprit

II. INFLUENCES ON GROUP DYNAMICS

If you are instructor and you have people with different learning styles in the class, how might this affect the way you facilitate the course?

What motivates people is very different due to the way people process things. Some people are linear, some are visual, and some are kinesthetic.

Mediation channels

- Concrete Sequential (CS)
- Abstract Sequential (AS)
- Abstract Random (AR)
- Concrete Random (CR)

“COG’S LADDER, A Model of Group Development”

Introduction

The Cog’s Ladder model consists of five steps of group development.

The first step is called the **polite** stage. In this phase group members are getting acquainted, sharing values, and establishing the basis for a group structure. The group members need to be liked.

The second step is **why we’re here**. During this phase the group members define the objectives and goals of the group.

The third step consists of a **bid for power**. On this step of the ladder to maturity, group members attempt to influence one another’s ideas, values, or opinions. This stage is characterized by competition for attention, recognition, and influence.

The fourth step is cooperative—the **constructive** stage. In this phase, group members are open-minded, listen actively, and accept the fact that others have a right to different value systems. This stage might also be referred to as the “team-action” stage.

The fifth and final step is one of unity, high spirits, mutual acceptance, and high cohesiveness. It is the **esprit** stage.

Step 1—Polite

The initial item on every group’s agenda is to get acquainted, whether or not the leader of the group allows time for it. Generally, a group will begin with members introducing themselves. Name tags are provided to members of other groups to aid in the process of “getting to know you.” Polite conversation includes information sharing, which helps group members anticipate each other’s future responses to group activities.

During this phase, some group members rely on stereotyping to help categorize other members. A group establishes an emotional basis for future group structure. Cliques are formed which will become important in later phases. The items on the hidden agendas of group members stay hidden and do not usually affect behavior at this time. The need for group approval is

strong. The need for group identity is low or completely absent. Group members participate actively, though unevenly, and usually agree that getting acquainted is important to the group. Conflict is usually absent in this phase.

Behavioral rules

The rules of behavior seem to be to keep ideas simple; say acceptable things; avoid controversy; avoid serious topics; if sharing feelings, keep feedback to a minimum; avoid disclosure. Nonverbal exercises are best to accelerate the **polite** stage. By eliminating words, group members respond only to nonverbal behavior. Instead, when conversation and bodily gestures transmit conflicting signals, the group members must spend time to sort out the signals from the noise.

Step 2—Why We're Here

When the group is ready to grow beyond the **polite** stage, it usually enters the **why we're here** stage. Group members want to know the group's goals and objectives.

Some members demand a written agenda. A branch of managerial science (management by objective) focuses on this step of group needs to spend more time in this phase than a personal-growth group. For example, while groups will usually discuss establishing a purpose but will not agree on one, a team finds that agreement on goals is essential to group success.

Cliques

In the second phase **cliques** start to wield influence. **Cliques** grow and merge as **clique** members find a common purpose. Hidden agenda items begin to be sensed as group members try to verbalize group objectives most satisfying to themselves. Identity in a group is still low. The need for group approval declines from what it was in the **polite** stage as group members begin taking risks and displaying commitment. There is usually active participation from all members.

In a group, it is not uncommon for participants to look to the trainer to supply a group goal. Structure appears to evolve in this phase.

The time spent in this phase varies widely. Some groups omit it completely, while a few groups will give it most of their allotted time. Much seems to depend on the task to be done. The easier it is to define objectives, the faster a group appears to agree on them. When purpose comes from outside the group the members will discuss it in order to gain understanding and to build commitment. The group also needs to know that the purpose agreed on is important.

Step 3—Bid for Power

The third stage of the model, **bid for power**, is characterized by competition.

In this phase group members try to rationalize their own positions and convince the group to take action they feel is appropriate. Other members are closed minded and are accused of not listening. Conflict in the group rises to a higher level than in any other stage of group growth. A struggle for leadership occurs which involves active participation by all cliques, or subgroups. Typical attempts to resolve this struggle include voting, compromise, and seeking arbitration from an outside group. The group does not feel strong team spirit during this phase. Rather, some members may feel very uncomfortable as latent hostility is expressed. Some group members, who contribute willingly in earlier phases, remain completely silent in the **bid for power** phase. Other members relish the opportunity to compete and attempt to dominate the group. In groups these members may be accused of “bull-dozing.”

Cliques take on the greatest importance in this phase. Through cliques, the group members find they can wield more power.

Hidden agenda items cause a behavior change. Members who easily concealed their hidden agendas in earlier stages now find that other group members are becoming aware of these hidden items.

In groups, feedback in this phase can be stinging. Disclosure is cautiously attempted. The need for group approval declined below the level it was in step 2. Group members are willing to go out on a limb and risk the censure of the group. In all groups, creative suggestions fall flat because the group feels that the author wants credit (power) for the suggestion.

The group still does not build an identity in this phase. The range of participation by group members is the widest of any phase. That is, there is a greater difference between the speaking time of the least and the most talkative member in this phase than in any other phase.

The need for structure is strong. In groups the content during this phase may well be whether to elect a rotating chair, a recording secretary, or a group leader. This process is, in reality, a **bid for power**.

Roles are important in third-phase activity. The group building and maintenance roles are most important. The harmonizer, the compromiser, the gatekeeper, and the follower try to maintain an acceptable balance between the needs of individual group members and the needs of the group. The harmonizer seeks to reduce the level of conflict to offset the tendency that the aggressor will raise the conflict levels.

Some groups never mature past this stage. Nevertheless, they can fulfill their task, even though the data indicates that solutions arising out of third-phase activity are not optimum solutions; they never satisfy all group members and, at best, are products of compromise.

Step 4—Constructive

The power from the third stage (**bid for power**) to the fourth stage (**constructive**) is characterized by an attitude change. Group members give up their attempt to control and substitute an attitude of active listening.

In the **constructive** stage, group members are willing to change their preconceived ideas or opinions on the basis of facts presented by other members. Individuals actively ask questions of each other. A team spirit starts to build. Cliques begin to dissolve. Real progress toward the group's goals becomes evident. Leadership is shared. Group identity begins to be important to the group members. The range of participation by members narrows. When conflict arises it is dealt with as a mutual problem rather than a win-lose battle. At this point in a group's growth, it may be difficult to bring in a new member. Because of members' willingness to listen and to change, a group in this phase will often use the talents of any individual who can contribute effectively. Practical creativity can be high because the group is willing to accept creative suggestions. Furthermore, creative suggestions

are solicited by the group, listened to, questioned, responded to, and, if appropriate, acted on.

Depending on the talents of the group members and the problem to be solved, an optimum solution or decision—almost always better than any offered by a single group member—can result from fourth phase interaction. For this reason some businesses are attempting to organize for “team” group activity.

Any group exercises which enhance the basic values of group cooperativeness are appropriate for groups in this phase such as those based on sharing, helping, listening, anticipating group needs, questioning and building. Competitive exercises at this point tend to disrupt group growth, as they apply gentle pressure to regress to phase 3 (**bid for power**).

Group leaders can be most effective in this phase by asking constructive questions, summarizing and clarifying the group’s thinking, trusting the group to achieve its maximum potential, trying to blend in with the group as much as possible, and refraining from making any comments that tend to reward or to punish other group members. An effective group leader will also be tolerant of group members’ widely varying abilities to contribute to the group’s goal.

Step 5—Esprit

The fifth and final phase of group growth is the **esprit** phase. Here the group feels a high group morale and an intense group loyalty. Relationships between individuals are empathetic.

The need for group approval is absent because each group member approves of all others and accepts them as individuals. Both individuality and creativity are high. The overall feeling is that “we don’t always agree on everything but we do respect each other’s view and agree to disagree.” A nonpossessive warmth and a feeling of freedom result. Cliques are absent.

The group may create an identity symbol. The members are participating as evenly as they ever will. The need for structure depends on whether the group is an action group or a learning group; learning groups have no need for structure if they have evolved to this phase.

At this stage, the group is strongly “closed.” If a new member is introduced, the feelings of camaraderie and **esprit** will be destroyed, since the group must digress to an earlier stage and then grow again to the **esprit** stage, carrying the new member along in the process.

A group in this phase continues to be constructive and productive. In fact, such a group usually achieves more than is expected or than can be explained by the apparent talents of the group members.

Hidden agendas

Although hidden agenda items are present in this phase, they do not seem to detract from the **esprit** and group loyalty. Perhaps group members have granted to themselves and to one another the **right** to have hidden agendas provided it is productive to do so for the individual and for the group. Or, the trust level may have risen so high that the group trusts each member not to misuse the group loyalty. By this time, the group may be well aware of each member’s hidden agenda and may recognize that it holds no threat.

Interrelationships

Reasons prompting a group to move, or not to move, from one phase to another vary. For example, the transition from phase 1 (**polite**) to phase 2 (**why we’re here**) seems to occur when any single group member desires it. The member can simply say, “Well, what’s on the agenda today” and the group will usually move to phase 2.

The ability to listen has been found to be the most important human trait in helping groups move from phase 3 (**bid for power**) to phase 4 (**constructive**). In some cases, where the group as a whole desired to relate in the fourth phase while several members stayed rooted in the third phase, groups have been observed to reject these members.

On the other hand, the transition from phase 3 to phase 4 can be permanently blocked by a strong, competitive group member or by the member’s clique.

The transition from phase 4 (**constructive**) to phase 5 (**esprit**), however, seems to require unanimous agreement among group members.

Group cohesiveness seems to depend on how well the group members can relate in the same phase at the same time. A group will proceed through these five stages

only as far as its members are willing to grow. Each member must be prepared to give up something at each step in order to make the move to the next stage.

To grow from stage 1 (**polite**) to stage 2 (**why we're here**), for example, each member must relinquish the comfort of nonthreatening topics and risk the possibility of conflict.

In the move from stage 2 to stage 3 (**bid for power**), one must put aside a continued discussion of the group's purpose and commit to a purpose with which the individual may not completely agree. Further, there is the risk of personal attacks which are known to occur in phase 3.

Growing from phase 3 to phase 4 (**constructive**) requires individuals to stop defending their own views and to risk the possibility of being wrong. Phase 4 demands some humility.

The step from phase 4 to phase 5 (**esprit**) demands that a member trust oneself and other group members. And to trust is to risk a breach of trust.

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**AN OPEN LETTER TO AN EDUCATOR
PART II**

Dr. Anthony Gregorc, Ph.D.
(<http://www.gregorc.com>)

I am a little human being about to enter your world. In doing so, I know that I will be required to accept, adopt, adjust, cope, and bear up under circumstances not of my making. These adaptations are okay, for I realize that your role is to direct me toward socially acceptable behaviors so that I, as an adult, can contribute to society in ways that it considers meaningful and important. However, they will not be okay if you or the system break my spirit and will, twist my thinking, or bend my mind along the way. Perhaps I had better explain what I mean.

Before you place me in your program, let me tell you about the ways in which I think. These ways are natural, and they vary. I will use them to examine and evaluate your attitudes and behaviors. I will also use them to evaluate the curriculum and activities you set before me. Understanding my thinking process is, therefore, a key to knowing me. And, in knowing and understanding me, I can let me be the product of you and me so that we both gain from our relationship.

First, I would like you to understand how I perceive the world. I am equipped, so to speak, with physical senses which permit me to grasp and mentally register objects in the concrete, physical world. My senses of sight, smell, touch, taste, and hearing are mediation channels through which I make contact with people and things in the outside world. I use these marvelous channels as avenues for learning many things. They serve as my threshold to the environment out there.

I also perceive the world through metaphysical means which permit me to mentally visualize objects, which are not immediately visible and before me. I do this through reason, imagery, and memory. This ability also puts me in touch with my emotions and helps me deal with all of my inner and subjective thoughts feelings, drives, desires, and concepts.

Understand that I have both of these perceptual abilities. They open the world of the concrete and the world of the abstract to me.

Secondly, I want you to understand how I order my world. I am equipped to authoritatively arrange, systematize, reference, and dispose of information through my sequencing and random ordering abilities.

My sequencing ability permits me to grasp and organize data in a linear, step by step manner. It prompts me to be precise, progressive, and logical. My random ability, on the other hand, permits me to grasp and organize [data] in a nonlinear, galloping, multifarious and patch quilt manner. A whole thought can dawn on me without my knowing how or why I came to know it. My randomness also prompts me to be intuitive, impulsive, and sometimes terribly unconventional.

Understand that I have both of these ordering abilities. They open up worlds of linearity and nonlinearity, of time and no-time, and of directed order and synchronicity to me.

These perceptual and ordering abilities are at the root of how I think and how you think too. When you combine these abilities, specific, clear-cut channels for thinking appear. But let me describe how they appear to me.

My Concrete Sequential Channel For Thinking

My Concrete Sequential (CS) channel permits me to be instinctive, methodical, and deliberate in my thinking. It provides me with finely tuned powers of the physical senses. It gives me photographic memory for sight and sound, which I am told, is so important for school conditions, including testing.

This channel makes me a down-to-earth and practical person. It prompts me to demand predictability in my fellow human beings and my environments. Consequently, I do not like surprises. It pressures me to validate everything and everyone through personal experience; that is, it encourages me to play a “Doubting Thomas” role regarding speculations, theories, and down-the-road promises.

My CS channel urges me to be creative, but don't look for originality in me. Look for a prototype of someone else's ideas. Or, look for a refinement or duplication of another person's product, activity, or procedure. These are really what I do best. This channel prompts material conventionality, rituals, efficiency, effectiveness, and economy. It does not prompt risk-taking, unconventional ideas, or atypical behaviors.

To facilitate the power of this type of thinking, my teachers should at times provide me with a quiet, ordered, predictable, and stable environment. They should provide me with a streamlined curriculum, use functionally-dependable procedures and be in-charge of their classrooms. I respect such things. The teachers should also be

clear about their total expectations and, above all, be fair, because I like to be properly rewarded for following orders, doing good work, and displaying proper behavior.

I also like my school work presented to me in an authoritative and practical manner. The words my teacher use[s] should describe people, places, and activities succinctly. Two-dollar words, metaphors, and poetic license are confusing and wasteful to my ways of thinking.

My CS channel draws me to experts in their field of knowledge. I am repulsed by amateurs and non-comps who claim to be professionals. I want to sit at a teacher's knee and pick his/her brain so that I can learn and be of material service to others when I grow up.

My Abstract Sequential Channel For Thinking

My Abstract Sequential (AS) channel permits me to enter into the abstract world of thoughts and mental constructs. This is a world of words, signs, and concepts which have correspondence in the concrete world of reality.

My AS channel provides me with the power to grasp main ideas, to separate the "wheat from the chaff" and to paint word pictures. I achieve these through the use of polysyllabic words and descriptors. This channel gives me the type of memory which enables me to reflect upon our past history and use it as a base for a projected future. The quality of this channel adds scope to the sequence my mind needs.

My AS channel permits my intellectual abilities to excel. It demands that I always be logical and use judgmental criteria which are acceptable to tradition or to the intellectual atmosphere at the present time. It also provides me with analytical faculties that permit me to mentally outline, correlate, and critique ideas and trends. My Abstract Sequential channel prompts me to ponder just about everything, and this is why, at times, I may appear to be absent-minded or lost in my own thoughts.

The creativity aspect of my Abstract Sequential channel is seen through my joy at discovering new facts, thoughts, and concepts. These are often the result of my extraordinary synthesis and analytic abilities. The products created, however, extend present information; so please, do not look for the unconventional in me.

My AS channel demands incremental work which does not overstep reasonable boundaries of propriety or go beyond the facts.

To release the power of this type of thinking, my teachers should provide me with an ordered and mentally stimulating environment. I should be allowed “think time” and a place for solitude. I want an intellectual, stimulating curriculum and, above all, time for discussions, clarifications, comparisons, the matching of wits, and debate. I thrive on these. If I were allowed to select any teachers, I would select professor types, or teachers secure enough to monitor my self-determined study without feeling inadequate.

The world is a natural playground for my Abstract Sequential quality of thinking. Therefore, continual calls for the grounding and practicality of my ideas are confining. I see the words in our English language as powerful conveyors of images. So please understand that I wish to have my verbal abilities rewarded and my accumulated knowledge recognized as a worthwhile and necessary pursuit. I want to be of intellectual service to others when I grow up.

My Abstract Random Channel For Thinking

My Abstract Random (AR) channel enables me to experience the beautiful world of feelings, emotion, imagination, and spirituality. This world is fluid. It is an incessantly active world which is tapped into through the metaphysical senses such as clairvoyance and clairaudience. This channel permits me to gain rapport with the silence of a rain forest, the anger of a pounding surf, and the essence of a delicate flower.

My Abstract Random qualities permit me to transcend time and space and experience the whole. However, it demands that I judge all of my experiences, even the educational ones, in and on my own terms and not upon the criteria set by other individuals, society, culture, or tradition. I realize that this attitude may make me appear to be mystical, stubborn, and self-centered, but I must learn and experience life this way.

This channel provides me with the ability to absorb whole ideas, major themes, subtle vibrations, shifting moods, and hidden motives. It does not enable me to sympathize, empathize, and tune into the patterns of thought and behavior in others. Because of my deep sensitivity, my spirits can be high one minute and depressed the next. This is sometimes harder for me to cope with than the persons around me.

As a channel for creativity, look to me to produce products which represent and mirror human and earthly nature in all their glorious beauty. I want and need to express what I feel inside so that human beings can learn about themselves and about the world they live in. So, please do not turn to me for new technologies or new knowledge to be expressed verbally. My interests do not lie in those areas, and besides, I am still absorbed in experiencing the “now”.

The power of my Abstract Random thinking processes is released in classrooms which permit freedom of movement, expression of thought, and emotional experience. The subtle vibrations of my environment can profoundly affect my AR channel. Color, variations in strategies, ground work, and my teachers’ attitudes can have both a positive and negative effect on my growth and development.

If I were allowed to select my teachers, I would select those who would assume the role of a guide and use their personal experiences to relate to me. However, my AR channel is not facilitated by the laissez faire, anything goes, or totally liberated teacher. Because I believe in justice for all, I respect a teacher who recognizes and treats individuals in accordance with their abilities and potentials. I need to have the sensitivity and caring inside of me nurtured so that I can be of humane service to others when I grow up.

My Concrete Random Channel For Thinking

My Concrete Random (CR) Channel prompts me to live in the concrete world, but not to anchor in it. You see, the physical world serves as my personal launching pad for investigating the mysteries that I perceive to be hiding behind that objective world.

This channel provides a means through which my natural intuitive abilities are used to see into and beyond objectives in order to try to identify their nature and, in some instances, other possibilities. I realize that my behavior is sometimes hard for others to figure out. I sense that I am driven by a sort of “divine discontent.” I believe adults label this type of behavior in children as insightful when we are right, and reckless when they think we are wrong.

My Concrete Random channel prompts me to be an independent, adventurous thinker whose mental processes often defy conventional logic systems. I can make intuitive leaps without being able to reveal the steps I used. This ability may lead to trouble in the classroom. But I honestly do not know how to explain how this intuitiveness works.

I demand that truth and validity of some claim be tested through practical demonstration. So-called proof derived through logic alone, statistical analyses, or because a person in authority said so, is no proof at all to my way of thinking. I need to see that something is indeed worthwhile and valid before I make any commitment.

The creativity aspect of my CR channel is even through my desire to come up with ideas and inventions which are unique and original. I want to move mankind ahead into new areas of technology, psychology, or philosophy. Because of the unconventional approach I sometimes take, I and others like me are often said to be “marching to the beat of a different drum.” That statement doesn’t bother me, for I don’t mind being called “different.”

To release the power of this type of thinking, my teachers should provide me with a stimulus-rich environment. I need many options for expression and, above all, freedom of movement. Rigid and inflexible curricula and organizational arrangements stifle and depress me. If I were allowed to select my teachers, I would select those who would recognize and respect my mental and physical restlessness. My CR channel needs guidelines, not specifics. I need teachers who can accept missed deadlines because they know that I am producing in my own way and at my own speed. I also need teachers who understand my language patterns and who accept my lovely and colorful ramblings because they know that I sometimes have a hard time expressing all that is on my active mind. But most of all, I want to be of leadership service to others when I grow up.

The fact that you and I can use all four channels and can think alike to some degree is exciting to me. We can understand one another at a basic level because we recognize portions of ourselves in each other. What a natural bond for a relationship despite our age, sex, color, racial and role differences! Beyond this commonality, however, lies the important fact that we cannot or will not see and understand the same things in the same way. This is natural, but unless this fact is recognized, it can potentially damage our relationship, my success in school, and my ultimate contribution to society. To minimize these negative possibilities, let me ask you to reflect on the following:

1. Please recognize our common humanity and our idiosyncrasies as natural. This means that equal educational opportunities for us children requires equal access to those opportunities for different types of thinkers.

2. Help me understand your preferred thinking patterns and those of collective society. If I do not measure up, help me bridge and to develop those abilities as best I can.
3. Provide me with opportunities and environments which complement my thinking patterns. Introduce me to people who accept and appreciate my creative products. I need to be recognized as a worthy human being.
4. Help me to develop both my powerful and less powerful channels. Aid me to use and refine my powerful channels, but don't emphasize and praise them to the point of encouraging my ego-inflation. Give me support to experience my weaker channels so that they do not remain underdeveloped, gross, and possibly unusable.
5. Help me to understand and appreciate my particular ways of thinking. Aid me to put them into perspective by seeing how and when to apply them appropriately, and please do not use skillful conditioning to bribe, blackmail, and otherwise persuade me to give up, denigrate, or deny my ways of thinking in order to be accepted. Such will-bending tactics deprive me of me. And, I may rebel with daydreaming, becoming lazy, disturbing your classroom, dropping out, or committing suicide.

All I ask is that you understand me. Help me to be a contributor to the symbolic eagle. I want to be a contributor. Teach me your ways, but also let me be free to grow and develop according to the guiding principles and dictates of my own thinking patterns. I will then become a product of you and me, and society will reap the fruit of that relationship.

(Signed)
A FUTURE WORLD CITIZEN

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Facilitative Instructor, M-410

Unit 12 – Group Presentations

OBJECTIVES:

Upon completion of this unit, students will be able to:

- Develop and participate in a group presentation using supplied equipment.

I. GROUP PRESENTATION

A. Guidelines for team teaching include:

- Do not correct another instructor in front of the class (discuss the issue during a break or cadre meeting and correct with class at a later point if necessary).
- Do not teach other instructors' topic areas; stick to what you are supposed to be covering.
- When appropriate, give feedback during other presentations.
- Maintain a presence and listen while other instructors are instructing; be prepared to help.

B. Benefits of team teaching may include:

- Sharing ideas
- Sharing knowledge
- Maintaining class attention

C. How group dynamics can affect presentations:

- Groups may “click” and perform well together.
- Groups may become dysfunctional.
- Groups may or may not be able to proceed up “Cog’s Ladder.”

D. Discussion questions

- How did the group function for the presentation?
- Did group members act as defined by their personality style?
- What level of Cog’s Ladder did your group reach?

GROUP PRESENTATION ASSIGNMENT
Presentation Ground Rules

1. Each group member must participate in the presentation.

2. Written instructional objectives and an outline are required.

3. The group will be given 2 hours (this may include lunch time) to prepare a 20-minute presentation to be given to the class.

4. Pick a situation for equipment use in the presentation; be creative. The situation should not be offensive.

5. This is to be a classroom presentation only, not field or outside.

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Unit 13 – Final Presentation

OBJECTIVES:

Upon completion of this unit, students will be able to:

- Demonstrate the ability to deliver a 10-15 minute presentation.

I. FINAL PRESENTATION INTRODUCTION

- Participation is required to pass the course.
- Students will demonstrate facilitative instructor skills practiced during the week.
- Written instructional objective is required.
- Students will not exceed 15 minutes; time limit will be enforced. Warning will be given when time limits are being approached.
- Students will evaluate each other on individual presentations. Refer to evaluation criteria on Student Workbook, page 3.27.
- Presentation will be recorded.
- Students and an instructor will view the recorded presentation during an individual final evaluation.

II. FINAL PRESENTATION

Students will use the Student Final Evaluation Forms to evaluate their peers.

TRUST LEVEL

Our feelings about how open we can be with a group vary from group to group and at different times with the same group. Some of the ways we behave stem from personal experiences with one another. Our behavior also depends on the trust level we feel toward the leader and the other members.

Let's see if we can get a rough measure about how you feel about this group at this time. First, let's construct a scale; then we will present some typical feelings you might have and then ask you to rate your openness in expressing each of these somewhere along this scale.

Like all scales such as this, we can expect the usual problems with what the terms "mean," and your picture of yourself may not permit you to be accurate in your admissions. But these are acceptable limitations.

Here is such a scale, with some description of various degrees along it. (These descriptions are meant to be only suggestive; it doesn't matter if they are directly under the points in numbers.)

(Open)								(Closed)	
1	2	3	4	5	6	7	8	9	10
I would be completely open in saying what I think and feel.		I would express my feelings with some care.		I might allude to this in the group, but would not elaborate on it.		I would talk about this with individuals, but not in the group.		I would probably not talk about this at all.	

Now let's apply several feelings you might have during the group meeting at this point in time to the scale. How willing would you be to discuss each feeling in this group right now?

Your rating:

- _____ 1. You feel in one exercise that the questions are "slanted" to bring forth from you certain "acceptable" answers, which are unreal to you. You have some feelings about having to play this "game."
- _____ 2. The leader has a personal habit which you find distracting. It's a simple thing, and they are probably not even aware of it, but it's "getting in the way" of your learning.
- _____ 3. You strongly agree with a point-of-view which has just been expressed. You identify with the person who expressed it.
- _____ 4. You have a "back-on-the-job" concern which you are worried about. You want help with the problem, but now it looks as if your concern will not be brought up.
- _____ 5. You would like to try out a new idea on the group, but if you bring it up, they might laugh at it and embarrass you.
- _____ 6. Several people in the group begin expressing their feelings that the course is a waste of time. You feel the course is valuable and you are getting a lot out of it.
- _____ 7. You strongly disagree with a remark that has just been made by a member although the instructor seemed to agree with it.
- _____ 8. The leader of the group has just given an assignment, but it isn't clear what is expected of you or why the assignment was made.

- ____ 9. You have just discovered something about yourself which is quite a revelation. You would like to tell the group about it, but don't know how it will be accepted.
- ____ 10. You have some feelings about the statements from, and the behavior of one of the group members. These are making you quite anxious.

Total

Now total all the points assigned from the scale and divide by 10 (move the decimal point one place to the left) to get an average rating.

Average Rating

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Unit 14 – Course Coordination

OBJECTIVES:

Upon completion of this unit, students will be able to:

1. Identify the responsibilities of the course coordinator, instructors and course administrators when putting on an NWCG course.
2. Identify the reference materials available to aid course coordinators and instructors.

I. RESPONSIBILITIES OF THE COURSE COORDINATOR, INSTRUCTORS AND COURSE ADMINISTRATORS

A. Course Coordinator

1. Ensures that course presentation adheres to agency policy.
2. Ensures that the following NWCG standards are adhered to:
 - All wildland fire training shall meet or exceed NWCG standards, as identified in instructional objectives.
 - Any entity that deletes NWCG training material from a course package, and then presents that modified material, may not represent that course as an NWCG training course. However, materials may be added to enhance NWCG training packages.
 - Ensures that lead instructors and unit instructors are qualified to instruct according to standards determined in the NWCG Field Manager's Course Guide.
 - Provide certificates of completion to students and documents the training.

B. Course Instructor

1. Facilitates NWCG courses by providing expertise and prior knowledge on the subject of the course.
2. Adheres to NWCG standards and objectives for the course.
3. Is familiar with and knowledgeable about the course content.

C. Course Administrator

1. Guides students through self-paced courses (computer based or paper based).
2. Meets qualifications set forth in the Field Manager's Course Guide for each particular course.
3. Has general administrative knowledge of testing, certificates of completion and qualification system of record for the agency or agencies involved.
4. Must be available in person, by phone, or by email to assist the student during the completion of the course.

II. REFERENCE MATERIALS AVAILABLE TO AID COURSE COORDINATORS AND INSTRUCTORS

- A. *Course Coordinator's Guide, PMS 907*
Provides general instructions for course planning, management, presentation, and follow-up.

- B. *Field Manager's Course Guide, PMS 901-1*

For each course in the NWCG curriculum, this publication outlines:

- Course description
- Objectives
- Target group
- Instructor qualifications
- Student prerequisites
- Course level

- C. *Course Instructor Guides*

Instructor Guides contain all information necessary for coordinating and instructing a particular course.

- D. *NFES Catalog Part 2: Publications, PMS 449-2*

This catalog contains ordering information for all NWCG course material. It can be accessed at <http://www.nwcg.gov/pms/pubs/pubs.htm>

- E. *National Wildland Fire Training Website*

This site enables access to local area, geographic area, national, and other related interagency wildland fire training information (including training being offered). The home page also contains current training news and a comment section. <http://www.nationalfiretraining.net/index.htm>

TRAINING SETTING – ENVIRONMENT

One factor that must be addressed to ensure a successful learning session is the general setting and environment where class is held. The training location, be it indoors or outside, must be comfortable and fit the type of class being presented to the student.

Effective training can be conducted anywhere with minimal effort by the instructor, as long as the instructor is in tune with what will make the learning experience more meaningful to the student. For example, if you teach a chain saw or pump course outside in the trees or by a stream, the student will have an opportunity for hands-on training in the same type of setting in which they will use the skills you are trying to teach. If you are doing the maintenance on the equipment in a shop or outside, the student can really get into the mechanics and not worry about gas fumes or grease spills that you have to contend with in a static classroom situation. Always try to set up classes with the intention of having skill type lessons held outside with practical application and knowledge classes inside. Some courses or subjects are designed to have split options, with a portion in the classroom and a practical exercise outside.

The following pages are examples of the types of things you need to think about when you are responsible for putting on a training session. Many of these concerns would be addressed by the course coordinator, if one is assigned to your course; however, in some courses the responsibilities fall to the instructors. Examples of various classroom arrangements are also included.

TRAINING SETTING ENVIRONMENT

Items to be considered...

1. WHO – Student Attendance
 - Total number expected
 - Transportation arrangements to facility or field location
2. Guest Attendance
 - Invitations
 - Acceptance
 - Are tickets necessary?
 - Transportation arranged
 - Guest speakers forewarned
 - Payment addressed, if required
3. WHERE – Choice of Place
 - General location
 - Adequate public transportation, taxis
 - Is downtown best?
 - Is suburban area best?
 - Stores and restaurants nearby

- Hotel, motel, or other facility
 - Rooms clean and adequate
 - Arrangements for billing
 - Approximate number of rooms required – single, double, suites
 - Reservations confirmation
 - Suitable parking available

- Meeting Rooms
 - Number needed for general sessions and smaller group sessions. Are all conveniently located?
 - How is air conditioning and heat controlled in meeting rooms?
 - Size of all meeting rooms. Is size adequate for seating as desired?
 - Test for noise from rooms near meeting rooms.
 - Try to set up the equipment the day before – get help.
 - Arrange special seating for guests.
 - Check to see if meeting room must also be used for eating.
 - Check diagram of room setup.
 - Be sure pencils, pads, and handouts are ready.

- Seating Arrangement
 - Schoolroom style, with tables
 - U-shaped conference table
 - Theater style
 - How many chairs for the head table?
- Registration Planning
 - Approximate time necessary
 - Name tags, made ahead and ready (provision for making extra)
 - Enough personnel to handle
 - Enough tables, chairs
 - Word processors/computer support
 - Adequate, assorted office supplies
 - Mailing containers for students to send home
 - Signs/bulletin board
 - Phones – with directories, FTS information

4. General Session Needs

- Agenda
- Photographer needed
- Equipment rental
- Directional signs needed

- Are facts for introduction of speakers known, timetable understood?
- Reference materials available

5. Audiovisual

- Acoustics – Clap hands, talk loudly, listen carefully
 - Are there echoes or dead spots?
 - Are drapes or panels needed?
- Audio – plug in everything and test it
 - Is public address system working (locate controls and volume)?
 - Feedback at working level
 - Is there electrical interference or hum?
 - Is speaker placement OK?
 - Are there enough microphones?
 - Are cords long enough?
 - Is microphone at correct height, and can it be changed easily?
- What types of projection situations do you have?
 - Is the room high enough, wide enough?
 - Correct distance from screen
 - Enough AC electric power
 - Location of fuses or circuit breakers
 - Extension cords or adapters – AC power, audio, remote control

- Screen
 - Is it large enough?
 - Keystoning eliminated
 - Electrical control tested
 - Are there stage curtains, controls tested?
- Lectern
 - Check height
 - Check light
 - Try to eliminate glare
 - Check microphone placement
 - Is pointer needed?
- Room lights
 - Where are switches?
 - Is room dark enough for projecting?
 - Does light from doors hit screen?
 - Are flood or spot lights necessary?
- Ventilation
 - Will air change sufficiently with doors and windows closed?
 - Will temperature remain comfortable?

- Seating
 - Front row no closer than two screen widths
 - Last row no further than six screen widths
 - Is picture bright in side seats? Is it distorted?
 - Will everyone be able to see?
 - Are lenses right to fill screen?
 - Are vital spares for lamps, belts, fuses on hand?
- Equipment – guard against breakdowns
 - TV and VCR
 - Slide projector and extra light
 - Computer
 - Chalkboards/whiteboards
 - Easels
 - Charts
 - Sufficient extension cords
- Audiovisual material – inspect at least the day before
 - Are subject and titles OK, sequences checked?
 - Slides – sound OK, mounts straight, everything checked for jamming?

SEATING ARRANGEMENTS AND PARTICIPANT LEARNING

How the training or discussion room is arranged is significant from two standpoints:

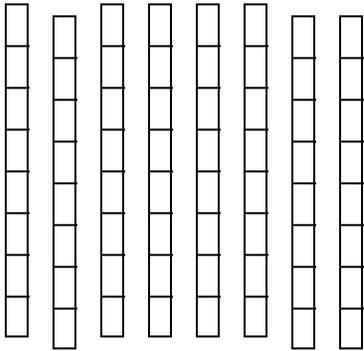
1. It has a direct bearing on **classroom atmosphere** and thus **potential for learning**.
2. It communicates loud and clear the **philosophy of learning** to which the instructor subscribes. This is not to say, of course, that a training room must always be arranged in the same manner. Obviously, if a lecture is to be given, classroom style is very acceptable. However, if the instructor invariably is positioned at the head of the room and digs in solidly behind the lectern, one obviously will be regarded as the authority figure and will establish a “parent-to-child” relationship.

It should be apparent that the presence or absence of certain classroom furniture (e.g., a round table) is not the sole determinant in classroom atmosphere—the training methods employed and the instructor’s style and personality are also important factors.

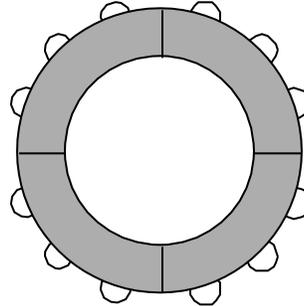
The point being made is that our preferences for participant seating are basic to our training style, and that as instructors we should be cognizant of how our training style may affect learning.

BASIC ROOM ARRANGEMENTS

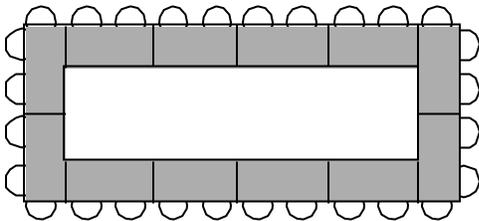
#1 – Orientation (chairs only)



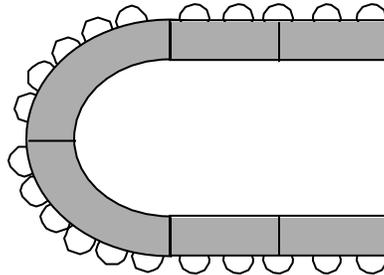
#5 – Round Table Discussion/circle (table and chairs)



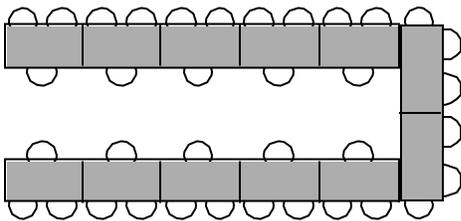
#2 – Seminar/hollow square (table and chairs)



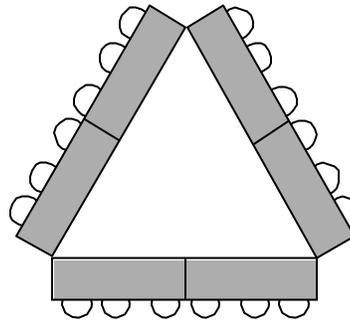
#6 – Executive Seminar/U-shape (tables and chairs)



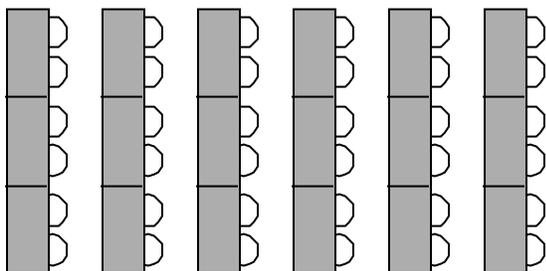
#3 – Seminar/U-shape (table and chairs)
Guest Speaker Setting



#7 – Executive Seminar/hollow triangle

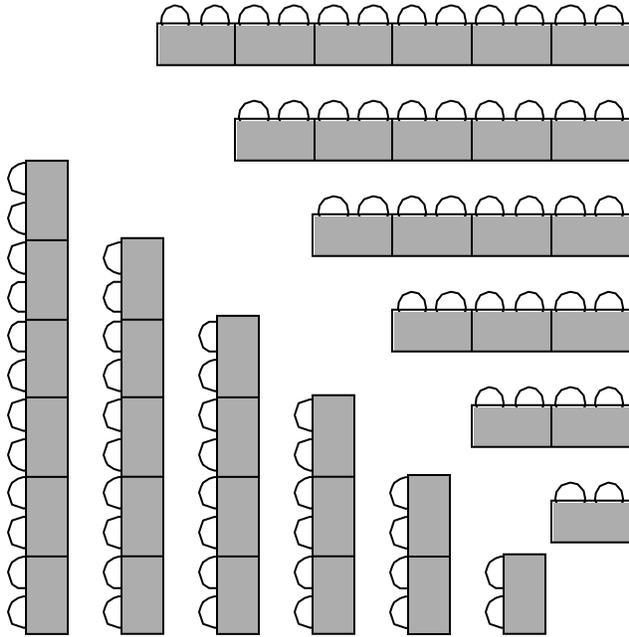


#4 – Classroom (tables and chairs)

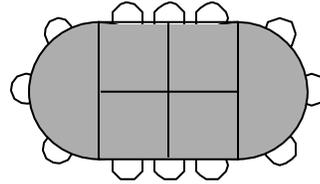


BASIC ROOM ARRANGEMENTS

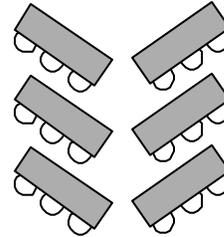
#8 – Large Classroom
(tables and chairs)



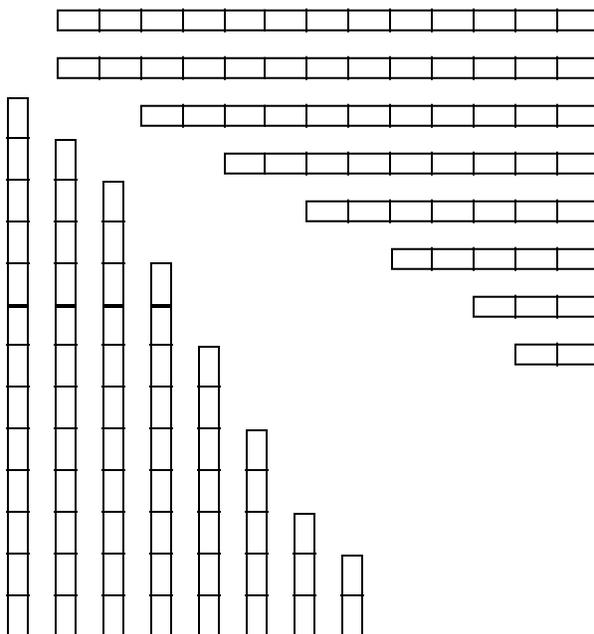
#10 – Executive Conference
(table and chairs)



#11 – Chevron
(tables and chairs)



#9 – Medium-Sized Orientation
(chairs only)



Facilitative Instructor, M-410

Unit 15 – Ethics and Legalities

OBJECTIVES:

Upon completion of this unit, students will be able to:

1. Define personal and professional ethics.
2. Describe six situations in which an instructor can be held liable.
3. List the four conditions that must be met for liability to occur.
4. Discuss precautions instructors can take to minimize liability.
5. Discuss the copyright law.

I. PERSONAL AND PROFESSIONAL ETHICS

- Personal ethics: individual code of conduct, developed through experiences at home, work, and educational arenas.
- Professional ethics: established by an organization, professional group, corporation, or governmental agency to create public trust.

II. SITUATIONS WHERE AN INSTRUCTOR CAN BE HELD LIABLE

A tort is a civil wrong or injury. The main purpose of a tort action is to seek payment for damages to property and injuries to individuals. Liability is a broad, comprehensive term describing a person or organization's responsibility in the law. This responsibility implies that if a wrong has occurred, a person or an organization must respond to legal allegations. By definition, the best way to minimize the possibility of litigation is to avoid negligence.

The fire management instructor is faced with a variety of situations that could result in liability. Instructors should be aware of these situations and take steps to prevent liability from occurring.

Liability can result if there is:

- Negligence in training.
- Injury caused by poor or incorrect instruction.
- Injury to a third party caused by poor or incorrect instruction.
- Misrepresentation of instructor qualifications.
- Improper supervision of students.
- Improper communications (including libel, slander, and breach of confidentiality.)

III. CONDITIONS FOR LIABILITY

The following are four conditions that must be present for liability to occur; all conditions must be met to show liability. The plaintiff must show:

- The defendant owed a legal duty which was the minimum required to protect the students from unreasonable risk.
- The instructor failed to act according to the duty.
- There is a causal relationship between the action or inaction of the instructor and the resulting injury.
- The plaintiff sustained damages.

IV. PRECAUTIONS INSTRUCTORS CAN TAKE TO MINIMIZE LIABILITY

Precautions include:

- Maintaining professional appearance. *Example: dress accordingly, use PPE when necessary, etc.*
- Maintaining skill level.
- Treating others with respect and courtesy.
- Seeking advice and guidance when in doubt.
- Documenting complaints, issues, and discrepancies.
- Not exceeding skill level.
- Abiding by agency policy.
- Not presuming anything.
- Maintain instructor-student confidentiality.

V. COPYRIGHT LAW

No matter what the medium (book, article, internet, etc.), if someone else's work is being used, permission to use the work must be obtained.

Discuss the following:

- What you may copy.
- Under what conditions you may copy.
- For what purpose you may copy.

LEGAL CONSIDERATIONS

Instructors are important members of the human resource management team. In this capacity they assume significant responsibility for the career opportunities of many individuals. They are in a professional position of high trust that has critical legal implications if they fail to perform adequately.

Society is becoming increasingly complex and dependent on the law. As a result, instructors are finding that the results of their actions in carrying out their routine duties are having a significant legal impact on both themselves and their organizations. Hence, instructors must have a basic knowledge of the law.

DEFINITIONS AND CONCERNS

Law

The fire management instructor is influenced every day by a number of laws, ordinances, and regulations. One common misconception regarding the law is that it is written down in a neat set of statutes in one large volume. Nothing could be further from the truth. The “law” comes from many different sources and a great deal of it is inferred from interpretive decisions made by judges and administrative hearing officers.

The great bulk of American Law has its roots in the English Common Law. The adaptation from that time to the present day carried some positive and some negative legal connotations. The doctrine of sovereign immunity stems from the personal position of the English king, and basically meant that the king, and hence, the government, were immune from legal suits.

The Common Law doctrine carried over to the American Law and had the effect of holding any federal, state, or local governmental body immune from liability in tort. Tort is a wrongful act from which a civil action will lie. The practical effect was that any governmental body or agency, or employee thereof, was immune from liability for any action taken, negligent or otherwise, in an official capacity.

In 1946, the United States Government waived its immunity from liability in tort and provided for the litigation of tort claims in the federal courts. Until recently, most states were immune from suits for tortious injury to persons or property. In the past few decades, however, the doctrine of sovereign immunity has undergone considerable erosion, legislative modification, and, in some cases, outright abolition.

Today, the continuing trend away from sovereign immunity is clear, and tort and/or negligence liability clearly exists in all but a few jurisdictions. An important fact to note is that the individual employee as well as the governmental agency may now be held liable in tort.

Tort Liability

A tort is a civil wrong or injury. The main purpose of a tort action is to seek payment for damages to property and injuries to individuals. Liability is a broad, comprehensive term describing a person or organization's responsibility in the law. This responsibility implies that if a wrong has occurred, a person or an organization must respond to legal allegations. By definition, the best way to minimize the possibility of litigation is to avoid negligence.

The fire management instructor is faced with a variety of situations that could result in liability. Instructors should be aware of these situations and take steps to prevent liability from occurring. Liability can result if:

- The instructor is negligent in teaching students, including exposing students to unnecessary risks or failing to warn students of the potential danger of an exercise.
- A student receives an injury, after training, but the injury was caused by poor or incorrect instruction. This is difficult to establish; however, it can be established if needed safety warnings were not included as part of the formal instruction.
- An injury to a third party was caused by poor or incorrect instruction.
- There is a misrepresentation of qualifications or benefits of training, including making claims for training that cannot be supported. An example would be instructors teaching in areas in which they have no qualifications.

- There is improper supervision of interns or students. There must be specific guidelines governing the quality of the student's work.
- There is improper communication including libel, slander, or breach of confidentiality.

CONDITIONS FOR LIABILITY

There are several conditions that must be present in order for liability to occur. Each of these conditions must be met to show liability. The plaintiff must show:

- The defendant owed a legal duty which was the minimum required to protect the students from unreasonable risk.
- The instructor failed to act according to that duty.
- There is a causal relationship between the action or inaction of the instructor and the resulting injury.
- The plaintiff sustained damages.

The first element, the matter of duty, is relatively easy to establish in a fire agency related tort. The fire management instructor owes a legal duty to the students to protect them from unreasonable risk during training. The key work here is unreasonable. Fire fighting is dangerous and involves a "risk" that cannot be avoided. If the risk the instructor asked of the students was dangerous beyond that risk or the students' level of ability, then the risk would be considered unreasonable.

Likewise, the fact that the plaintiff suffered damages is readily established in accident cases. For example, damages may take the form of property repairs or replacement, medical expenses, or lost income. The dollar value of damages suffered, however, is an issue that may involve a considerable portion of court proceeding.

CAUSATION

The question of causation is more difficult to establish. Proximate cause is one that in a naturally continuous sequence produces the injury, and without which, the result would not have occurred. Proximate cause can be a sticky legal question. A showing of responsibility for creating the original action can be enough in many cases to establish proximate cause.

Most accidents are the result of multiple factors. The proximate cause issue may be downplayed by a jury where the injuries are substantial or emotions run high, such as when a child is badly injured. When a jury is searching for a “deep pocket” (the litigant with the most money), they may be satisfied with minimal linkage, negating the proximate cause criterion. For example, in some instances, it may be sufficient to show that the procedure employed was not in accordance with acceptable agency standards.

NEGLIGENCE

Negligence or breach of legal duty, the second element of a tort, is the major issue in most tort liability cases. Negligence may be defined as the failure to act in a “reasonable and prudent” manner, such as failing to show appropriate diligence and care. If the person possesses a greater amount of expertise, the duty is proportionately greater. For instance, the standard of care for a fire management instructor would be that which reasonable, prudent, and careful fire management instructors would be expected to possess. The essence of negligence is the adequacy of performance. There are two ways in which one can be judged negligent; wrongful performance (misfeasance), or not performing when some action should have been taken (nonfeasance).

FORESEEABILITY

Since the concept of “reasonable and prudent” is situational, instructors must make every effort to foresee potentially dangerous or damaging situations.

The concept of “foreseeability” means that instruction should be based not only on dangerous conditions that may exist in training, but also should anticipate conditions firefighters might face on the job.

COPYRIGHT LAW AN EDUCATOR'S RESPONSIBILITIES

The law limits what you may copy, under what conditions you may copy, and for what purpose you may copy. Authors and publishers have specific rights under the law; however, the law permits educators access to information and to copy materials under clearly defined guidelines.

These guidelines include:

- The purpose and character of use: whether the purpose is commercial or nonprofit educational.
- The name of the copyrighted work (example: Is the work a textbook meant for classroom use?).
- The amount and substance of copied material in relation to the copyrighted work as a whole.
- Whether the copied material will affect the potential sales or value of the copyrighted work.

A single copy may be made by an instructor, by request, for research or teaching of: a chapter from a book; an article from a periodical; short stories or essays; or a chart, diagram, or drawing. Multiple copies for the classroom must not exceed one copy per student and must meet the test of “brevity, spontaneity, and cumulative effect,” which are defined as follows:

- “Brevity” is either a complete article, story, or essay of less than 2,500 words or an excerpt from any work of not more than 1,000 words or 10 percent of the work, whichever is less (for example, one chart, graph, diagram, drawing, cartoon, or picture per book or periodical issue).
- “Spontaneity” is (if permission is not sought prior to use) the decision to use the article or excerpt so close in time that it would be unreasonable to expect a timely reply to a request for permission.

- “Cumulative effect” is not more than one piece from the same author and not more than three articles from the same periodical volume during one classroom term. There can be no more than nine instances of multiple copying per course, per class term.

Under no circumstances can there be copying of or from works intended to be consumable in the course. These include workbooks, answer sheets, and the like. Copying shall not substitute for the purchase of books, publisher’s reprints, or periodicals.

The copyright law specifies a monetary penalty for legal damages for each violation. Even a defendant (individual and/or the organization) not found in violation must bear court costs and attorney’s fees.

Permission to copy is obtained by writing to the publisher with the following information:

- Title, author(s), and editor(s)
- Edition and/or issue
- Exact amount of material to be copied
- Nature of use, including if it is for resale
- How material will be reproduced
- Number of copies to be made

Copies of copyrighted materials must include a credit line to the original work, author or editor, and the publisher with notice or reprint permission.

COPYRIGHT

The Copyright Act of 1976, which became effective on January 1, 1978, is designed to protect the competitive advantage developed by an individual or organization as a result of their creativity. Infringements may result in litigation and can carry stiff penalties. The law has not been fully tested in the courts, and thus it is difficult to describe the potentially great variety of instances that may violate the copyright act. This section, however, does provide some general guidelines.

For a copyright to be valid, it must be filed with the United States Copyright Office. A valid copyright gives the owner sole rights to:

- Reproduce the work.
- Prepare derivative work.
- Distribute work.
- Perform work publicly.
- Display individual images.

There are numerous situations that clearly violate copyright law. Some obvious ones include photocopying workbooks and duplicating video productions without permission of the copyright owner. One may also violate copyright law by using copyrighted music for background in a slide-tape presentation or by playing a copyrighted film over cable television without the owner's permission. To avoid infringement, one should contact the copyright owner, stating the name of the work and for what conditions it will be used. Once written approval has been received, credit for use of the work must be given.

Under certain conditions, “fair use” of copyrighted material is permitted. The general rule is that permission for use is not required for criticism, comment, scholarship, and research. In testing for “fair use,” consideration must be given to:

- The nature of the copyrighted work.
- The substantial nature of the portion used.
- The effect on the potential market, or loss of profit.

Thus, the purpose and character of use must be viewed in its totality and reasonableness. Even under “fair use” conditions, credit must be given to the author. If, as an example, an instructor was to copy a chart from a text to be handed out in a class, the author of the text must be noted.

Facilitative Instructor, M-410

Unit 16 – Culturally Aware Communication

OBJECTIVES:

Upon completion of this unit, students will be able to:

- List and describe four communication benefits of being culturally aware.

I. BENEFITS OF CULTURAL AWARENESS

Cultural identity can be based on:

- Gender
- Ethnic background
- Geographical location (east coast/west coast)
- Age
- Religion
- Language

Benefits of cultural awareness include:

- Avoid litigation
- Avoid conflict
- Avoid embarrassment
- Improve learning environment
- Reduce barriers to communication
- Improve group dynamics

What we can do to enhance understanding of cultural differences:

- Obtain an interpreter or liaison
- Ask questions
- Study history of area
- Observe

II. CULTURALLY AWARE COMMUNICATION AND GUIDANCE

A. Culturally Aware Communication

- Punctuality – Be aware that the concept of punctuality differs among cultures; it is best to always begin on time unless otherwise agreed upon.
- Bodily Contact – Do not express friendliness through touching, hugging, handshake, etc., if you are unsure of the response you may get.
- Personal Space – The area considered one's personal space varies greatly between cultures. Take your cue from the other person; if they step back, it may be because you are too close.
- Eye Contact – Eye contact is desirable, but should be brief so as not to border on rudeness or intimidation.
- Hand Gestures – Movement should be minimized; gestures with the fingers should particularly be avoided.
- Communicate Clearly – Check for understanding by asking questions. Patiently repeat or paraphrase to clarify. Avoid slang, local jargon, acronyms, and technical terms.

B. Guidance

- A genuine smile is universally understood.
- Be polite, use common courtesy.
- Follow the lead of your guest.
- Avoid discussion on any controversial topics such as politics and religion.
- Do not assume that an accent means that a person has less ability or intelligence.
- If there is an interpreter, speak to the person, not the interpreter.
- Be aware that humor is not an easy thing to interpret.
- Be a patient listener. Give the person time to communicate.

