

Curriculum Community Education Facilitator



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Module 4

Group Work



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1. Summary

This Module is designed to help candidates understand what the characteristics of group work, how it can be effectively used and organised, what could be potential obstacles and conflicts and which advantages group work could offer for community education.

It is suitable for those looking to work in the Community Education Sector or those currently working in the Sector who are seeking to gain a formal knowledge base. This Module is one of six that comprise the Community Education Facilitator Group Award.

The Module has a notional delivery time of 12 hours, normally delivered over two consecutive days. Other delivery formats are acceptable.

Learning Outcomes (Summary)

LA1 Purpose and Benefits of Groups

LA2 Group Dynamics

LA3 Effective Group Work

2. Framework Conditions

2.1 Recommended Entry

Entry is at the discretion of the delivering centre

This Module is designed to be delivered as the Fourth Module in the Group Award. It can also be delivered as a stand-alone Module.

2.2 Credit Value

This Module is worth one credit towards the 5 credits required to achieve the Community Education Facilitator Group Award

2.3 Evidence Requirements for This Unit

Achievement of this Module will be determined by attendance, participation and on completion of the assessments within the Module.

2.4 Recommended Prior Knowledge and Skills

While there are no prescribed prior knowledge and skills for this Unit, it would be beneficial for candidates to have good written and oral communication skills and good interpersonal skills. It would also be beneficial if candidates had some work experience either in a paid or voluntary capacity of working in a community setting.

2.5 Guidance on the Content and Context for This Unit

This Module is developed to be delivered as part of a trans-international initiative. Therefore the Module must be tailored to meet the needs of each country; particularly in matters dealing with legislation, societal structure and any other pertinent National issues.

2.6 Guidance on Learning and Teaching Approaches for This Unit

It is important that a supportive learning environment is created and that in delivering this Module there should be a balance between teacher led and candidate-centred tasks.

The Unit content can be taught using a variety of methods including:

- ◆ Lectures
- ◆ Group discussion
- ◆ Group presentations
- ◆ Case studies
- ◆ Worksheets
- ◆ Speakers
- ◆ Use of ICT such as media clips, websites etc.

It is obvious that group work activities will play a major role in this module. The range of activities could comprise all varieties of group work from an ice-breaker activity in the beginning to a conclusion activity at the end of the module.

3. Learning Areas

3.1 Learning Area 1 - Purpose and Benefits of Groups

- a) Defining Group
- b) Why work in a group?
- c) Main group types
- d) Group structure
- e) Forms of group work

3.2 Learning Area 2 - Group Dynamics

- a) Life Cycle of a group (Tuckman)
- b) Roles in groups (Belbin)
- c) Leadership Styles
- d) Action-Centred Leadership (Adair)

3.3 Learning Area 3 - Effective Group Work

- a) Motivation (Mc Gregor and Maslow)
- b) Encouraging ideas and creativity (De Bono)
- c) Challenges in group work
- d) Characteristics of effective groups (Mc Gregor)

4. Support Notes

4.1 Learning Area 1

a) Defining Group

After a first introduction and icebreaker-activity, the aim of the session will be to discuss different definitions and reflect on one's own groups.

b) Why work in a group?

Candidates will be invited to discuss the benefits and disadvantages of working in a group. The tutor will also highlight the insights of theoretical approaches on this topic.

c) Main group types

The main group types are introduced. In group exercises the candidates will be thinking about and discussing possible types and engagement methods.

d) Group structure

Different group structures are presented and discussed. A Case Study and several other activities on the topic will complete the information on the topic.

e) Forms of group work

Group work in general, and in Community Education in particular, will involve groups of different sizes and tasks. Candidates will learn about and discuss relevant forms of group work for specific groups.

4.2 Learning Area 2

a) Life Cycle of a group (Tuckman)

Starting with a video, a discussion and a group work activity the candidates will be introduced to the Tuckman Model with its five stages for the life cycle of a group: Forming, Storming, Norming, Performing and Adjourning.

b) Roles in groups (Belbin)

A group work activity involves the candidates in a task that is very extensive together with a tight time frame. Since the group will have to manage in some way, the candidates will take some roles in the group. The process and the roles will be discussed, followed by a presentation of the Belbin Model for roles in groups: Plant, Resource Investigator, Co-ordinator, Shaper, Monitor Evaluator, Team Worker, Implementer, Completer-Finisher, and Specialist.

c) Leadership Styles

Firstly the candidates will discuss the difference between Management and Leadership tasks, followed by the presentation of the classical leadership styles invented by Lewin in 1939: autocratic, democratic, laissez-faire.

d) Action-Centred Leadership (Adair)

Finally the candidates will learn about the action-centred leadership model which was developed by John Adair with its eight leadership functions and the eight basic rules for motivating people.

4.3 Learning Area 3

a) Motivation (Mc Gregor and Maslow)

One of the main factors for effective group work is motivation. The candidates learn about the main theoretical concepts on motivation. This includes the XY Theory by Douglas as well as the Theory of Human Motivation by Abraham Maslow. The theoretical concepts will be supported a group discussion and a group work activity.

b) Encouraging ideas and creativity (De Bono)

It is also crucial in effective group work that the tutor is aware of how to stimulate creativity and how to encourage ideas. For this reason the concept of “Lateral Thinking” by De Bono is introduced and is complemented by some practical exercises.

c) Challenges in group work

Group work might also be related to challenges in particular when working with heterogeneous groups in Community Education. Challenges related to diversity are addressed with a group activity.

d) Characteristics of effective groups (Mc Gregor)

In 1960, Douglas Mc Gregor has summarized the main characteristics of effective and ineffective groups. These will be addressed with a group activity and a discussion.

5. Delivery Schedule

5.1 Learning Area 1 - Purpose and Benefits of Groups – 5 hours

TIME	CONTENT	TEACHING METHOD	TEACHING MATERIAL
00:15	Overview	Presentation	Handout
01:00	Defining Group	Tutor Input, Group Activity Group work	PowerPoint Handouts
00:30	Why work in a group?	Tutor input Discussion	PowerPoint Pin board
01:00	Main group types	Tutor Input Group work	PowerPoint Handouts
01:00	Group structure	Tutor Input Group work Case Study Discussion	PowerPoint Handouts Pin board Video
01:15	Forms of group work	Tutor Input Group work Discussion Quick-thinking Presentations by learners Internet research	PowerPoint Handout Pin board

5.2 Learning Area 2 - Group Dynamics – 4 hours 30

TIME	CONTENT	TEACHING METHOD	TEACHING MATERIAL
00:15	Introduction	Discussion	Video
01:00	Life cycle of groups	Group work Role Play Presentation by learners	Handout
00:30	Life cycle: Tuckman Model	Tutor Input Individual Exercise	PowerPoint Handout
00:45	Group Dynamics / Roles in groups	Group work Presentations by learners	Handouts Pin board
00:45	Roles in Groups: Belbin's Model	Tutor Input	PowerPoint
00:15	Management of groups: Management versus Leadership	Group work Discussion	PowerPoint Handout
00:30	Leadership Styles	Tutor input Individual exercise	PowerPoint Handout
00:30	Action-Centred Leadership	Tutor input Discussion	PowerPoint

5.3 Learning Area 3 - Effective Group work - 2 hours 30

TIME	CONTENT	TEACHING METHOD	TEACHING MATERIAL
00:15	Introduction	Discussion	(Video) Pin board PowerPoint
00:45	Motivation (McGregor, Maslow)	Tutor Input Group work Discussion	PowerPoint Handouts
00:20	Encouraging ideas and creativity	Tutor Input Group work	PowerPoint Internet
00:25	Challenges in Group work	Tutor Input Group work	PowerPoint Handout
00:30	Effective/Ineffective groups (Mc Gregor)	Tutor input Group work Discussion	PowerPoint Handout Pin board
00:15	Conclusion / Open Questions	Discussion	Pin board PowerPoint

6. Description of Learning Areas

Module 4 - Learning Area 1	
<i>Title</i>	Purpose and Benefits of Groups
<i>Main contents</i>	<ul style="list-style-type: none"> • Defining group • Why work in a group? • Main group types • Group structure • Forms of group work
<i>Skills</i>	Students can <ul style="list-style-type: none"> • Explain 4 different types of groups and relevant engagement methods • Outline typical tasks suitable for group work • Explain 5 different forms of group structures • List different forms of group work
Competence	
Get to know different definitions of groups in order to develop an understanding of purpose and benefits of groups	<ul style="list-style-type: none"> • Different definitions/understanding of groups • Purpose of group structures • Forms of group work
Understand different types of groups and relevant engagement methods in Community Education	
Understand different forms of group work activities and how they could contribute to successful Community Education	
Knowledge	
<i>Target</i>	Community professionals and aspiring community operators
<i>Prerequisites</i>	EQF level 5/6
<i>Duration</i>	5 hours + 8 of individual study + 1 for assessment
<i>Methodology</i>	Tutor input/ Group work/ Case study / Discussion/ Quick thinking/ Presentations/ Internet research
<i>Evaluation</i>	Assessment

Module 4 - Learning Area 2	
<i>Title</i>	Group Dynamics
<i>Main contents</i>	<ul style="list-style-type: none"> • Life Cycle of a group (Tuckman) • Roles in groups (Belbin) • Leadership Styles • Action-Centred Leadership (Adair)
<i>Skills</i>	Students can <ul style="list-style-type: none"> • Explain the group life cycle according to the Tuckman model • Explain the roles in groups in the Belbin model • Describe three leadership styles • Identify the three overlapping functions in the Adair model for action-centred leadership
Competence	
Apply actions/tasks to different styles of leadership	<ul style="list-style-type: none"> • Name the group cycle phases and their main characteristics according to Tuckman • Outline the action-centred leadership model by Adair • List the functions of the action-centred leadership model of John Adair.
Differentiate between roles in groups following the Belbin model	
Reflect on problems related to group dynamics that may come up in Community Education processes	
<i>Target</i>	Community professionals and aspiring community operators
<i>Prerequisites</i>	EQF level 5/6
<i>Duration</i>	4 hours 30 minutes + 12 of individual study + 1 for assessment
<i>Methodology</i>	Tutor input/ Group work/ Role Play, Presentations/ Individual Exercise
<i>Evaluation</i>	Assessment

Module 4 - Learning Area 3	
<i>Title</i>	Effective Group Work
<i>Main contents</i>	<ul style="list-style-type: none"> • Motivation (McGregor and Maslow) • Encouraging ideas and creativity (De Bono) • Challenges in group work • Characteristics of effective groups (McGregor)
<i>Skills</i>	Students can <ul style="list-style-type: none"> • Explain XY Theory according to McGregor • Identify five levels of motivation in the Maslow theory • Explain characteristics of lateral thinking • Identify effective/ineffective groups in Community Education
Competence	Knowledge
Transfer the details of the Maslow pyramid to modern life	<ul style="list-style-type: none"> • Explain details of the levels of the Maslow pyramid • Name the characteristics of lateral thinking by De Bono • List the characteristics of effective and ineffective groups according to McGregor
Discuss barriers and demotivating factors in group work in Community Education	
Encourage ideas and creativity following the lateral thinking concept of De Bono and using time limits and quota for Community Education	
Discuss challenges in group work in Community Education related to diversity matters	
<i>Target</i>	Community professionals and aspiring community operators
<i>Prerequisites</i>	EQF level 5/6
<i>Duration</i>	2 hours 30 minutes + 4 of individual study + 1 Assessment
<i>Methodology</i>	Tutor input/ Group work/ Discussion
<i>Evaluation</i>	Assessment