

**THE EVALUATION OF A TRAINING PROGRAMME IN
FACILITATION FOR INSTRUCTORS OF OUTDOOR TRAINING
INTERVENTIONS**

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FOR THE READER'S ATTENTION

The reader must note that the publication and reference style used in this mini-dissertation is in accordance with the instructions for publication (fourth edition) of the American Psychological Association (APA). This is in accordance with the policy of the Programme in Industrial Psychology at the PU for CHE to use the APA- style in all scientific documents since January 1999.

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ABSTRACT

Topic: The evaluation of a training programme in facilitation for instructors of outdoor training interventions.

Key terms: Facilitation, interpersonal skills, psychological optimal functioning, micro skills.

Organisations make use of outdoor experiential-based programmes to develop and improve teamwork, leadership, problem solving, communication and trust. The client's experiences during the activity need to be facilitated to ensure that the activity is not just another recreation or fun activity. Facilitators need specific intrapersonal characteristics, interpersonal skills and knowledge to be effective. Many facilitators and even their trainers who assume the facilitation role are not fully prepared for it. Therefore, attention should be given to the training of facilitators. However, a training programme in facilitation for student outdoors leaders at tertiary education institutions has not been properly evaluated. The objective of this research was to determine the effects of a training programme in facilitation for outdoor leaders.

A two-group design with pre- and post-testing was used to evaluate the effect of the training programme in facilitation. Recreation students of the Potchefstroom University for Christian Higher Education were used as the experimental group. Twenty six volunteers were randomly selected and assigned to the experimental and control groups. The following measuring instruments were used to evaluate the effect of the course: the Personal Orientation questionnaire (for measurement of personality traits), Carkhuff scales (for measurement of interpersonal skills, and the facilitation test (for measuring knowledge of facilitation). Descriptive and inferential statistics were used to analyse the effects of the training programme.

The results of the empirical study revealed that the knowledge and interpersonal skills (empathy, genuineness, respect, concreteness) of the experimental group showed a significant improvement after the training programme in facilitation. The training programme in facilitation also contributed to the improvement of the experimental group's listening skills.

The qualitative evaluation of the course indicated that the experimental group took responsibility for themselves, acted more confidently and shared their feelings more openly.

In conclusion, recommendations for future research are offered.

OPSOMMING

Onderwerp: Die evaluering van 'n opleidingsprogram in fasilitering vir buitelugopleiding-intervensie-instrukteurs.

Sleutelterm: Fasilitering, interpersoonlike vaardighede, optimale psigiese funksionering, mikrovaardighede.

Organisasies maak toenemend gebruik van buitelug-ervaringsleerprogramme ten einde spanwerk, leierskap, probleemoplossing, kommunikasie en vertroue te ontwikkel en te verbeter. Die kliënt se ervaring gedurende die aktiwiteit moet op so 'n wyse gefasiliteer word dat die aktiwiteit nie net 'n rekreasie-aktiwiteit bly nie. Fasiliteerders moet oor spesifieke intrapersoonlike kenmerke, interpersoonlike vaardighede en kennis beskik ten einde effektief te wees. Baie fasiliteerders sowel as hul opleiers is nie ten volle voorberei vir die fasiliteringsrol nie. Aandag moet dus geskenk word aan die opleiding van fasiliteerders. 'n Opleidingsprogram vir fasiliteerders is egter nog nie behoorlik geëvalueer vir rekreasiestudente by tersiêre onderwysinstellings nie. Die doelstelling van hierdie navorsing was om die effekte van 'n opleidingsprogram op rekreasiestudente by tersiêre onderwysinstellings te bepaal.

'n Tweegroepontwerp met voor- en na-meting is gebruik om die opleidingsprogram in fasilitering te evalueer. Rekreasiestudente van die Potchefstroomse Universiteit vir Christelike Hoër Onderwys het as ondersoekgroep gedien. Ses-en-twintig vrywilligers is ewekansig aan 'n eksperimentele en kontrolegroep toegewys. Die volgende meetinstrumente is gebruik vir die evaluering van die effek van die kursus: Persoonlike Oriëntasie-vraelys (vir die meting van persoonlikheidskenmerke), Carkhuffskale (vir die meting van interpersoonlike vaardighede) en 'n fasiliteringstoets (vir die meting van kennis). Beskrywende en inferensiële statistiek is gebruik om die effek van die program te ontleed.

Die resultate van die empiriese ondersoek het aangetoon dat die eksperimentele groep se kennis en interpersoonlike vaardighede (empatie, egtheid, respek, konkreetheid) beduidend verbeter het. Die opleidingsprogram in fasilitering het ook bygedra tot die verbetering van die eksperimentele groep se luistervaardighede. Die kwalitatiewe evaluering van die opleidings-

kursus in fasilitering dui daarop dat die eksperimentele groep meer selfverantwoordelik optree, meer selfvertroue het en makliker oor hul gevoelens praat.

Aanbevelings vir toekomstige navorsing word aan die hand gedoen.

CHAPTER 1

INTRODUCTION

This mini-dissertation is about the evaluation of a training programme in facilitation for instructors of outdoor training interventions.

Chapter 1 focuses on the problem statement and research objectives. Thereafter the research method is explained. Lastly, the division of chapters is given.

1.1 PROBLEM STATEMENT

According to the USA Board of Education, the earliest reference made to outdoor experiential learning occurred in 1920. This was twelve years after the foundation of the Boy Scouts movement. The Norwood Report of 1943 recognised that outdoor experiential learning was playing a significant role in bringing boys and girls into touch with the environment, and in building up moral strength, courage and physical endurance. The establishment of the Outward Bound Schools by Kurt Hahn in 1946 provided schools with a model for the development of outdoor experiential activities. These activities, which include mountaineering, canoeing, sailing, camping and conservation courses, were based on "challenge through direct contact with the environment" (Keighley, 1998).

Experiential learning first gained popularity as a management-training method in the 1970s (Clemnets et al., 1995). The reasons for using experiential-based programmes in management teams are to develop and improve teamwork, leadership, problem solving, communication and trust (Fischesser, 1991). Therefore, experiential learning must provide an experience that is applicable to life in the organisation involved. Any knowledge, insights, or skills gained from the experience must be linked to a company's mission and specific business challenges. The experience should be conducted in such a way that it helps accelerate the learning curve.

According to Clemnets et al. (1995) some of the disadvantages of outdoor experiential learning are that participants may worry about safety or discrimination, learning may not easily be transferred back to the work environment, and they may be ineffective in addressing individual behaviour.

To compensate for the disadvantages, Fullerton and Madjeski (1996) suggest that the client's experiences during the activity need to be facilitated to ensure that the activity is not just another recreation or fun activity. Therefore outdoor leaders need to recognise that teaching, learning and assessment strategies need to go much further than merely identifying the acquisition of a physical skill, but should facilitate the wherewithal for individuals to recognise what they have learned. This approach is a fairly new approach for many outdoor leaders which will require a change in attitude for many, because the teaching embodies a facilitative approach away from the conventional and all too familiar teaching style of imparting, instructing and directing (Keighley, 1998).

Another disadvantage is that most presenters of outdoor experiential-based programs are not behavioural scientists, and according to Johnson and Johnson (1987) the learning process can only be successful if the experience has been integrated by processes as described in existing "action theories". Furthermore, technical skills are often deemed essential because of the potential danger of outdoor pursuits, while facilitation skills are often neglected, something that constitutes a shortcoming in the leadership qualities of the outdoor leaders (Phipps & Swiderski, 1990). But both technical and facilitation skills are essential to present an outdoor experiential programme (Reddrop, 1997) because the way outdoor leaders set up and facilitate outdoor experiences can influence the development of social skills in their groups (Cooper, 1998).

Facilitation skills are necessary in working with individuals and groups in organisations, including quality circles, team-building, training and development, self-managed work groups and strategic planning (Rothmann, 1996). Optimal utilisation of groups requires efficiency regarding processes. One of the most important factors that may affect processes is the facilitator. An effective facilitator will help a group to create an atmosphere of safety and trust and to develop synergy (Berry, 1993; Johnson & Johnson, 1997).

To be an effective facilitator the outdoor leader needs certain interpersonal skills as well as certain intra-personal characteristics (Rothmann, 1996). The interpersonal effectiveness of the facilitator is extremely important for team development (Dyer, 1995), strategic planning (Serfontein & Naude, 1987), organisational development (Berry, 1993), and training and development (Gibb, 1982). To build sensitive relationships between the facilitator and the client, the facilitator needs to be able to show empathy, respect, genuineness and concreteness

(Rogers, 1973, 1980). The training of outdoor leaders often does not prepare them for their role as facilitators. Therefore the question can be asked: "Are outdoor leaders adequately prepared for their facilitating role?"

According to Rothmann (1996), it seems that persons who facilitate groups seldom have enough knowledge and/or skills to handle group processes, interpersonal contact and intrapsychic processes. He designed a programme in facilitation to enhance the individuals' knowledge, interpersonal skills and intrapersonal growth. A qualitative evaluation of the course indicated that the training programme contributed to the ability of the facilitators to stimulate intra- and inter-group growth. Furthermore, it improved the effectiveness of the individuals/groups that the facilitators facilitated (Cilliers, Rothmann, Sieberhagen 1998).

Rothmann and Sieberhagen (1997) argue that many facilitators and even their trainers who assume the facilitation role are not fully prepared for it. A major factor contributing to this, is the fact that they confuse the role and skills of a facilitator with those of a leader, consultant or instructor (Cilliers, 1995). Therefore, attention should be given to the training of facilitators. Training programmes in facilitation can be used to stimulate the knowledge and skills needed to fulfil the facilitator role effectively. Rothmann (1996) has developed such a training programme. Various researchers (Jorgensen & Rothmann, 1997; Rothmann & Sieberhagen, 1997; Rothmann, Sieberhagen & Cilliers, 1998) found the training programme to be successful in developing facilitators in the work situation.

It is often expected of students outdoor leaders to facilitate processes in individual and group situations, but they are not adequately equipped with the required intra-personal characteristics, interpersonal skills, and knowledge to do this effectively. This may limit them in fulfilling the facilitator role. Rothmann and Sieberhagen (1997) suggest that universities and technikons should train students in facilitation in order to prepare them for the facilitation role. However, a training programme in facilitation has not been properly evaluated for students in the behavioural sciences at tertiary education institutions.

Based on the above-mentioned problem statement, the following research questions can be formulated:

- How are facilitation and the personality profile of the facilitator conceptualised in the literature?
- What is the effect of the training programme in facilitation on the knowledge, inter- and intra-personal characteristics of outdoor leaders?
- What recommendations can be made regarding the training of outdoor leaders in facilitation?

1.2 RESEARCH OBJECTIVES

The objectives of the research incorporate a general objective and specific objectives:

1.2.1 General objectives

The general objective of this research is to evaluate a training programme in facilitation for adventure leaders.

1.2.2 Specific objectives

The specific objectives of this research are as follows:

- To conceptualise facilitation and the personality profile of the facilitator from relevant literature.
- To determine the effect of a training programme in facilitation on the knowledge, inter- and intra-personal characteristics of outdoor leaders.
- To make recommendations regarding the training of outdoor leaders in facilitation.

1.3 PARADIGM PERSPECTIVE OF THIS RESEARCH



This research is directed towards a specific paradigm and comprises an intellectual climate and a market of intellectual resources (Mouton & Marais, 1992).

1.3.1 The intellectual climate ✕

The intellectual climate (Mouton & Marais, 1992) refers to the convictions, values and assumptions that do not form part of the empirical goals of scientific research practice. These convictions, values and assumptions are normally non-testable and are the underlying beliefs of a testable statement.

1.3.2 The market of intellectual resources ✕

The market of intellectual resources comprises the disciplines and sub-disciplines, the paradigms and the theories and models that are pertinent to this research.

1.3.2.1 The discipline and sub-disciplines

This research is founded within the confines of the behavioural sciences. The relevant discipline in the behavioural sciences is industrial psychology. The focus in this research is primarily on industrial psychology. Plug et al. (1997) define industrial psychology as the branch of applied psychology in the organisational environment. It includes the following: recruitment, selection and placement of personnel, training, job evaluation, task analysis, motivation of personnel, performance appraisal, ergonomics, organisational psychology, consumer psychology and industrial safety.

The sub-disciplines of the research include personnel psychology and psychometrics. Personnel psychology is concerned with the psychological traits of the worker in relation to his/her job tasks and relations with other workers (Plug et al., 1997). The focus on this sub-discipline is to evaluate the training of facilitators. Plug et al. (1997) define psychometrics as a study of all aspects of psychological measurements, which include the use, interpretation, development and standardisation of psychological tests. This research will focus on this sub-discipline in its attempt to standardise the observations and measurements to ensure accurate results.

1.3.2.2 Paradigms

There are three paradigms applicable to this research. The literature review is presented from the humanistic paradigm while the empirical research is presented from the positivistic and functionalistic paradigms.

a) Literature review

The humanistic paradigm is applicable in the case of the literature review, which focuses on training and development. According to Plug et al. (1997) the humanistic paradigm focuses on self-actualisation, personal growth, psychological well-being and optimal functioning. The paradigm is against the view that human behaviour is only focused on reducing stress.

The basic themes of this paradigm are as follows:

- An individual is more than the sum of his parts.
- The individual is aware of his experiences.
- The individual is able to make choices. That is, that the individual is not just a passive participant, but can influence his own life-style proactively.
- The individual is purposive (goal-directed) in his/her modus operandi.

b) Empirical study

The empirical study is presented from a positivistic and functionalistic paradigm. The central issue of the positivistic paradigm is that it is a philosophical thought that refuses to embark on speculation regarding the ultimate nature of things (Schultz, 1977). Functionalism focuses on the functions and behaviour of human beings in adapting to their environment (Plug et al, 1997). Therefore the research must have practical value (Pilz Edler Von Wernof, 1997).

1.3.2.3 Models and theories

Models represent a systematic and simpler version of relationships between the primary elements of a process (Marais & Mouton, 1992).

Kerlinger (1986) defines a theory as a set of interrelated constructs (concepts), definitions and propositions that present a systematic view of phenomena by specifying relations between variables, with the purpose of explaining and predicting the phenomena.

Theories that are relevant to this research, are the theories of Rogers (1971), Frankl (1978) Allport (1961) and Fromm (1955) because these theories describe elements of psychological growth. The theory of Luft (1984) explains how the processes of behavioural feedback and self-openness can be used to facilitate psychological optimality.

Theories and models that stimulate sensitive relationships and improve interpersonal effectiveness are the human potential development model of Carkhuff (Carkhuff & Anthony, 1979) and Ivey's (1988) micro-training model.

In the empirical research the assumption is made that the personality profile of the participants can be measured psychometrically. In this research the facilitation test (Rothmann, 1996) is relevant to the research to measures the facilitation knowledge of the participants. The Carkhuff scales (Carkhuff, 1969) measure the interpersonal effectiveness of the participants in this research, while the Personality Orientation Inventory (POI) measures the intra-personal traits of the participants who function in a psychologically optimal way.

1.4 RESEARCH METHOD

A twofold approach will be adhered to, which firstly consists of the literature review, and secondly of the empirical study.

1.4.1 Literature review

The literature review focuses on the definition of facilitation, functions of the facilitator, personality profile of the facilitator, and the effect and outcomes of facilitation.

1.4.2 Empirical study

The empirical study focuses on the following:

- The composition of the training programme in facilitation.
- Sampling. Students in a class were asked to volunteer to participate in a research project. The class consists of 90 students. Thirty volunteered to participate in the facilitation programme. A randomised groups design is used to divide the 30 volunteers into a control and an experimental group.
- The composition of the measuring battery. The measuring battery consists of instruments which measure group knowledge and skills, interpersonal effectiveness and the personality characteristics of a facilitator.
- The pre-test. The pre-test takes place in the same room, a day before the first session for the experimental and control group.
- The presentation of the programme. A training programme in facilitation is presented to the experimental group. No interventions will be presented to the control group.
- The post-post test. Three months after the presentation of the programme the post- post-test is scheduled for the experimental and control group.
- Follow-up session. The follow-up session is scheduled 30 days after the training programme in facilitation for the experimental group.
- Data analysis. The SAS computer programme (SAS Institute, 2000) is used to process the results of the pre- and post-post measurements.
- Reporting and discussion of the results. The quantitative evaluation, the qualitative impressions based on the growth group and the reaction evaluation are reported and discussed.
- Recommendations. According to the interpretation of the results recommendations are made regarding future training in facilitation and research.

1.5 DIVISION OF CHAPTERS

The subsequent chapters of the study after this introductory chapter are as follows:

Chapter 2: Facilitation

Chapter 3: Empirical study

Chapter 4: Results and discussions

Chapter 5: Conclusion and recommendations

1.6 CHAPTER SUMMARY

In Chapter 1 the problem statement, general and specific objectives were discussed. Then the research model and the paradigmatic perspective were stated and the research design and method were delineated, followed by the division of chapters.

Chapter 2 will define the relevant terminology and discuss the functions of the facilitator, the personality profile of the facilitator, and the effect and outcomes of facilitation.

CHAPTER 2

FACILITATION

In this chapter facilitation is defined and distinguished from other related terms. Furthermore, the functions of a facilitator are described. This is followed by a discussion of the personality profile of a facilitator. Lastly, the effects of facilitation are described.

2.1 DEFINITION OF TERMS

In this paragraph facilitation is defined and distinguished from other related terms.

2.1.1 Definition of facilitation

The term "facilitation" originated in psychotherapy, where the therapist assumes a neutral attitude and the focus is on "bringing out" rather than "putting in" (Jones, 1988). Facilitative processes are learner- or group-centred and in contrast with the directive "show -and- tell" style of traditional training methods (Berry, 1993).

Cilliers (2000) explains the concept of facilitation as follows: "Where the trainer provides an opportunity for group members to learn, in cases where there is no correct and ready made content answers to be given". This means that the facilitator empowers people to take control and responsibility for their own efforts and achievements (Bentley, 1994).

Rothmann (1997) defines facilitation as a pro-active form of helping in which opportunities for development are made available to an individual (or group) by creating a favourable climate for it.

According to Cilliers (1996), facilitation refers to the making available by a person of a process of learning and growth in a second person, which means that a climate is created and opportunities are provided by one person for a second person to learn how to learn about him-/herself. The facilitator acts as a mirror of what he or she sees and hears without infusing it with meaning or evaluation from his or her own frame of reference. The goal is to enhance

his/her quality of life, as manifested in optimal psychological functioning (Cilliers, 1995) and to develop him or her to make relevant contributions (Bentley, 1994; Rothmann, Sieberhagen & Cilliers, 1998).

Facilitation is often seen as leadership, instruction/teaching, organising, management, therapy and consultation (Cilliers, 1996, Rothmann, 1996). Therefore these terms will be discussed and distinctions drawn between them.

- **Leadership.** Leaders prescribe behaviours and they accept responsibility for followers and their performance (Cilliers, 1996). They use authority to control and initiate others' behaviour, attitudes and opinions and are concerned about the task accomplishment and the prescription of objectives to group members (Plug et al., 1997). They are also concerned with what is done (content) and how it is done (process). In contrast with the facilitator, leaders contribute to the content of the group discussion while the facilitator does not contribute (Philips & Philips, 1993). Facilitators support the group, help the group to take responsibility for itself and allow it to find its own answers (Cilliers, 1996).
- **Instruction/Teaching.** Instruction refers to directing, teaching and imparting knowledge (Reber, 1995). The knowledge is transferred from one person to others (Plug et al., 1997). The instructor focuses on content, the mechanistic level of training, and requires knowledge to impart knowledge to the group (Cilliers, 2000). The instructor prescribes solutions. The frames of reference of the group are excluded while the instructor uses his/her own frames of reference to make decisions and to form solutions for the group members. This creates the impression that the group cannot make decisions on their own (Cilliers, 1996). The form of the communication process can be seen as a one-way process because the presenter talks most of the time and is responsible for both the content and the result of the meeting (Rogers, 1983).

The facilitator focuses on behavioural processes and interpersonal relationships and requires a high level of selfactualisation (defined as intra- and interpersonal sensitivity, awareness and facilitating skills) to provide learning opportunities which enhance learning and growth in the group (Cilliers, 2000). The facilitator allows the group to make decisions for itself by reflecting the frame of reference of the group, independent of his/her own experience (Cilliers, 1996). By the process of facilitation the following are

requirements: participation of the group members, to lead the group members to talk the most (more than the facilitator), and to accept responsibility for the activities. The aim of facilitation is to create, explore and discover solutions to problems, to make decisions and to plan. The group members learn by experience and the learning is initiated and evaluated through self-experienced independence and acceptance of responsibility for one's own behaviour (Rogers, 1983).

- **Organising.** Organising refers to a rigid function where people are organised to do something, while facilitation is not a rigid function and people are not organised (Rothmann, 1996).
- **Management.** Facilitation does not involve the delegation to or control of people (Rothmann, 1997), while the functions of management are to plan, to organise and to direct an enterprise (Reber, 1995). Management further involves responsibility for the implementation of policies and attainment of objectives. Facilitation, in contrast, helps to clarify the objectives of the individual and the group (Rothmann, 1997).
- **Therapy.** Reber (1995) defines therapy as "an inclusive label for all manners and forms of treatment of disease or disorder". Therapy is the treatment of illness or mental disorder with psychotherapeutic or medical techniques (Plug et al., 1997). In comparison to therapy, facilitation is directed pro-actively to improve the participant's psychological health (Rothmann, 1996).
- **Consultation.** Consultation is a process of informing subordinates of intended actions in order to canvas their view prior to making decisions. Consultants prescribe solutions to their participants' problems (Cilliers, 1996) and involves the rendering of specialist advice, opinions or other services to an organisation by individuals or groups outside its own staff. Facilitation, by contrast, provides an opportunity for participants to study problems and find solutions by themselves while they focus on the here-and-now process (Cilliers, 1996). The aim of facilitation is to make it easier for group members to participate and not to prescribe actions (Rothmann, 1997).

DISCUSSION

From the definitions set out above, it is clear that facilitation differs from leadership, instruction/teaching, organising, management, therapy and consultation. Facilitation has to do with the handling of individual and group processes. These processes are handled in such a way that the group and individuals use their own expertise and reference framework to discover their own new solutions.

Facilitation is recognised by an open, trusting and accommodating climate for personal and/or group growth and an opportunity to learn how to learn about one's own and/or group behaviour through own experience. The aim of facilitation is to enhance psychological quality of (work) life. Operationally, the meaning of facilitation is a group and/or individual process of growth beyond normality to self-actualisation or psychologically optimal functioning (Cilliers, 1996).

For the purposes of this research, facilitation is defined as a pro-active form of helping where opportunities are created by providing a positive climate for the development and growth of a group (and its members). The group processes are handled in such a way that the group accepts responsibility for its own behaviour (Rothmann & Sieberhagen, 1997).

2.2 FUNCTIONS OF THE FACILITATOR

Several conferences were organised in a unique structure (group work) at the beginning of January 1946 by Lee Bradford and Kurt Lewin. Trained group leaders and recorders led the groups. As Bradford himself says, they: "... trained the leaders in how to be a help to the group rather than an expert to it. They were trained in how to build or validate or expand the work agenda of the group, how to help the group keep itself relevant to the task without using a time clock or managing the group ... how to get their groups started ... how to handle disruptive members who rambled on ... how to encourage others who did not talk ... how to make members feel free to contribute and still keep the group on beam without regimenting them – in short, how to lead without making a big production of it (Bradford, 1974)".

Keltner (1989) refers to these functions which Bradford identified as "facilitative functions". The facilitator observes and gives meaning to the processes (Phillips & Philips, 1993).

According to Rothmann (1999), the observations include verbal and non-verbal expressions, explicit and symbolic messages as well as his or her own feelings and experiences. The facilitator needs to encourage group members to explain what their verbal and non-verbal expressions mean to them, to help them to say that what they mean and to mean what they say, and inevitably to take responsibility for all these.

The facilitator has the following functions, viz. the investigation of environmental variables, planning and focusing of the meeting, establishing of a growth-stimulating climate, encouraging facilitative norms, promoting a cohesive group climate, encouraging interaction in the group, observing and reflecting of the group process and the managing of conflict. The personality of the facilitator defines his/her role and functions. His/her realness, empathy, self-knowledge, self-actualisation and self-acceptance affect the effectiveness of the facilitator (Rothmann, 1997).

2.2.1 Investigating environmental variables

The situation in which an individual or group find himself/herself/themselves affects the facilitation process. Work groups function as one entity and have a complex relationship with the organisational system (Friedman, 1989). The work group can be seen as a subsystem of the organisational system, which has a major influence on things happening in the group (Rothmann, 1997). The investigation of the environmental variables before the group meet for the first time is the task of the facilitator. This investigation is very important to ensure the success of the facilitation process by investigating the environmental variables which inhibit the functioning of the individual. The above is based on the system approach (Friedman, 1989).

The investigation of environmental variables includes the following aspects (Friedman, 1989):

- Identifying group members' ideas (especially those of individuals with organisational power) regarding the issues that will be discussed in the group, to estimate if the aim of the group relates to certain rituals or to the real problem-solving agenda.

- Identifying relational and personal agendas that individuals bring to the group, to identify the social metaphors. Social metaphors refer to behaviours where the interaction is symptomatic of social strivings outside the group and previous relationships between the group members (Schwartzman, 1986).
- Identifying the interest of other groups in the occurrences within the group and how the members relate to those other groups. Focus on the external relations to determine the boundary activities. Group members seek to meet personal needs as well as the needs of other groups with which they are affiliated. Putnam (1988) sees an organisation as a complex structure of groups embedded in other groups.
- Identifying existing norms for group problem-solving, and meeting in the specific organisational culture and in society in general, to estimate which facilitation strategies will be resisted or accepted. The internal operations of an organisation are regulated by its culture, and the functioning of the groups is influenced by this powerful organisational culture.

2.2.2 Planning and focusing the meeting

It is the responsibility of the facilitator to keep the meeting focused and moving (Katz, 1996). On account of the uncertainty that the group experiences in the beginning, they are open to any direction. Patterns that were set in the first session will continue throughout the whole process. The direction given by the facilitator should structure the task and set norms for the process (Friedman 1989).

Clarifying the objectives and the limitations (time, place and space) of group work at the beginning of a session is one way of avoiding any confusion or agenda problems. By clarifying and concretising the objectives, the attention of the group members is focused, they get involved and consensus decision making is stimulated (Rothmann, 1997).

Rothmann (1997) suggests that these objectives should be realistic, clear, focused and measurable. An objective consists of three elements, viz. action, result and standards.

2.2.3 Establishing a growth-stimulating climate

The facilitator establishes a growth-stimulating climate that is characterised by trust and safety. This climate is important for the development of a growth-facilitating relationship in the group (Rogers, 1973). This facilitative relationship is characterised by **unconditional positive regard** (respect), **empathy** and **realness**.

A facilitative climate can be established when the facilitator accepts the group unconditionally, shows empathy and reacts in a genuine way. The facilitator listens to the group and to individuals' experiences to determine the meaning and feelings associated with these experiences, without forcing the group to use techniques and exercises to communicate about feelings in the here-and-now (Rogers 1970).

The group members will listen to themselves and each other with greater acceptance, if the facilitator listens to their responses and feelings and understands these feelings. When they listen with increased acceptance to themselves they will recognise unhealthy elements in the group process, focus on them, solve the problem and move to optimality.

The change in the individual is brought about by this growth-stimulating climate. This is explained by Rogers (1980) as follows: "... as persons are **accepted** and prized, they tend to develop a more caring attitude towards themselves. As persons are **emphatically** heard, it becomes possible for them to listen more accurately to the flow of inner experience. But as persons understand and prize the self, the self becomes more **congruent** with the experiences." The facilitator's attitude, empathy, realness and unconditional positive regard influence the group members' growth to optimality.

2.2.4 Encouraging interaction

Good facilitators make sure that all the group members participate (Katz, 1996). This above can be done by the creation of an atmosphere of openness and trust in the group. This atmosphere helps the group members to communicate and contribute. Verbal techniques (what the facilitator says), non-verbal techniques (what the facilitator does), how he/she listens, how activities are structured and the environment in which the meeting takes place

are all factors which affect the interaction in the group. The facilitator's non-verbal and verbal behaviour must be congruent with each other to ensure that no one is confused (Rothmann, 1997).

2.2.5 Observing and reflecting processes

According to Rogers (1970), the facilitator creates an opportunity so that the group can experience group processes by means of experimental learning in the here-and-now.

The expert facilitator observes and accurately interprets the dynamics of the group (Katz, 1996). The facilitator helps the group to identify, handle and solve the process problems that the group experiences. He/she helps the group become aware of these group processes and understand them (Guthrie & Miller, 1978; Hanson, 1981; Johnson & Johnson 1982; Rothmann, 1997).

The facilitator observes the verbal and non-verbal behaviour of group members, the overt and symbolic content of discussions and his/her own feelings (Philips & Philips, 1982; Rothmann 1997).

- He/she observes the group members' verbal and non-verbal behaviour. He/she then responds to it in terms of the roles that the group members play, their intra-group relationships and the emotional life of the group.
- The facilitator observes and responds to what is said both openly and symbolically. Symbolic guidelines are given by the overt discussion (words verbalised) about the real issues in the group. The facilitator must also pay attention to what is not said.
- The facilitator observes his/her own feelings and experiences by being quiet and attentive. It is important for the facilitator to be aware of his/her own anxiety, uncertainty and other feelings, and to know how to deal with them, to ensure that he/she will be able to observe the group members objectively.

Friedman (1989) suggests that the facilitator should make the group's implicit expressions explicit, to focus attention and clarify the group's progress. The facilitator must monitor the group's behaviour by listening well in a sensitive way. He/she must be able to assess the symptoms of the group's problems viz. non-productivity, feeling of boredom, anxiety, tension and vexation and determine if these problems form a pattern, assess the possible causes thereof and respond to them (Westley & Waters, 1988).

The facilitator must know and understand the different stages of group development, to be able to facilitate the group through them, until it reaches maturity and/or disbands without forcing the group to the next stage (Broome & Kever, 1989).

The following problems regarding group processes may occur (Westley & Waters, 1988, Rothmann, 1997):

- Little listening behaviour is evident as the group members talk past each other with different ideas of why they are there.
- Without listening to the other side and the repeating of their own opposing arguments, unproductive conflict emerges.
- When comments are ignored or interrupted the more talkative members talk even more to try and get a reaction from others while the naturally quiet group members feel frustrated and withdraw.
- The group members are unable to reach a conclusion or decision.
- If there are lengthy silences and a general lack of participation early in the meeting, it may indicate the existence of a potentially explosive issue, viz. that people are afraid to say anything. At the end of the meeting it may indicate a general lack of energy.

The facilitator must be aware of the following temptations and know how to resist them:

- Participating too much in the group discussion and process, which may lead to the dependency of the group on the facilitator's advice (Rothmann, 1997; 1996).

- Interrupting and giving an explanation to the group of their members' motives and behaviour. If these interpretations are inaccurate, the group members might become defensive or vulnerable (Rogers, 1980; Rothmann, 1996).
- Handling interpersonal process and emotional issues when the group members are not ready for them and when there is no evidence that they inhibit problem-solving (Rothmann, 1996; Schein, 1978).
- The facilitator must observe interaction processes which are not observed by other group members. He/she must focus on overt and covert levels of interaction and feelings (Broome & Keever, 1989).

2.2.6 Encouraging facilitative norms

Plug et al. (1997) define norms as unwritten rules by which the general behaviour of subgroups is judged. Norms set criteria by which behaviour can be valued as relevant, irrelevant, acceptable, unacceptable, good or bad. Norms can be seen as criteria for or directions to the group to reduce their uncertainty by telling them how to act, and how and when to do what.

Spich and Keleman (1985) suggest that facilitative group norms be identified and clarified at the beginning of session one. By using a visible, open and explicit norm development process, this can be done. The development of norms would help to decrease the group's resistance to the facilitator and reduce problems of authority and confrontation (Pfeiffer & Jones, 1974). It is important for these group norms to be identified by the group members. This identifying process of norms can be encouraged by requesting personal statements from the group members (Friedman, 1989).

According to Friedman (1989) the direction that the facilitator gives to the group members is twofold, viz.:

- Task structuring, which means that the group members must be informed about the purpose of the work and how it fits in with overall organisational aspirations.
- Process norms, which can be set by the facilitator's explaining his/her role to the group.

The facilitator's interaction with the group members influences the interaction with each other and with him/her. He/she must encourage interaction by encouraging the group members to express ideas openly if they define a new situation the same. The facilitator may serve as a model and norms are established and reinforced by observing him/her (Rothmann, 1997). Norms that are worthy of being observed are honesty, immediacy and spontaneity, respect, involvement, self-disclosure and the expression of feelings in the here-and-now (Pilz Edler Von Wernhof, 1997). The facilitator must focus on his/her own behaviour to ensure that he/she will contribute to the group norms.

2.2.7 Promoting a cohesive group climate

Group cohesiveness is the attraction of the group members towards one another, which will influence the ability of the group to stay together (Plug et al., 1997). It is a result of individuals' satisfaction with the group (Rothmann, 1998).

To promote a cohesive group climate, Strokes (1983) suggests that the facilitator must create an impression that the group members will like each other and by teaching them to distinguish between disapproval of an individual and an individual's behaviour.

Group members will feel psychologically safe and comfortable and will be willing to take risks in a climate of group cohesiveness (Corey & Corey, 1992). The facilitator must identify and reflect factors that may endanger the group cohesion. The frequency and quality of the group interaction affect the cohesion while group interaction is also affected by group cohesion. (Rothmann, 1997). One can say that group interaction and group cohesion are interdependent. If one is influenced positively it will have a positive effect on the other.

2.2.8 Managing conflict

Conflict is a characteristic of group work and human relations. The conflict in the group may be "inner" conflict (eating and drinking alcohol) or "outer" conflict (when we come into contact with people, ideas and situations which we find clash with our own ideas, attitudes and wants) (Bentley, 1994). Conflict is part of the process by means of which group members learn to accept differences in the group (Rothmann, 1997).

Rothmann (1997) recommended that conflict must be solved to make sure that no further problems, intimacy problems or destructive conflict developed. Katz (1996) asserts that if members are in conflict, facilitators should not try to smooth things over or prevent the expression of anger or negative feelings. The facilitator should rather help the group work through their problems to explore solutions that are acceptable to the whole group. According to Rothmann (1997) the facilitator must allow overt discussion of conflict but with group members still maintaining respect for themselves and for their fellow group members.

The ability of the facilitator to manage conflict affects the group's ability to handle its own conflict. He/she must try to convey the message that conflict must be appreciated rather than feared. Rothmann identifies the following issues to help the facilitator handle conflict in such away that the members can see that conflict must be appreciated:

- The facilitator helps the group find their own solutions for their conflict, without accepting responsibility for it himself/herself. He/she does not facilitate the group members who concern themselves with arbitrating the conflict.
- He/she helps the group to bring hidden conflict to the surface by identifying verbal and non-verbal communication and reflecting it back to the group.
- He/she focuses the attention of the group on the differences in their expressed opinions and feelings in the group.
- Only when conflict results in violence the facilitator sets the limits of the intensity of expression for conflict, otherwise it is the group's privilege.

- The facilitator does not become personally involved in the group's conflict and maintains a broad perspective. The focus is on the motives and feelings, and he/she does not make suggestions as to how the conflict could be solved.
- He/she identifies signs of transference (projection of an individual's feelings to other group members), reflects it to the originating group member and asks for clarification. The facilitator remains neutral in conflict, does not take sides or make comments on the content thereof and does not pass value judgements.

DISCUSSION

Based on the above-mentioned discussion concerning the functions of the facilitator, the following deductions can be made:

In line with a proactive approach to group facilitation, it is important for the facilitator of a working group to have a knowledge of group processes, based on the system approach. Through this knowledge he will notice the metaphors used by the group and identify variables that affect the group's interaction and the effectiveness of the organisation. The facilitator must furthermore have knowledge of group processes, which include the following: the developmental stages, leadership, group norms, group cohesion, and decision-making by groups to help the group, to explore their own process and to solve their own problems. To enhance the group's effectiveness, the facilitator must focus the group processes in the here-and-now and encourage group members to take responsibility for the group's activities.

The facilitator must function effectively on an interpersonal level to be able to create a facilitating climate of growth within a group, to encourage interaction, to be able to handle a group process in the here-and-now and to be able to handle group conflict. The level of unconditional positive regard (respect), empathy and genuineness which the facilitator provides affects his/her effective interpersonal functioning. Interpersonal skills, viz. listening and attending, responding, questioning, minimal encouragement, paraphrasing, clarification, summarising, confrontation, interpretation and reflecting are functions of interpersonal interaction.

The facilitator's personality characteristics affect his/her ability to create growth relationships among the group members (Rogers, 1973). Therefore it is important that he/she should be aware of his/her own identity, goals, motives, strengths, weaknesses and values.

The personality profile of the facilitator, which includes skills and characteristics, will now be discussed in greater detail.

2.3 PERSONALITY PROFILE OF THE FACILITATOR

The personality profile of the facilitator includes knowledge, skills and specific characteristics (Rothmann & Sieberhagen, 1997).

2.3.1 Knowledge of the facilitator

The facilitator has a foundation in behavioural science and for this reason he/she should understand and have knowledge of the behaviour of the individual and the group (Johnson & Johnson, 1982). This knowledge is formally attained by undergoing formal training and/or informally by studying the relevant literature and attending seminars.

To be able to understand the behaviour of the individual, he/she must be familiar with the following: the person centred theory of Rogers (1980), theories concerning psychologically optimal functioning, interviewing models (such as the human potential development model described by Carkhuff (1987) and Ivey's (1988) micro-skills training model) and the interpersonal process (Johnson & Johnson, 1982; Reddy, 1982)

The facilitator must have a knowledge of the system theory and factors, which affect group interaction and effectiveness (Keltner, 1989), group processes (including developmental stages) group norms, group cohesion, communication and organisational culture in terms of the development of groups (Napier & Gershenfeld, 1987; Tuckman & Jensen, 1977) and group decision-making and process interventions (Anderson, 1985; Berry, 1993; Pheiffer & Jones, 1974; Reddy, 1985; Rogers, 1970; Treffinger, 1982).

To summarise, the facilitator needs to have a knowledge of the following aspects (Rothmann, 1997):

- The nature of groups.
- Models of group behaviour.
- Group processes, including development stages, norms, cohesiveness, communication, conflict and problem solving.
- The functions of a facilitator.
- Personality theories.

2.3.2 Interpersonal effectiveness of the facilitator

Interpersonally the facilitator shows an optimistic and unconditional acceptance of and respect towards the group member, a preference for qualitative, intimate, deep, rich and rewarding interpersonal relationships, and sensitivity, consideration and love towards others (Kirschenbaum & Stevens, 1967). According to Cilliers (2000), this allows non-verbal and verbal contact with the group member and to do so genuinely, spontaneously, non-exploitatively and responsibly, in terms of the unique demands of each situation.

Interpersonal effectiveness of the facilitator is important to stimulate psychological growth of the group and/or the individual and to encourage the group to take responsibility for its own interaction and outcomes (Berry, 1993; Corey & Corey, 1992). Interpersonal effectiveness can be conceptualised as core dimensions of sensitive relationship building (Cilliers & Wissing, 1993) and as specific micro-skills, viz. listening and attending, responding, questioning, minimal encouragement, paraphrasing, clarification, summarising, confrontation, interpretation, reflecting feeling and clear communication (Dickson & Mullan, 1990; Gallagher, 1993; Ivey, 1988).

2.3.2.1 Sensitive relationship building

The ability to form relationships sensitively involves the initiation of facilitative interpersonal processes or the creation of a relational climate that can stimulate constructive processes between the self and the group member, irrespective of differences in gender, race or

anything else (Cilliers, 1984). Behavioural dimensions (respect, empathy, realness, and concreteness) are core dimensions of sensitive relationship formation (Cilliers & Wissing, 1993). These core dimensions can be defined as follows:

- **Respect.** Respect is a profound recognition and appreciation of and regard for the value of the group member as a unique person and for his/her rights as a free individual, irrespective of race, colour or creed. Respect is manifested in warmth, unconditional positive regard and in the quality of attention given to the group member (Cilliers, 2000). According to Ivey (1988), respect and warmth is shown by one's smile, posture and vocal qualities. Furthermore respect is indicated in one's ability to keep one's comments congruent with one's body language and one's willingness to touch (in appropriate situations).
- **Empathy.** Empathy is the ability of the facilitator to transcend his/her own self/consciousness in order to arrive at a conscious and accurate understanding of the group member's deepest feelings and intentions, in terms of the latter's own frame of reference, and explicitly to communicate this understanding to the group member (without prescription, evaluation or assessment) (Cilliers 2000). To have empathy with the individual or the group is "experiencing the participant's world as *if you* were there". This means that the facilitator has to move into the participant's frame of reference. When the facilitator is able to paraphrase the group member's main ideas accurately, he/she shows empathy (Ivey, 1988). Empathy manifests in attending and in communicating verbally and non-verbally with the group that you understand them by paraphrasing, reflection of feeling, reflection of meaning and minimal encouragement, and by your posture, body movements and facial expression (Egan 1990).
- **Realness.** Realness refers to the degree of correspondence, congruence and transparency between what the facilitator says (verbal behaviour) or does (non-verbal behaviour) and what he/she truly feels and means. The facilitator has to be honest and sincere without portraying a façade or playing games (Cilliers, 1995, 1996).
- **Concreteness.** Concreteness refers to the extent to which the personal or task-related information that is reflected back to the group member is specific and factual rather than

vague or over-generalised (Cilliers, 2000). The facilitator must be highly specific with his/her directives, feedback and interpretation to help the group (Ivey, 1989).

DISCUSSIONS

Based on the above discussion and the person-centred theory, the inference can be drawn that an inhibiting or stimulating growth-oriented relationship can be largely influenced by the facilitator's interpersonal effectiveness. The facilitators who reveal the four core dimensions, viz. empathy, respect, realness and concreteness are able to stimulate positive growth and change, build sensitive relationships and function effectively on an interpersonal level.

Concerning respect, the inference can be drawn if the facilitator creates a climate of warmth, security and unconditional positive regard whereby he/she gives attention, appreciation and consideration to a group and/or group member, this will help the group/member to realise his/her/their own optimal potential and to improve self-acceptance.

As regards empathy, the inference can be drawn if the facilitator moves into the reference frame of the group and/or members and clarify what they say and feel, they can understand the meaning of what was said without too much detail.

Concerning realness, the inference can be drawn that if the facilitator is honest and spontaneous in his/her relationship with the group and/or members as well as congruent with regard to what he/she says, does, feels and means, the interaction between the facilitator and members will be more effective and personal.

Concerning concreteness, the inference can be drawn that if the facilitator is able to be more specific with his/her feedback and interpretations, the group members will experience clearer and more accurate communication.

2.3.2.2 Interpersonal skills (micro-skills)

Micro-skills entail units of interviewing that will help improve the facilitator's interpersonal effectiveness. The micro-skills hierarchy of Ivey (1988) comprises the following:

- Listening and attending
- Responding
- Clear expression of ideas/communicating clearly

a. Listening and attending

Listening is a crucial tool to make contact with another person in a counselling situation and to enable them to continue to talk and to explore. According to Ivey (1988) and Rothmann (1997) it is more important to listen for the enhancement of effective communication than to ask the "right" question. Rothmann (1997) sees listening as the most important communication skill.

To listen means to attend to verbal and non-verbal nuances in the speaker's message, in order to understand it in the way that the speaker means it. Listening is an active, intellectual and emotional process which integrates physical, emotional and intellectual inputs to understand the meaning of the message as well as the meaning behind the words (Rothmann, 1997; Ivey, 1988). The facilitator must listen for cues regarding the participant's levels of physical, emotional and intellectual functioning. He/she must also pay attention to what participants say and how they say it, because it indicates how they see themselves and the world around them (Carkhuff, 1993). Rothmann (1997) suggests that the facilitator should listen to the total message rather than to the detail.

Carkhuff (1993) posits that if the facilitator attends more to the external cues presented by the group members, he/she will be able to listen more to the internal cues reflecting their inner experiences. To listen attentively means that the facilitator attends to the participant (Rothmann, 1997).

b. Responding

In order to clarify the critical ingredients of the participant's experience the facilitator needs to respond to feeling and meaning (Carkhuff, 1993). Responding skills consist of the following (Rothmann, 1997; Ivey, 1988):

- **Questioning.** Questioning is an important skill that helps the facilitator understand participants' problems while they are discussing them (Johanson, 1997). The facilitator can use open-ended questions that encourage participants to share more personal feelings and thoughts, which means that the answer will be characterised by maximum information and a lot of detail. An example of an open-ended question is, "How do you feel about abseiling?" When the facilitator is searching for a simple or a specific answer he/she can ask a close-ended question, such as "Did you like abseiling?" (Johanson, 1997; Rothmann, 1997, Ivey, 1988; Bentley, 1994).
- **Clarification.** Clarification can be used when the facilitator is uncertain of a meaning of a word (expressions such as "you know" are quite confusing) or when he/she doesn't understand the participant's message. This technique focuses on vague and ambiguous information, encourages the participant to elaborate and helps find meta-messages. Clarification includes a combination of reflecting, listening and questioning.
- **Summarising.** Summarising is similar to paraphrasing, but it involves a longer time, more detailed information and is used for different purposes. The facilitator provides his/her participants with a short synopsis of what has been said and the feeling that they showed (verbal and non-verbal comments) over a period of time. The facilitator discusses with the group in short what they had experienced up to now by attending to key concepts, dimensions, themes, ideas, emotions and words without adding new ideas. This helps to bring focus to the discussion, concludes thoughts and is encouraging (Ivey, 1988).
- **Minimal encouragement.** Minimal encouragement is used to get the participant to continue talking. Forms of minimal encouragement are things like repeating what the participant said, making a comment like "uh-huh" or "tell me more", head nods, an open palm and silence. The effect of silence is twofold: it gets quiet and withdrawn individuals to speak, and gives time for participants to formulate a response to a question (Ivey, 1988; Pilz Edler von Wernof, 1997).
- **Paraphrasing.** The facilitator makes use of paraphrasing when he/she gives understanding responses. It indicates that the facilitator's intention is to understand the sender's thoughts and feelings. When the facilitator paraphrases accurately, he/she is able

to achieve the participant's frame of reference in regard to the message. Furthermore, it also helps reduce the participant's fears about revealing him-/herself to the facilitator and it facilitates psychological health and growth. Paraphrasing can begin as a clarifying and summarising process that increases the accuracy of understanding (Johnson, 1997).

- **Giving of information.** According to Rothmann (1997) the participant often needs information, which include verbal communication of data/facts about experiences, happenings, alternatives and people. The facilitator can give information to the participant when he/she does not know what his/her options are. By giving information to the participant, he/she will be able to investigate situations that have been avoided.
- **Confrontation.** Ivey (1994) defines confrontation as a verbal expression which describes incongruencies, meta-messages, discrepancies and which feeds back that discrepancy to the group member. By feeding back the discrepancy, the aim is that the participant will see other ways of observing a situation, and to help him/her become more aware of the incongruence in thoughts, feeling and action (Rothmann, 1997).
- **Interpretation.** The interpretation process is when the facilitator gives meaning to all information gathered. The aim of this process is to teach the participant the meaning of his/her problems, to provide information on what he/she really feels, to impart some psychological knowledge, to point out some deep hidden reason that makes the participant do the things he/she does and to teach him/her to interpret happenings in his/her life on his/her own. Therefore a new frame of reference needs to be presented to the participant so that he/she can gain a better understanding of his/her problems (Ivey, 1988; Johnson, 1997).
- **Reflecting feeling.** When the facilitator wants to show his/her participants that he/she understands their experiences he/she needs to reflect their feelings (Carkhuff, 1993; Ivey, 1988). By reflecting feelings the participant is encouraged to express more of his/her feelings, and by experiencing his/her feelings more intensely, the facilitator helps him/her become more aware of his/her feelings and assists him/her in distinguishing more accurately between these feelings (Carkhuff, 1993; Ivey 1988).

c. Clear expression of ideas

According to Bentley (1994), the facilitator must be able to communicate clearly his/her ideas, thoughts and feelings pertaining to what happens in the group (Pilz Edler Von Wernof, 1997). Therefore Ivey (1988) suggests that facilitators keep the following in mind:

- **Listen to yourself.** The facilitator must listen to himself/herself when he/she gives a message to the group, to ensure that the message is clear.
- **Limit meta-messages.** Do not take it for granted that the other person knows what you are saying just because you know what you are saying and what its meaning is. If facilitators are aware of other peoples' meta-messages, they will be aware of their own meta-messages.
- **Distinguish between observation and inference.** The interpretation of observation and inference should be presented in a tentative way and the data on which the interpretation is based should be embraced. This gives an opportunity for the other person to correct any incorrect data.
- **Clear expression of feelings.** When a person is unaware of communication skills his/her feelings are disturbed, in other words the person is controlled by his/her feelings. Here-and-now expression of feelings is more suitable for group interaction because it helps improve interaction and creates an atmosphere of openness and trust.

DISCUSSION

Based on the above discussion the inference can be drawn that the facilitator's interpersonal effectiveness is based on his/her core conditions of sensitive relationship building, viz. empathy, respect, realness, concreteness, on his/her specific interpersonal skills, viz. listening and attending, responding and the clear expression of ideas/clear communication.

A relationship exists between these interpersonal skills and the core dimensions of sensitive relationship building. Empathy is manifested by attending, paraphrasing and reflecting

feelings. Respect comes from attending to positive aspects by listening non-judgementally and communicating congruently. Realness manifests in communicating without a façade and without ambiguity. Concreteness is revealed by specific interpretations and by constructive feedback.

2.3.3 Personality characteristics

Some of the facilitator's personality characteristics are more important than the techniques which he applies (Pfeiffer & Jones, 1974; Schacht et al., 1989).

2.3.3.1 The relation between personality characteristics of a facilitator and psychologically optimal functioning

According to Rothmann (1996), the personality characteristics of a facilitator corresponds with the characteristics of a psychologically optimally functioning person. The effectiveness of technical and/or didactic interventions are influenced by these characteristics (Rogers, 1973; Schacht et al., 1989; Thayer, 1976). The higher the psychologically optimal functioning of a facilitator, the more effective his/her response.

2.3.3.2 Definition of psychologically optimal functioning

According to Shostrom (1976), the focus of study in psychology has moved from abnormal behaviour past normal behaviour to the study of optimal behaviour. Psychologically optimal functioning is defined as a positive and dynamic development process whereby an individual obtains a clear self-concept through feedback from his/her environment, where he/she can regard him-/herself positively while self-objectivity is possible, and where more effective interaction with the world is possible. The result is the becoming whole of the psyche, an internal locus of control and the optimisation of potentialities (Schultz, 1977).

2.3.3.3 Characteristics of a psychologically optimally functioning individual

The characteristics of a psychologically optimally functioning individual can be divided into intra- and interpersonal characteristics (Shostrom, 1976).

a. Intra-personal characteristics

According to Cilliers (2000), a facilitator needs to be aware of his/her own feelings and perceptions to be able to deal with the information respectfully, honestly and responsibly. Intra-personal characteristics refer to physical, cognitive, emotional and conative characteristics (Cilliers, 1995; Cilliers & Wissing, 1993; Rogers, 1975; Rothmann, 1996).

- **Physical characteristics.** A psychologically optimally functioning individual is aware of his/her physical functioning (body) and is satisfied with it (Maslow, 1971). He/she cares for his/her own body's and will attend to it in terms of health and appearance and in times of sickness and fatigue.
- **Cognitive characteristics.** A psychologically optimally functioning individual is able to concentrate for long periods of time using his/her thoughts more objectively (Fromm, 1963). He/she has an above average intellectual ability, a good memory and a healthy imagination (Allport, 1951, Rogers, 1975, Rothmann, 1997). Such an individual thinks in a realistic, objective and flexible way and does not allow inappropriate feelings such as guilt, shame, inferiority or superiority to influence the thinking process. He/she is able to listen objectively, to focus on the task of responding to a group member, without own emotional involvement (Cilliers, 2000).
- **Affective characteristics.** A psychologically optimally functioning person is more aware of his/her emotions (feelings) (Rogers, 1958). This awareness reflects the affective level of maturity (Cilliers, 2000). He/she is spontaneous, creative and readily takes responsibility for him-/herself (Rogers, 1975). The individual has a realistic self-image, self-insight and comprehension and accepts him-/herself (Pilz Edler von Wernof, 1997). He/she is able to express and fulfil the real self because He/she acts from an internal locus of control. He/she has a high threshold for tolerating frustrations and is willing to take blame in context (Allport, 1961). The individual functions in the present rather than in the past or the future (Jourard & Landsman, 1980).
- **Conative characteristics.** A psychologically optimally person acts from an internal locus of control, in a self-directed way, experiences freedom of choice and does not feel victimised by external forces (Cilliers, 2000).

b. Interpersonal characteristics

Intrapersonal characteristics (i.e. sensitivity and acceptance of the self and own behaviour) can lead to interpersonal behavioural characteristics (i.e. sensitivity toward others and their behaviour) (Rothmann, 1997). A psychologically optimal person has a deep, open, spontaneous, rich, meaningful interpersonal relationship. He/she has high levels of core dimensions of sensitive relationship building (Cilliers, 1984). According to Rothmann (1996) a psychologically optimally functioning person also has objective intelligence, a philosophical sense of humour, fraternal relationship, does not seem too overly possessive in relationships with other persons, is considerate and trusts others without depending on them.

DISCUSSION

To handle a group process the facilitator needs to know about the functions and personality profile of a psychologically optimally functioning person, and he/she must also know how to stimulate facilitating growth relationships. The facilitator needs to reveal core dimensions for sensitive relationship building (respect, empathy, realness and concreteness) to function effectively on an interpersonal level.

To create healthy interpersonal interaction the facilitator needs to be functioning psychologically optimally. He/she must further create an atmosphere of unconditional positive regard, concreteness and respect. The participants must feel free to express themselves and drop façades and defence mechanisms.

2.4 THE EFFECT AND OUTCOMES OF FACILITATION

Intrapersonally, facilitation has the following effects:

- **Cognitive.** The individual listens more objectively and focuses on the task of responding (Cilliers, 2000).
- **Affective.** He/she is more aware of his/her own feelings and is more spontaneous in expressing these feelings (Rothmann et al., 1998). More self-knowledge, insight, respect,

confidence and acceptance of weaknesses help the individual to form a stronger self-image (Cilliers, 2000).

- **Conative.** The above-mentioned changes enhance an internal locus of control (Rothmann et al., 1998), including self-motivation, inner-directedness with own integrated values, needs and feelings, instead of taking responsibility for the needs of others, and flexibility according to the demands of the situation instead of rigid, compulsive and dogmatic behaviour.

As far as the interpersonal skills are concerned, respect and acceptance of others as human beings improve (which implies the awareness of own frame of reference, ideas, stereotypes, prejudices and the skill to temporarily put this aside). A programme in facilitation improves the skill to move into another person's frame of reference in an honest and genuine way, to have more awareness, sensitivity, understanding and acceptance of the other person's ideas, needs and feelings, and to communicate this understanding and acceptance in a concrete way by means of reflecting (Cilliers, 2000).

2.5 CHAPTER SUMMARY

This chapter defined the relevant terminology, delineated the functions and the personality profile of the facilitator and the effect and outcomes of facilitation.

The empirical study is described in Chapter 3.

CHAPTER 3

EMPIRICAL STUDY

The second phase of this research entails an empirical study, which includes the following steps:

- The composition of the training programme in facilitation
- Sampling
- The composition of the measuring battery
- The pre-test
- The presentation of the programme
- The post-test
- Data analysis
- Reporting and discussion of the results
- Recommendations.

This chapter focuses on the objectives of the empirical study, the composition of the training programme in facilitation, the sample, the measuring battery, and the explanation of the methodology of the programme. Thereafter the statistical analysis is discussed and the research hypotheses are formulated.

3.1 OBJECTIVES OF THE EMPIRICAL STUDY

The objectives of the empirical study are:

- to determine the effect that the facilitation programme has on the knowledge, inter- and intra-personal skills of the participants before and two months after attending the programme.
- to make recommendations for the training and development of facilitators (more specifically outdoor experiential leaders).

3.2 THE COMPOSITION OF THE TRAINING PROGRAMME IN FACILITATION

Rothmann (1996) designed the training programme in facilitation that is used in this study. He designed the programme in terms of the model, techniques and methods of the humanistic paradigm. The content and composition of the training programme are discussed in terms of motivation of the participants, the programme, practical programme arrangements, growth group, and skills training.

3.2.1 Motivation

The presenter welcomes the participants to the training programme in facilitation and expresses the wish that they would enjoy and learn from the programme. It is emphasised that growth is stimulated when individuals find themselves in a peaceful environment where all are at liberty to raise questions of concern and uncertainty. The participants are informed of the programme content (lectures, group discussions, skills training, structured exercise, experiential learning), which would stimulate growth and psychologically optimal functioning.

3.2.2 Programme

The name of the programme and its objectives, methodology and content are explained briefly to reduce uncertainty concerning the programme and to enhance the motivation of the participants to learn. This discussion takes place on the first day of the programme. Programme manuals are handed out at the end of day one. The participants are requested to study the manual, which focuses on the remainder of the two-day programme.

The following general and specific objectives of the training programme are explained to the participants:

- **General objective.** The general objective of the training programme is to learn facilitation skills.
- **Specific objectives.** The specific objectives of the facilitation programme are:

- To increase the participants' intra- and interpersonal awareness and growth (i.e. the personality characteristics needed by a facilitator).
- To increase the level of functioning with regard to the four core dimensions (respect, empathy, genuineness, concreteness) up to a minimum facilitation level of 3 according to Carkhuff.
- To increase the participant group's knowledge of facilitation.

3.2.3 Practical programme arrangements

The programme and the arrangements of the training programme in facilitation are explained below. The programme is given in Table 1.

Table 1

The Training Programme in Facilitation

DAY	NUMBER OF HOURS	ACTIVITY
1	7 hours	Growth group
2	7 hours	Transfer of leaning

The daily programme, which includes the first session, tea time, lunch and the last session of the day, are discussed.

3.2.4 The growth group

The objective of the growth group is to provide the participants with the opportunity to observe an existing group and intra- and interpersonal awareness and growth.

The participants function as observers as well as participants, to be able to learn more about groups and to stimulate the psychological optimality of the participants by stimulating their intra- and interpersonal awareness in the here-and-now.

Two types of growth groups, namely a T-group and an encounter group, are used in this study.

- The objective of the T-group is to give participants the opportunity to experience group processes. The T-group functions unstructured without rules. During the initial phase of the T-group the facilitator creates a leadership vacuum by not assuming the traditional leadership role. The facilitator only gives the objective of the group (learning about the concept and skills of facilitation), and the parameters in terms of time, place and space in which the activities of the group are to take place – and then he/she remains silent. He/she is non-directive, remains impersonal, but not aloof, does not get involved in the group's activities and encourages the participants to remain in the time frame of the here-and-now, is aware of the events that happen in the group and offers feedback to the group.
- The objective of the encounter group is to help the participants become more aware of their feelings and to enhance self-awareness and genuineness. In an encounter group the participants are not allowed to speak about individuals who are not present. The facilitator illustrates respect, empathy and genuineness and is only involved in the giving and receiving of feedback. His/her task is also to help the participants behave congruently.

According to Cilliers (1973) a growth group moves through four phases, viz. the initial phase, the transition phase, the production phase and the closing phase.

- **Initial phase:** This phase is characterised by anxiety, insecurity and a lack of structure. Anger, impatience and boredom are reactions of the unsure concerning the goals and norms of the group. Hidden agendas develop, focus on the there-and-then and outside the group prevails, and distrust surfaces. Members test the group to see whether it is safe to express themselves. Scepticism concerning the facilitator arises, as well as resistance and hesitance to become involved.
- **Transition phase:** Anxiety, defensiveness, resistance and competition for control are characteristics of the transition phase. The facilitator's role is questioned. Conflict arises and the participants seek direction from the facilitator, which is not given. Frustration and hostility towards the facilitator develop. Dependence and hostility will indirectly manifest in the group's discussions.

- **Production phase:** The group members address the real issues that matter and they attend to the group's processes. Facades crack and by virtue of the confrontation that follows the individual becomes more aware of him-/herself. The presence of other members and the climate of assistance being created arouse positive feelings, which lead to behavioural changes. Discussions centring on the struggle to control and interpersonal conflict within the group occur regularly. As a consequence of greater group cohesion self-disclosure increases and feedback in the here-and-now is offered more regularly.
- **Closing phase:** Sadness and anxiety are experience by the group members because of the termination of the group. Participation decreases as they await the end of the group. The group members begin to evaluate their experiences within the group.

Growth groups are a valuable training method but it are contingent upon the notion that the facilitator is able to handle the critical incidences and consider the nature of the group members and the processes used in the group sessions (Rothmann, 1996).

Table 2 shows the growth group component of the training programme in facilitation.

Table 2

The Programme of the Growth Group

DAY	TIME	ACTIVITY
1	90 minutes	Session 1
1	15 minutes	Tea/Coffee
1	60 minutes	Session 2
1	35 minutes	Lunch
1	105 minutes	Session 3
1	30 minutes	Tea/Coffee
1	135 minutes	Session 4

A total of 390 minutes are allocated for the four sessions while 80 minutes are allocated for lunch and tea/coffee breaks.

3.2.5 Skills training

The skills training component of the facilitation programme is presented over a one-and a half-day period. The first section of the skills training takes place on the first evening after the growth group. Table 3 delineates the schedule of the skills training component of the programme.

Table 3

Programme of the Skills Training Component of the Training Programme in Facilitation

DAY	TIME	ACTIVITY
1	30 minutes	Welcoming, role clarification, fears, expectations
1	35 minutes	Facilitation: Definition, importance, traits and process
1	35 minutes	Psychologically optimal functioning
1	135 minutes	Functions of the facilitator and group processes
2	75 minutes	Interpersonal effectiveness of the facilitator and Carkhuff's Human Potential Development Model
2	105 minutes	Micro-skills: Attending and listening
2	30 minutes	Core dimensions of sensitive relationship building
2	105 minutes	Micro-skills: responding
2	75 minutes	Role play one and feedback
2	60 minutes	Role play two and feedback
2	105 minutes	Role play three and feedback
2	30 minutes	Summary of skills training component

The activities and exercises, which constitute the skill training of a facilitator programme, are discussed next.

3.2.5.1 Role clarification, expectations and fears

The objective of this part of the training programme is to explain the role of the presenter (after the growth group), as well as the role of the participants, to discuss learning experience that has already taken place, to determine unmet expectations and to discuss fears that have not yet been dealt with.

The participants discuss the following questions:

- How do I feel about what has happened up to now in the programme?
- What do I hope will happen further in this programme?
- Which expectations do I have regarding the above coming true and/or not coming true?

The presenter explains his/her role during the skills-training component, viz. that at times he/she will be an instructor while at other times he/she fulfils the role of a facilitator.

3.2.5.2 The nature, characteristics and processes of facilitation

The aim of this part is to transfer cognitive knowledge of the nature, characteristics and process of facilitation to the participants so that they will be able to define facilitation, the process and its characteristics.

Transparencies are used to discuss and explain (1) definitions (facilitation, the facilitator and a group), (2) differences between leadership, instruction/teaching, organising, management, therapy, consultation and facilitation, (3) the role of a facilitator, (4) phases of a facilitative discussion, (5) the facilitator's activities as well as the effect that it has on group members, and (6) the facilitation process according to Carkhuff's Human Development Potential Model.

3.2.5.3 The personality profile of the facilitator

The objective of this part is to stimulate cognitive knowledge of the profile of a facilitator so that the participants will be able to distinguish between the most important skills and characteristics.

Transparencies are used to discuss the components of a facilitator's personality profile (characteristics and skills). The personality profile of a facilitator includes knowledge and skills, interpersonal effectiveness and psychological optimality.

The presenter explains the meaning of personality characteristics, interpersonal effectiveness, group knowledge and skills. The presenter points out that the foundation of the facilitator's personality profile are his/her personality characteristics and that interpersonal effectiveness and knowledge alone are not enough for being an effective facilitator.

3.2.5.4 The personality characteristics of the facilitator

The objective of this section is to share cognitive knowledge concerning psychologically optimal functioning with the participants.

Transparencies are used to explain the following aspects:

- Psychologically optimal functioning.
- The change in emphasis from abnormal functioning through normal to optimal psychological functioning.
- The intra- and interpersonal characteristics of a facilitator.
- Individual subjective experiencing of enhanced self-awareness with regard to the Johari window.
- Guidelines for receiving and giving constructive feedback.

3.2.5.5 Interpersonal effectiveness of the facilitator

The objective of this component is to teach the interpersonal skills and cognitive knowledge of a facilitator to the participants.

a) Core dimensions of sensitive relationship building

The objective of this section is to share cognitive knowledge about the behavioural dimensions of sensitive relationship building and to enhance trainees' skills in sensitive relationship building. At the end of this section the participants should be able to describe these core dimensions and it should reflect in his/her interpersonal behaviour on level 3 of the Carkhuff scale.

This section includes the following activities:

- Transparencies are used to discuss the characteristics of a facilitator interacting in a sensitive relationship (Rogers, 1973).
- Definitions of the core dimensions. The definitions of the core dimensions of sensitive relationship building are given.
- Measuring of the core dimensions (empathy, respect, genuineness and concreteness) are explained in terms of the Carkhuff-scale.

b) Carkhuff's human potential development model

The rationale, objective and phases of the Carkhuff's model are discussed.

i. Rationale of the human potential development model

To measure empathy, respect, genuineness and concreteness the Carkhuff-scales are used. According to Carkhuff (1967), the rationale of the scales is as follows:

- Functioning on high levels of the dimensions of empathy, respect, genuineness and concreteness indicates a healthy personality.
- Functioning on low levels of the above dimensions indicates an unhealthy personality and if the educator makes low scores public, it will indicate negative growth of the individual.

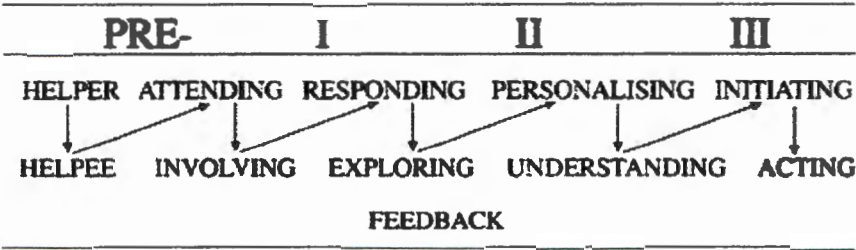
ii. The goal of the human potential development model

The goal of the human potential development model is to teach an individual the required skills that will enhance constructive behavioural changes in any individual. The individual will gain sensitivity towards his/her life and will profit greatly because of the control he/she has over his/her life's activities.

iii) Phases of interpersonal processing

According to Carkhuff (1993), interpersonal processing skills facilitate the intrapersonal processing of others (see Table 4)

Table 4
Phases of Interpersonal Processing



Interpersonal processing skills include attending skills to involve the client in the helping process. Responding skills facilitate exploring by the client. Personalising skills facilitate understanding by the client. Initiating skills stimulate acting by clients. Feedback from clients’ actions recycles the phases of intrapersonal and interpersonal processing (Carkhuff, 1993).

c) Micro-skills: Listening and attending

The objective of this section is to teach the participants the knowledge and skills that are necessary for effective attending and listening.

Transparencies are used to share the knowledge of attending and listening skills with the participants.

d) Micro-skills: Responding

The objective of this section is to share cognitive knowledge and skills needed in the use of the micro-skills of responding. Responding skills, which consist of questioning, clarification,

summarising, minimal encouragement, paraphrasing, giving of information, confrontation, interpretation, reflecting of feeling and the clear expression of ideas are taught as follows:

- The components of the particular skill are presented by means of a lecture.
- The skill is demonstrated
- Participants are given written exercises and are asked to recognise the particular skill, distinguish it from other skills and apply the correct skill.
- Participants practise the skill in small groups and receive feedback concerning their application of the skill from their members of their groups.

e) The use of non-verbal information

The use of non-verbal information is shared with the participants by making use of transparencies.

3.2.5.6 Knowledge of the facilitator

The objective of this section is to share cognitive knowledge concerning the nature of groups, models of group behaviour, group processes, and the functions of a facilitator. The following aspects are discussed with the participants by making use of transparencies:

- The group behavioural model of Steiner (1972).
- Group processes, i.e. norms, cohesion, developmental stages, group-centred leadership, decision-making and problem-solving, communication and conflict.
- The functions of a facilitator.

3.3 SAMPLE

The sample consisted of first-, second- and third-year students at the Potchefstroom University. All the students have the subject Recreation as a major subject and have a background in experiential learning, and more specifically, adventure training. The sample consisted of seven male and nineteen females, of whom one was black student and the other twenty-five white. The average age of the group was 20 years.

Students were asked to volunteer to participate in a research project. The class consisted of 90 students. Twenty-six volunteered to participate in the group facilitation programme. The participants were randomly selected to form a control and experimental group. The methodology, which included a growth group, deemed it necessary to keep the sample smaller than 17 individuals (15 individuals plus two facilitators). Rogers (1973) posits that a growth group of more than 16 individuals may have a negative influence on the individuals.

3.4 THE MEASURING BATTERY

To evaluate the facilitation programme, the measuring battery is based on the conceptualisation of the functions and personality profile of a facilitator (see Chapter 2). Next, measuring instruments will be discussed with regard to the rationale, description, administration and scoring, interpretation, reliability, validity and motivation for their use.

3.4.1 The Personal Orientation Inventory (POI)

Theoretically, psychological optimality is to a large extent parallel to self-actualisation. Therefore, self-actualisation questionnaires could be used to measure psychologically optimal functioning (Cilliers, 1984). For the purposes of this research, the Personality Orientation Inventory (POI) has been included in the measuring battery as it measures most of the aspects of self-actualisation.

The rationale, description, administration, interpretation, reliability and validity of the inclusion of the POI will now be discussed.

3.4.1.1 Rationale

The POI was developed by Shostrom (1976) to measure therapeutic growth. The POI measures the behaviours and values that are important for the self-actualisation of individuals. For the purposes of this study, self-actualisation is defined as the degree to which an individual puts to use his/her own talents and abilities as compared to an average individual, the measure of living in the present rather than in the past or future, the measure of functioning autonomously and the benevolence of the individual's disposition (Cilliers,

1984). An individual's POI score reflects the level of the individual's positive state of mind with the focus on therapy or counselling in the future (Knapp, 1976; Shostrom, 1976).

3.4.1.2 Description

Taking the POI involves responding to a questionnaire of 150 dichotomous (positive or negative) statements in the form of A and B alternatives. Twelve scales are measured, each consisting of between nine and 127 questions. Twelve keys are used to mark the responses. A profile page reflects the individual's degree of self-actualisation as measured across the 12 scales. The 12 scales of the POI are comprised of two main scales and 10 sub-scales (Knapp, 1976). The scales of the POI are as follows:

- **The Time Ratio (TC).** A high score on this scale signifies the positive trait of time competency, i.e. a reality-orientated awareness of the present, where experience from the past and future expectations exist in a meaningful continuity. A low score indicates the negative trait of time incompetence. This involves an existence in the past, the experiencing of feelings of guilt and remorse, or an existence in the future with idealised expectations or fears.
- **The support ratio (I).** A high score on this scale indicates the positive characteristic of reaction from within the self. A low score signifies an external or an alternate orientation. Reaction from within the self indicates that the respondent may make his own decisions in an independent and autonomous way, based on internalised principles and motivation. The person integrates and transcends both inwards and towards others at an optimal ratio. An exclusively alternate orientation (thus other-centred) signifies dependence and influence by external forces and a search for acceptance, characterised by manipulation and an attempt to impress from behind his/her mask.

The 10 sub-scales are divided into five sections in pairs, i.e. values, feelings, self-perception, synergistic awareness and interpersonal sensitivity.

Values

- **Self-actualisation value (Sav).** This scale measures the confirmation of primary values

of a self-actualising person. A high score signifies that the respondent lives according to the values particular to self-actualisation.

- **Existentiality (Ex).** This scale measures the ability to act according to the demands of a situation - i.e. to act existentially, without the rigid maintaining of principles. A high score signifies flexibility in the application of values and a low score points to a tendency to rigidly, compulsively and dogmatically cling to values.

Feelings

- **Feeling reactivity (Fr).** This scale measures the responsiveness with regard to own feelings and needs. A high score signifies sensitivity towards these aspects and a low score signifies insensitivity.
- **Spontaneity (S).** The freedom to act spontaneously or to be oneself is measured by this scale. A high score signifies the ability to express feelings in spontaneous actions and a low score indicates a fear of expressing feelings in actions.

Self-perception

- **Self-regard (Sr).** This scale measures the confirmation of the self based on own values or strengths. A high score signifies the ability to like oneself due to strength as a persona and a low score indicates feelings of low self-esteem.
- **Self-acceptance (Sa).** The confirmation of the acceptance of the self despite weaknesses or shortcomings is measured by this scale. A high score indicates the acceptance of the self and one's weaknesses, and a low score signifies the inability to accept weaknesses.

Synergistic awareness

- **Nature of man constructive (Nc).** The degree to which there is a constructive awareness regarding human existence is measured by this scale. A high score signifies that the respondent regards man as good and that he may solve opposites such as good-bad, masculinity-femininity, selfishness-unselfishness. A low score indicates that the

respondent regards mankind as bad.

- **Synergistic awareness (S).** This scale measures the ability to be synergistic - i.e. to transcend opposites. A high score signifies the ability to view opposites in life as meaningful in relation, i.e. to see that work and play, selfishness and selflessness do not have to be opposites. A low score signifies that the respondent regards opposites as being antagonistic.

Interpersonal sensitivity

- **Acceptance of aggression (A).** This scale measures the ability to accept the own natural aggression in contrast with denial, or a defensive attitude regarding aggression. A high score signifies the ability to accept anger or aggression in the self as being natural and a low score indicates the denial of such feelings.
- **Capacity for intimate contact.** This scale measures the ability to develop meaningful, intimate relations with other persons, without expectations and duties. A high score is indicative of the ability to form meaningful, contact relationships with other persons and a low score signifies problems in terms of warm interpersonal relations.

3.4.1.3 Administration

The POI can be administered individually or in group situations. Individuals respond to 150 items by choosing between two alternatives as to which statement best agrees with the respondent. Raw scores are determined by scoring keys. A self-actualisation profile is drawn using standard scores. Standard scores are drawn from American adult and student norm scores (Shostrom, 1976)

3.4.1.4 Interpretation

The 12 scales of the POI depict a respondent's overall self-actualisation; however, each scale should be individually interpreted. High scores indicate a strong presence of a particular trait and a low score indicates an absence of the self-actualisation trait concerned. Standard scores of between 50 and 60 reveal self-actualisation. Scores descending below 50 reveal

developmental areas. Scores ascending above 60 indicate falsification. Individuals with little knowledge of self-actualisation who attempt to falsify the POI positively reveal high scores on the self-regard scale and low scores on the self-acceptance and existential scales.

3.4.1.5 Reliability and validity

According to USA research, the POI is valid and reliable. A horizontal profile reveals falsification of responses (Brammer and Shostrom, 1977). Only if a respondent has special knowledge of self-actualisation and/or the POI itself will he/she be able to falsify the POI (Hix & Hensley, 1977). The test-retest reliability investigations reveal the following reliability coefficients on the basis of a South-African sample (see Table 5) (Shultz, 1994).

Table 5
The Test-Retest Reliability of the POI in South Africa

Scale	Reliability coefficient
Time competence ratio (Tc)	0,73
Support ration (I)	0,82
Self-actualising value (SAV)	0,58
Existentiality (Ex)	0,68
Feeling reactivity (Fr)	0,50
Spontaneity (S)	0,62
Self-regard (Sr)	0,50
Self-acceptance (SA)	0,66
Nature of man (Nc)	0,41
Synergy (Sy)	0,63
Acceptance of aggression (A)	0,47
Capacity for intimate contact (C)	0,57

Based on the table, one can assert that the POI is reliable in general. The reliability of the Nature of man (Nc) scale is low. The reason for this is that respondents experience problems when answering the items of this scale (Schultz, 1994).

According to Fouche and Rothmann (1999), the POI can only be accepted as reliable concerning the Time competence ratio (Tc), Support ratio (I), Self-regard (Sr), Self-acceptance (SA), Acceptance of aggression (A) and Capacity for Intimate Contact (C).

The POI has construct validity. It was found in the latter research that the Time competence (Tc) and Support ratio (I) correlate positively with emotional stability, extroversion, self-assertion and enthusiasm as measured on the 16 Personality Factor questionnaire. Negative correlations were found with anxiety, suspicion and depression, which are the opposite of self-actualisation (Fouche & Rothmann, 1999; Schultz (1994). Attempts to falsify the POI by individuals who have knowledge of self-actualisation will manifest in very high scores on all the scales. Rothmann (1996) posits that there is a lack of norms with different norm groups in South Africa. Shostrom (1976) and Knapp (1976) posit that the POI lends itself well to measure self-actualisation. The POI does not measure pathology but rather value judgements, which disclose more about an individual's life frame of reference.

3.4.2 The Carkhuff scales

The Carkhuff scales were used to measure the participants' interpersonal effectiveness. The rationale, description, administration, interpretation, validity and reliability of and the motivation for the use of the Carkhuff scales will now be discussed.

3.4.2.1 Rationale

The development of the Carkhuff scales was based on Rogers' (1977) person-centred theory with regard to psychotherapy. The Carkhuff scales measure the participant's level of empathy, respect, genuineness and concreteness. According to Carkhuff (1967) the rationale of the scales are as follow:

- High scores on the functioning of empathy, respect, genuineness and concreteness reveal a high level of functioning on the mentioned dimensions. These reflect a healthy personality as conceptualised in this research (see Chapter 2). High levels of functioning on these dimensions facilitate growth and self-awareness of the individuals with whom a facilitator is interacting.

- An unhealthy personality, on the other hand, is reflected by low scores on the functioning of empathy, respect, genuineness and concreteness. A facilitator scoring low on these dimensions will be least helpful to individuals (Rothmann, 1996).

3.4.2.2 Description

The Carkhuff scales are individually applied. An external, trained moderator evaluates the manifested behaviour to be able to discern different levels of the dimensions (Jorgensen, 1996; Rothmann, 1996).

The individuals take part in a role-play to measure their level of functioning on the core dimensions of sensitive relationship building, viz. empathy, genuineness, respect and concreteness. The role-play is captured on videotape for further scoring.

3.4.2.3 Administration

Two chairs facing each other and a video recorder, which is positioned to record the discussion between two individuals in the role-play, is part of the role-play. The individual whose behaviour is to be measured plays the role of an interviewer. This individual is sensitised by being informed that the video is being made to assess his or her ability to facilitate. The following instruction is given to the individual:

Stella for the last two years has been working for a cell phone company as a phone operator. After two years she is still a temporary worker but she has applied for a permanent position. Unfortunately she did not make the short list. She has a degree in human resource management. Due to the situation in South Africa Stella is unable to find a position in Human Resources.

She is a single parent with two children. Her husband passed away three months ago in a car accident. The company where she is working needs to restructure and retrench 15% of their staff. The temporary positions will be first in line to be retrenched. But before this process of restructuring and retrenchment the company expects of all the staff members to go on a team building exercise.

Stella does not want to go on this weekend. Management decides that you, as the organiser and facilitator of the team building exercise, have to talk to Stella regarding this issue. Stella is waiting in the room

The recorded role-play is interpreted as follows: it is played back to expert evaluators and assessed against the Carkhuff scales. First, each expert assigns a rating to the individual in terms of the four core dimensions of sensitive relationship forming. Once done, all the individual scores are averaged for all the individual core dimensions.

The evaluation situation has no specific validity or reliability data. Rothmann (1996) posits that because the situation uses a stimulated technique and an evaluation scale, (which has positive validity and reliability results) the same results will be applicable for the role-play captured on videotape. This evaluation method has been included in the measuring battery as a consequence of the fact that the role-play typically represents interpersonal behaviour of the respondent.

3.4.2.4 Scoring

The five-point Carkhuff scales, which measure empathy, respect, genuineness and concreteness are interpreted, as follows:

- A score of (1) reveals that the particular dimensions did not surface positively in the relationship through the respondent's (facilitator's) behaviour. He/she responds inaccurately to the participant's (group member's) content and feelings.
- A score of (2) shows that some of the characteristics of the particular dimension surfaced in the respondent's (facilitator's) behaviour. His/her responses partly contain the content and feelings of the participant (group member). However, the effect on the growth and stimulation of the latter individual is still negative.
- A score of (3) indicates that half of the characteristics of the particular dimension arise in the respondent's (facilitator's) behaviour. His/her responses contain exchangeable content

and expression of feelings of the other participant. These responses are on a level where minimum growth of the latter person is stimulated.

- A score of (4) indicates that most of the characteristics of a particular dimension arise in the respondent's (facilitator's) behaviour. His/her responses contain more than the exchangeable content and feelings, which help to make growth easier.
- A score of (5) indicates that all the characteristics of a particular dimension arise in the respondent's (facilitator's) behaviour. His/her responses contain all the content and feelings of the participant (group member), which help to have a positive influence on the growth of the latter person.

According to Carkhuff (1969), scores between the integers can be used to accommodate adjectives of "some" and "most".

e) Reliability and validity of the Carkhuff scales

Rothmann (1996) and also Jorgensen (1996) posit that the Carkhuff scales enjoy support in terms of validity and reliability. However, Carkhuff and Berenson (1977) acknowledged the subjectivity of the rates in guidance and therapeutic situations.

According to Rothmann (1996), the Carkhuff scales show a high degree of sensitivity concerning communication skills training, especially on the dimensions of respect, genuineness and concreteness.

3.4.3 The facilitation test

The draft test, which measured knowledge and skills, their definitions and characteristics, the personality profile of the facilitator, interpersonal effectiveness and psychologically optimal functioning, is discussed next:

3.4.3.1 Rationale

The draft test was developed by Rothmann (1996). The rationale of the test is to evaluate the level of knowledge acquisition (learning) in terms of group knowledge and skills as conceptualised in this research.

3.4.3.2 Description

The test includes 77 multiple-choice type questions and seven open-ended questions. Each individual has a choice of five alternative responses. Rothmann (1996) developed this test to determine the knowledge of the individuals concerning the personality characteristics of the facilitator, the interpersonal characteristics and skills of the facilitator, the definition of facilitation, the role and functions of the facilitator and group processes.

3.4.3.3 Administration

The test was administrated in group format (individual administration is also possible) (Rothmann, 1996). Though there is no time limit set for taking the test for this research, 90 minutes should be appropriate. One point is scored for every correct choice, and final scores for each individual taking the test are expressed as a percentage of the total possible points that can be scored.

3.4.3.4 Interpretation

Individual scores are converted to a percentage as a ratio of the highest possible points. A high score reveals that the individual has knowledge of facilitation while a low score reveals that the individual does not have sufficient knowledge of facilitation.

3.4.3.5 Reliability and validity

The test was developed specifically for the facilitation programme and therefore validity and reliability scores are not available (Rothmann, 1996). Rothmann (1996) attempted to enhance the test's construct validity by using items related to the dimensions as conceptualised in this research (see Chapter 2 and Rothmann (1996)). Rothmann submitted the test to two

registered psychologists to determine the test's face validity. Their reaction was positive but they suggested an alternative answer of "not sure" to prevent the individuals from guessing.

3.5 RESEARCH METHOD

The research method includes:

- Orientation of the sample
- Pre-test
- Presentation of the facilitation training programme
- Post-test.

3.5.1 Orientation

The individuals representing the experimental and control group met at the Potchefstroom University for Christian Higher Education before the pre-test and were thanked for participating in the research project. They were informed about the following aspects:

- The objectives of the research.
- The qualification and experience of the researcher in terms of facilitation and the research processes.
- The expectations the researcher had of the participants (roles, time schedules and their freedom to withdraw at any time, the implications if they withdraw, and a request that they should not discuss any of the content of the facilitation programme with each other).

3.5.2 Pre-test

After the explanation of the goal and the instructions of the measurement battery, the measurement instruments were given to the individuals as a package in the following order:

- Facilitation test
- POI.

The role-play lasted 10 minutes and was captured on tape to make analysis possible after the pre-test had been completed. No time limits were set for any other measuring instruments so that the individuals could proceed to take the tests at a pace determined by themselves.

The researcher was present for the duration of the test and the role-play to respond to questions experienced by participants. The completion time of the pre-test was more or less two and a half hours.

3.5.3 Presentation of the training programme in facilitation

The researcher presented the facilitation programme during July 2001. The growth group was facilitated by a registered industrial psychologist who had a great deal of experience concerning the facilitation of growth groups. This was done to enhance the validity and reliability of the research because the researcher did not have sufficient growth group experience.

3.5.4 Follow-up session

A follow-up session was scheduled one month after the presentation of the programme for the experimental group. The duration of the session was 90 minutes. A total of 30 minutes was allocated for defining the different components of responding and 60 minutes for role-plays.

3.5.5 Post-test

Three months after starting with the facilitation programme (27 July 2001) the post test was taken by the experimental and control groups. Although the groups did have contact between the pre- and the post-test, they were requested not to discuss the content and methodology of the facilitation programme.

3.5.6 Scoring of the measuring instrument

A computer programme scores the POI, while a scoring key is used to scores the facilitation test by hand.

The role-play was examined by the researcher and an external examiner (registered industrial psychologist) to determine the individuals' score on the core dimensions using the Carkhuff scales. Both examiners listened to and watched each video before they examined it independently. The inter-rater reliability of the two raters was acceptable (higher than 0,80).

3.6 STATISTICAL ANALYSIS

The SAS computer programme (SAS Institute, 2000) was used to do the statistical analysis. For the purposes of this research, descriptive and inferential statistics were used (Burns & Grove, 1973). Means and standard deviations (*SD*) were computed to interpret the descriptive statistics. Means comprise a point which coincides with the sum of scores divided by the number of scores. Standard deviations show the amount by which the individual score differs from the average distribution of data. To compute standard deviations, squares of the differences were used and the average served to determine the distribution.

The Student's *t* test was used to determine the significance of the difference between the average of the pre- and the post-test of the control and experimental groups as well as to determine whether a significant difference existed between the changes in scores from the pre-test to the post-test.

The *d*-value was computed to determine practical significance. The cut-off point for practical significance is as follows:

$d > 0,2$ small effect

$d > 0,5$ medium effect

$d > 0,8$ large effect.

The practical significance for the comparison of the experimental and control groups is computed as follows:

$$d = (\text{Mean}_E - \text{Mean}_C) / SD_{\max}$$

where

$Mean_E$ = the mean of the difference between the measurements of the experimental group
 $Mean_C$ = the mean of the difference between the measurements of the control group, and
 SD_{MAX} = the maximum standard deviation between the experimental and control group.

Practical significance is set at a level of $d > 0,8$ (large effect). However, a medium significance of $d > 0,5$ will also be considered in this research.

3.7 RESEARCH HYPOTHESES

The following research hypotheses were formulated, namely:

H1: There are significant differences between the changes in the pre-test and post-test scores of the experimental and control group on the POI.

H2: There are significant differences between the changes in the pre-test and post-test scores of the experimental and control group on the Carkhuff scales.

H3: There are significant differences between the changes in the pre-test and post-test scores of the experimental and control group on the Facilitation test.

3.8 CHAPTER SUMMARY

The methodology of the research was discussed in this chapter with the aim of describing the empirical study, the composition of the facilitation programme, and the description of the sample, the measuring battery and the research procedures concerning the gathering of data. Thereafter, the statistical analysis were discussed and the hypotheses were formulated.

In Chapter 4 the results of the empirical study will be discussed.

CHAPTER 4

RESULTS AND DISCUSSION

In this chapter the results of the empirical study are reported and discussed in terms of the formulated hypotheses. Regarding the quantitative evaluation, the direct comparison of the results of the experimental and control group is discussed. Furthermore, the effects of the training programme on the psychological optimality, interpersonal effectiveness and knowledge of facilitation of participants are discussed. The item, mean and standard deviation (*SD*) for the experimental (EG) and control groups (CG) are reported. The statistical significance (*p*) and practical significance (*d*) are also reported, where applicable. This is followed by the qualitative impressions based on the growth group and the reaction evaluation.

4.1 DIFFERENCES BETWEEN THE PRE-TESTS

The differences between the pre-tests of the experimental and control groups are reported in Table 6.

Table 6

The Differences between the Pre-tests of the Experimental Group (EG) and Control Group (CG)

Item	EG (<i>n</i> =13)		CG (<i>n</i> =13)		<i>p</i>	<i>d</i>
	Mean	<i>SD</i>	Mean	<i>SD</i>		
POI						
Time Ratio (TC)	39,77	11,63	39,31	9,84	0,91	-
Support Ratio (I)	40,69	7,06	41,69	4,80	0,68	-
Self-Actualising Value (SAV)	49,85	8,36	50,85	5,87	0,73	-
Existentiality (Ex)	37,85	7,55	38	4,90	0,95	-
Feeling Reactivity (Fr)	43,39	10,08	43,23	5,63	0,96	-
Spontaneity (S)	54,15	6,58	50,08	6,46	0,12	-
Self-Regard (Sr)	48,92	7,83	51,46	7,02	0,39	-
Self-Acceptance (Sa)	40,85	8,10	41,08	8,33	0,94	-
Nature of Man Construct (Nc)	40,15	8,57	43,31	8,44	0,35	-
Synergy (Sy)	37,31	11,67	41,15	9,91	0,37	-
Acceptance of Aggression (A)	42,23	8,17	43,92	8,95	0,62	-
Capacity for Intimate Contact (C)	41,46	8,02	42,77	6,10	0,64	-
Carkhuff Scales						
Respect	1,27	0,48	1,10	0,19	0,25	-
Empathy	1,38	0,51	1,54	0,38	0,39	-
Genuineness	1,70	0,38	1,46	0,32	0,11	-
Concreteness	1,35	0,43	1,15	0,38	0,24	-
Facilitation Test						
Knowledge	28,39	9,08	23,77	8,70	0,20	-

* Difference is statistically significant: $p < 0,05$

** Difference is practically significant: $d \geq 0,50$ (medium effect)

Table 6 shows that the experimental and control groups did not differ regarding their psychological optimality (as measured by the POI) interpersonal effectiveness (as measured by the Carkhuff Scales) and knowledge of facilitation (as measured by the facilitation test).

Therefore, it can be concluded that the random sampling was successful, as the two groups obtained comparable scores on all the scales. However, differences in changes between the pre- and post-tests were analysed, which neutralise possible inequalities between the groups.

4.2 EFFECTS OF THE TRAINING PROGRAMME IN FACILITATION

The effects of the training programme in facilitation on participants' psychological optimality, interpersonal effectiveness and knowledge of facilitation are discussed in this paragraph.

4.2.1 Psychological optimality

The differences between the pre-test and post-test of the experimental and control groups in terms of the POI scales are reported in Table 7.

Table 7

The Differences between the Pre- and Post-test of the Experimental Group (EG) and Control Group (CG) on the POI

Item	EG (n=13)		CG (n=13)		p	d
	Mean	SD	Mean	SD		
Time Ratio (TC)	4,54	9,68	-2,15	8,39	0,07	-
Support Ratio (I)	3,15	5,86	1,62	6,29	0,63	-
Self-Actualising Value (SAV)	3,15	10,52	-0,15	10,25	0,50	-
Existentiality (Ex)	2,62	5,62	0,46	7,75	0,50	-
Feeling Reactivity (Fr)	0,46	7,33	4,08	9,16	0,48	-
Spontaneity (S)	-0,85	5,96	0,77	7,72	0,30	-
Self-Regard (Sr)	3,15	7,65	0,92	9,81	0,50	-
Self-Acceptance (Sa)	3	7,62	0,38	8,60	0,42	-
Nature of Man Construct (Nc)	1,31	6,68	0,85	7,08	0,96	-
Synergy (Sy)	3	18,87	1,77	16,46	0,87	-
Acceptance of Aggression (A)	1,31	7,66	0,92	8,96	0,98	-
Capacity for Intimate Contact (C)	2,31	5,63	2,08	8,46	1,00	-

* Difference is statistically significant: $p < 0,05$

** Difference is practically significant: $d \geq 0,50$ (medium effect)

Table 7 shows that there is no significant difference between the pre- and post-test scores of the experimental group and control group regarding any of the items of the POI.

Based on the results in Table 7, H1 is rejected regarding the 12 scales of the POI. Regarding the comparison of angles existed between the psychological optimality of the participants in

the experimental group (compared with the control group) due to the facilitation training programme.

4.2.2 Interpersonal effectiveness

Table 8 reflects the differences between the pre-test and post-test scores of the experimental and control groups in terms of the Carkhuff scales.

Table 8

The Differences between the Pre- and Post-test of the Experimental Group (EG) and Control Group (CG) on the Carkhuff Scales

	EG (n=13)		CG (n=13)		p	d
	Mean	SD	Mean	SD		
1. Respect	1,6	0,47	0,17	0,40	0,01*	3,04
2. Empathy	1,56	0,55	0,15	0,30	0,01*	2,56
3. Genuineness	1,33	0,33	0,02	0,22	0,01*	3,97
4. Concreteness	1,38	0,53	-0,12	0,42	0,01*	2,6

* Difference is statistically significant: $p < 0,05$

** Difference is practically significant: $d \geq 0,80$ (large effect)

It is evident from Table 8 that practically significant differences (large effect) exist between pre-test and post-test scores on the Carkhuff scales of the experimental group and control group. Therefore H4 is rejected in terms of all four items of the Carkhuff scales. The conclusion may be drawn that the training programme increased the experimental group's skills in entering the frame of reference of others (empathy), communicating caring (respect), being fully transparent (genuineness) and reacting with specificity to the experiences of individuals (concreteness).

4.2.3 Knowledge of facilitation

The difference between the changes in the Facilitation Test results of the experimental and the control group is reported in Table 9.

Table 9

The Differences between the Pre- and Post-test of the Experimental Group (EG) and Control Group (CG) on the Facilitation Test

	EG (n=13)		CG (n=13)		<i>p</i>	<i>d</i>
	Mean	SD	Mean	SD		
Facilitation Test	20,08	11,36	4,08	4,68	0,01*	1,41

* Difference is statistically significant: $p < 0,05$

** Difference is practically significant: $d \geq 0,80$ (large effect)

It is evident from Table 9 that practically significant differences (large effect) exist between the experimental and control group's pre-test and post-test scores on the Facilitation test. Therefore H5 is rejected and H6 is accepted.

As a consequence, the experimental group will be knowledgeable about the role, functions and characteristics of a facilitator, psychological optimality, the Johari Window, the Human Potential Model of Carkhuff, specific interpersonal skills, the person-centred theory, and groups.

4.3 QUALITATIVE IMPRESSIONS

Qualitative impressions of the growth group and the reactions after attending the facilitation programme are discussed next.

4.3.1 Results of the growth group

The results of the growth group will be discussed in terms of the themes that surfaced during the different phases of the growth process.

4.3.1.1 The initial phase

The introductory comments of the facilitator were followed by a few minutes of silence, then laughter and small group discussions. The fact that there was no structure in the group led to anxiety and insecurity. In the group's attempt to obtain structure, the suggestion was made that individuals should introduce themselves and share their expectations of the day.

This phase was characterised by insecurity (which indicates dependency). The silent periods and phrases like "Dit is 'n interessante tegniek wat ons te skrikkerig is om te gebruik; Hier is nie interaksie nie, ek het nog nie iets geleer nie; Ek is nou onseker; ons kom met 'n verwagting, hierdie is iets heeltemal anders", reflects insecurity and anxiety. The requests for direction were ignored to give the group members an opportunity to explore their reactions concerning authority.

Comments such as "ons is in 'n dilemma want ons het nie 'n leier nie" shows the dependency on the facilitator for direction. In the attempt to obtain structure and to reduce frustration the group suggested a structure to communicate. ("As mens 'social' het jy nie 'n leier nie, sou julle 'n leier aanwys as julle gesels in die studentesentrum?"; "... deel met die groep wat jou ma nie van jou weet nie en iets wat die groep nie van jou weet nie").

Unmet dependency needs of group members lead to frustration: "Ons het nie 'n leier op die oomblik nie", "Ek raak nou heeltemal deurmekaar, almal maak voorstelle en doen niks"; "Ek hou van struktuur, waar gaan ons heen, ons is nou besig met stoepstories". The instruction "to learn more from the concept facilitation, the functions and the skills" were discussed every time when there was insecurity. This could be a reflection of their need for direction and an attempt to create structure.

4.3.1.2 The transition phase

Projected hostility manifested towards the facilitator because she did not provide structure. The projected hostility was reflected in comments like ("stilstuipie", "dowe poppie", "as sy nie hoor nie deel ek maar sweeties uit"; "woon in 'n kubus, klim daaruit").

During this phase the concept and skills of facilitation were discussed. Group members used the "brainstorming" technique to discuss the concept and skills of facilitation. To get more structure, they nominated a member to list everything on the black board to form the definition, functions and skills of facilitation. The following comments were made; ("lei om self beter te leer ken ..." "... have fun ...", "... groep betrek", "... probleemoplossing ...", "leiding tot 'n beperkte mate ...", "... diskrete leiding ...", "... leidinggewende proses wat aanleiding gee tot positiewe gedragsverandering ...", "...vertrouensverhouding ...", "... luister ...", "... geduld en leierskap"). These themes refer to the way that the delegates want

to be treated by the facilitator and their need for direction and authority.

The roles and the differences of the individuals were discussed. The themes trust and rejection surfaced. The individuals realised that an individual with both negative and positive characteristics needs to be accepted. The duration of this conversation was short because of the low level of trust in the group ("Hoë bome vang die meeste wind", "As ek sê hoe ek voel gaan ons oor in 'storming' ..."; "ja, bang vir julle reaksie, bang vir verwerping").

The theme of resistance against the facilitator surfaces. The facilitator was accused of manipulation and that the group were getting brain-washed ("Is dit nie 'n metode om ons ongemaklik te kry nie?", "Hoekom soek hulle redes vir wantroue ...", "Smokkel met jou kop", "sielkundiges is darem eenaardig ...", "Jou vyand wat tien teen een hierbinne sit"; "Dan dink ek het ons goed gevorder, ek weet nie of die fasiliteerder enige opmerkings het nie". Discomfort was also mentioned ("warm word hierbinne"; en "verskriklik bedompig is") which could refer to the discomfort to talk about emotions.

Distrust manifested towards the facilitator ("wat is die doel van die groep; moeilik om oor iets te praat as jy nie weet waarom dit gaan nie; hier is onsekerheid, rigtingloosheid; mag iemand 'n boek gaan haal hieroor?; niemand help jou reg nie"; "ek dink nie sy het vertroue in ons nie"; "ek dink sy voel geïntimideerd"; "wie fasiliteer nou?"; "Geïrriteerde fasiliteerder"; "twee treë vorentoe, tien terug", "hoe gaan ons dit doen as ons nie 'n leier het nie, kom ons stel 'n leier aan, puntebeampte" (to reduce frustration).

4.3.1.3 The working phase

During lunch one of the members went to the library and took out a book regarding facilitation. This reflects that they still need direction and structure. While the group member was reading it, it seems that openness and feedback took place. After she had read the definition of facilitation, trust within the group was tested and members indicated that there was an improvement. The group came to the conclusion that the facilitator was correct, which decreased the distrust in the facilitator.

Openness, feedback and the discussion of interaction of the here-and-now started to take place: ("Nie meer bang om te sê wat ek wil sê nie"; "nie meer onseker nie"; "ek is

gefrustreerd, ek wil in die yeld wees"; "at least I have grown some way;" "dit is moeilik om selfverantwoordelikheid te aanvaar, dit is 'n verdedigingsmeganisme". Trust in the process was mentioned with comments such as, "ek kom agter waarmee ons besig is, is wel groei en fasilitering; ons is eintlik besig om die belangrikste deel van fasilitering nou te begryp". Emotions of here-and-now were also discussed ("ek het 'n ongemaklikheid, 'n vrees vir die effek van my optrede; ek praat nie so baie nie, en het vandag gevoel ek mag iets sê en ek sal nie aangevat word nie").

4.3.1.4 The termination phase

Self-acceptance and more self-confidence manifested during this phase with comments such as "positiewe verandering het plaasgevind; selfinsig; ons ervaar dalk ons het niks bereik nie; alles wat ons al bereik het gaan iewers inpas; uitkomst is vir my positief; ons het self begin dink; gee jou selfvertroue om volgende keer self te probeer". Meaningful feedback was given to individuals and they agreed that they understood each other better and that growth had taken place.

Thereafter silence followed, which seemed more comfortable than earlier. The facilitator closed the session.

4.3.2 Reaction to the training programme in facilitation

Directly after the training programme the delegates expressed their experience. According to the delegates they learned more about themselves, to listen more, to focus on the client rather than on themselves, and not to give solutions every time, to accept and focus on emotions. They experienced the growth group and the role-plays as the most meaningful activities, which contribute to acquiring the micro-skills and core dimensions of sensitive relationship building. The arrangements of the training programme (facilities, refreshments, organisation) were regarded as excellent.

4.4 DISCUSSION

The training programme in facilitation had the following effects:

- It improved facilitators' interpersonal skills (respect, empathy, genuineness and

concreteness).

- It improved the facilitators' knowledge of individual and group behaviour.

The POI results confirm the findings of Rothmann and Sieberhagen (1997) that more time is needed to develop the intrapersonal characteristics necessary to facilitate effectively. Personal impressions of the researcher during the research that the students (compared with facilitators in the work situation) (as were reported by Rothmann & Sieberhagen, 1997) did not experience the same intensity of problems with authority, power, uncertainty and resistance to the expression of feelings. This may have helped create a climate for stimulating psychological optimality in students.

It is, however, understandable that few changes in specific characteristics associated with psychological optimality realised after a period of two days. Real growth in psychological optimality will probably only manifest after six months or a year (Rogers, 1980). It often happens in intensive intrapersonal experiences (such as the experience provided in this training programme) that individuals temporarily regress, because defence mechanisms had been broken down and individuals had become aware of their real standing on a certain characteristic (Rogers, 1970; Rothmann, 1996). However, this does serve a healthy objective, because it empowers the individual to start working on that growth area (Rogers, 1970).

Regarding interpersonal skills, it was found that the training programme improved the level of respect, empathy, genuineness and concreteness of facilitators. Firstly, it can be expected that the trained facilitators (in comparison with the untrained group) will show more respect towards individuals and that they will tend to show unconditional positive regard. Secondly, it can be expected that trained facilitators will be able to show empathy, that is, to understand the meaning of individuals' messages and to be able to communicate this understanding to them. Thirdly, it can be expected that trained facilitators will be more genuine and that they will be able to show congruence between what is said and what is meant. Fourthly, it can be expected that trained facilitators will be able to respond in a concrete and specific way to individuals' experiences. These findings support the findings of Cilliers (1995) and Rothmann and Sieberhagen (1997).

As regards knowledge, it was found that the training programme contributed significantly to the participants' knowledge of facilitation.

4.5 CHAPTER SUMMARY

In this chapter the results of the empirical study were reported and discussed. A quantitative evaluation was undertaken and discussed in terms of a predetermined set of hypotheses. A qualitative evaluation of the group followed. The reaction participants had towards the facilitation programme was reported and discussed.

The conclusions and shortcomings of this research will be highlighted and recommendations will be formulated in Chapter 5.

CHAPTER 5

CONCLUSIONS, SHORTCOMINGS AND RECOMMENDATIONS

This chapter offers conclusions based on the examination of the results of the empirical investigation. Shortcomings of the research are highlighted and recommendations are made.

5.1 CONCLUSIONS

Based on the specific theoretical objectives, the following conclusions are drawn:

- Facilitation is a pro-active process of helping whereby the opportunity is created for the development of the group and the individual. Opportunities are provided in a positive climate for the individual of the facilitation-training program, so that they can handle processes which contribute to their accepting more responsibility for their learning and for goal achievement to prevail. The goal of facilitation is to focus the group interaction on the here-and-now-data within the group, the interpersonal data, and the group processes to stimulate personal growth. Through this, a non-threatening, accepting climate is created so that the group members can investigate problems that have value to them and whereby the group members can explore and discover their potential to grow.
- The personality profile of a facilitator includes knowledge and skills, interpersonal effectiveness and intrapersonal characteristics of psychological optimal functioning. These characteristics are the building blocks of interpersonal effectiveness and the core dimensions of sensitive relationship building. If the facilitator becomes aware of him-/herself as an individual and acquires the characteristics of psychological optimal functioning, then he/she will be more interpersonally effective.

Based on the specific empirical objectives, the following conclusions are drawn:

Due to the short duration of the training programme in facilitation, there were no significant improvements in the intrapersonal characteristics of the participants. This finding suggests that sufficient time was probably not spend on stimulating intra-personal growth. However, the qualitative findings suggest that intra-personal development did take place. It is possible that the measuring instrument could not detect the intrapersonal growth of participants.

Regarding interpersonal skills, it was found that the training programme improved the level of respect, empathy, genuineness and concreteness of facilitators. Firstly it can be expected that the trained facilitators (in comparison with the untrained group) will show more respect for individuals and that they will tend to show unconditional positive regard. Secondly, it can be expected that trained facilitators will be able to show empathy, that is, to understand the meaning of individuals' messages and to be able to communicate this understanding to them. Thirdly, it can be expected that trained facilitators will be more genuine and that they will be able to show congruence between what is said and what is meant. Fourthly, it can be expected that trained facilitators will be able to respond in a concrete and specific way to individuals' experiences.

The training programme in facilitation improved the individuals knowledge of facilitation (definition of the concept facilitation, interpersonal effectiveness, personality profile and functions of a facilitator).

The training programme in facilitation qualitatively had the following effect on the individuals' facilitation behaviour:

- The growth group and follow-up sessions enhanced group effectiveness, the individuals are more aware of group processes, they will use their talents, knowledge, and experience better, they will be more supportive to group decisions and take

responsibility for implementing these decisions, group cohesion will improve, they will be more positive about group work and individual personal growth.

- The individuals are more aware of their own feelings and they are more spontaneous about them, their self-awareness, self-knowledge and comprehension increase, they depend more on themselves, take self-responsibility, learning with and from each other, are amiable and tend to be easier-going. More attention, genuineness, unconditional positive regard and empathy are shown to other individuals.

5.2 SHORTCOMINGS OF THE RESEARCH

The following shortcomings in the research were identified:

- The duration of the training programme was too short, especially to develop the individuals' intrapersonal characteristics.
- The research targeted only one institution. The results can thus not be generalised to include all institutions.
- A post-post-test was not included in the empirical research. One may ask whether transfer of learning took place.
- The effect of the pre-test was not accounted for because only an experimental and control group were included in the research.
- The use of small groups makes the transfer of the personality profile of the facilitator a tedious and time-consuming effort.

5.3 RECOMMENDATIONS

The following recommendations in terms of using the facilitation program in the outdoor leaders training course have been formulated:

- Facilitation should be an integral part of a curriculum for outdoor leader training. The objective should be to prepare and equip them for the role of facilitator. The lecturers should also be exposed to a training programme in facilitation. This will help academics unlock the curiosity, potential and responsibility of their students. These students attend the institution to acquire knowledge and to prepare themselves for life beyond the mere scope of their subject matter.
- Trainee outdoor instructors will benefit from a facilitation program for their personal growth and their development beyond the scope of their subject matter.

As concerns further research, the following recommendations can be formulated:

- Research should be done on the effectiveness of the training programme if the duration is longer.
- The effect of follow-up growth group sessions should be researched.
- Future research should focus on full-time outdoor leaders.
- Comparisons between facilitative methods and present methods of teaching should be made.
- Facilitation must be researched as a means to solve secondary problems that students have to cope with, for example, independent thinking and skills involved in adapting to post-graduate studies.

- The effect of facilitative lecturers on students should be investigated.

Hereby, the fourth research question, namely to make recommendations in terms of the training of facilitators, has been answered. Thus the fourth and last specific objective has been achieved.

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