

Heron's Modes And Dimensions

		HIERARCHICAL	CO-OPERATIVE	AUTONOMOUS
PLANNING To do with the <i>Programme and learning objectives</i> : also includes <i>Assessment</i> and the <i>Evaluation of Course/Facilitator</i> .	Dilemma "Need to guide people to freedom".	<ul style="list-style-type: none"> <input type="checkbox"/> You plan the whole programme, including: <ul style="list-style-type: none"> ▪ Time ▪ Topics ▪ Resources ▪ Methods <input type="checkbox"/> May consult group but not negotiate. 	<ul style="list-style-type: none"> <input type="checkbox"/> You negotiate and co-ordinate the learning contract. <input type="checkbox"/> You may present your programme and ask for their views or <input type="checkbox"/> May ask the group to provide programme for discussion. 	<ul style="list-style-type: none"> <input type="checkbox"/> You delegate to the group. <input type="checkbox"/> May operate as a peer, or a facilitator or even NOT AT ALL if they ask you to leave. <p>N.B.: <u>The dilemma:-</u> "Need to guide people to freedom".</p>
MEANING To do with <i>making sense</i> of, and <i>understanding</i> what's going on in the learning group, in the three areas of:	<ul style="list-style-type: none"> <input type="checkbox"/> The task <input type="checkbox"/> The process of the group <input type="checkbox"/> The learning process 	<ul style="list-style-type: none"> <input type="checkbox"/> You input the theory i.e. the concepts & images <input type="checkbox"/> You interpret, and <input type="checkbox"/> You assess what's going on 	<ul style="list-style-type: none"> <input type="checkbox"/> You ask neutral open questions to stimulate the group e.g.: "What is happening now?" <input type="checkbox"/> You describe events without interpretation <input type="checkbox"/> You collaborate and negotiate an assessment 	<ul style="list-style-type: none"> <input type="checkbox"/> You allow members of the group to reflect and reach understanding themselves. <input type="checkbox"/> May delegate this to a group member.
CONFRONTING Raising awareness about <i>blocks</i> to learning in the group.	<ul style="list-style-type: none"> <input type="checkbox"/> Anxieties, ignorance, limited learning objectives, cultural oppression, "Easy Street" <input type="checkbox"/> The <i>issue</i> being avoided, the <i>behaviour</i> to do this and the <i>source</i> of the behaviour <p>"Tell the truth with love and not moralistic judgment, oppression or nagging". Don't PUSSYFOOT or SLEDGEHAMMER.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> You interrupt things and interpret for the group <input type="checkbox"/> May describe the block to the group 	<ul style="list-style-type: none"> <input type="checkbox"/> You ask for views from group on their avoidance of: <ul style="list-style-type: none"> • Issue • Behaviour • Source <input type="checkbox"/> May describe events. 	<ul style="list-style-type: none"> <input type="checkbox"/> You provide a safe, supporting and trusting environment to allow the group to confront for itself. <input type="checkbox"/> May delegate the confronting role e.g. have a "devil's advocate" role.
FEELING The <i>management of feelings</i> i.e. the emotional life of the group.	<p>You aim to <i>identify</i> negative emotional processes, <i>interrupt</i> them and change to positive emotional process.</p> <p>By acknowledging that positive and negative are always present you are concerned with <i>getting the balance right</i>.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> You decide how the group will manage feelings; you <i>think</i> for the group and decide on action e.g. switching dynamics with games, exercises, ceremonies for opening and closing. <input type="checkbox"/> You <i>give permission</i> for catharsis. 	<ul style="list-style-type: none"> <input type="checkbox"/> You <i>work with</i> the group on different ways of managing feeling. <input type="checkbox"/> E.g. by <i>getting the view</i> of the members and then <i>negotiating changes</i>, new methods etc. <input type="checkbox"/> You may work 1:1 with a member rather like a <i>counsellor</i>. 	<ul style="list-style-type: none"> <input type="checkbox"/> You give the group <i>space</i> to manage its own feeling. <input type="checkbox"/> e.g. by working in pairs/trios. <input type="checkbox"/> You <i>may delegate</i> this to a member in turn.
STRUCTURING To do with structuring of learning experiences:	<p>The environment and methods, and the supervision of these.</p> <p>This is the "here and now" part of planning a course, i.e. details of the course design.</p>	<p>You <i>take responsibility</i> for design and supervision of exercises.</p> <p><i>Pre-course</i> you organise the programme, rooms, resources, fee, group composition.</p> <p>You <i>set the ground rules</i>, purpose of exercise and review them yourself.</p>	<p>You <i>co-operate with</i> the group on ground rules, exercises and review of things.</p> <p>You use a <i>range of skills</i> here akin to <i>counselling</i> and <i>consulting</i>.</p>	<p>You <i>give space</i> to the group to devise and manage its own learning.</p> <p>You <i>delegate</i> design, choice and review to the group. You <i>may become a peer member</i> or even <i>leave</i> the group.</p>
VALUING To do with creating a <i>climate of respect</i> for people.	<p>Members feel <i>valued</i> and <i>honoured</i>.</p>	<p>Your <i>actions</i> and commitment to valuing people <i>direct</i> the group.</p> <p>You decide <i>ground rules</i> that support this, and have <i>positive regard</i> for people.</p> <p>You are actively <i>charismatic</i> i.e. exhibit "distress-free" authority.</p> <p>Very important in early stages of a group.</p>	<p>You <i>collaborate with</i> members as they develop, <i>respecting self-determination</i>.</p> <p>You <i>give the choice</i> of doing something or not.</p> <p>You <i>collaborate with</i> the group to create a favourable climate.</p> <p>By <i>co-operating</i> with the other 5 dimensions, you <i>are valuing</i> people.</p>	<p>You <i>create space</i> for the group to exercise autonomy and self-determination.</p> <p>You <i>may delegate</i> facilitation to a member.</p> <p>Make <i>self-disclosures</i> about your beliefs, attitudes, feelings, anxieties and delights.</p>