

# **Unit 48: Facilitating the Development of Effective Group Practice in Care Settings**

**Unit reference number: M/616/7421**

**Level: 5**

**Unit type Optional**

**Credit value: 7**

**Guided learning hours: 42**

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## **Unit summary**

In care settings, professionals are required to work both independently and in groups or teams. Understanding the difference between independent and team working, and why some groups get things done and others dissolve into arguments, is important if the quality of service offered is to be improved.

In this unit, you will learn how groups work and how to form and maintain a group so that it is fit for purpose. You will explore how to facilitate groups using different methods and how to motivate group members, intervening when required to make a better learning experience. Using power, influence and authority in a positive way, you will manage different behaviours, promote inclusiveness, manage conflicts and challenge unacceptable behaviour, referring any concerns. You will learn how to monitor and review the work of a group, agreeing and implementing systems and processes to do so. You will assess whether the group has achieved identified outcomes. Finally, you will have the opportunity to reflect on your strengths and areas for development when facilitating groups.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that learners present for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria
<p>1 Understand how groups develop and function in care settings</p>	<p>1.1 Analyse the impact of theories and models on group work practice</p> <p>1.2 Explain how to form and maintain a cohesive and effective group</p> <p>1.3 Explain how different facilitation styles may influence:</p> <ul style="list-style-type: none"> <li>• group dynamics</li> <li>• life cycle of the group</li> <li>• group outcomes</li> <li>• development of roles within the group</li> </ul> <p>1.4 Explain why it is important to be clear about the purpose and desired outcomes for the group</p> <p>1.5 Analyse the importance of participant engagement in achieving group outcomes</p>
<p>2 Be able to create a climate that facilitates groups in care settings</p>	<p>2.1 Evaluate methods that may be utilised in facilitating groups</p> <p>2.2 Prepare an environment that is conducive to the functioning of the group in line with the evaluation</p> <p>2.3 Work with a group/s to agree acceptable group and individual behaviour</p> <p>2.4 Work with a group to negotiate and agree tasks, desired outcomes and ways of working</p>
<p>3 Be able to facilitate groups in care settings</p>	<p>3.1 Use a range of methods to accommodate different learning styles within the group</p> <p>3.2 Provide a group experience where participants are engaged and stimulated</p> <p>3.3 Intervene effectively in a group session to improve the learning process</p>

Learning outcomes	Assessment criteria
<p>4 Be able to manage groups in care settings</p>	<p>4.1 Demonstrate inclusive practice when facilitating a group</p> <p>4.2 Support consensus and manage conflict within a group</p> <p>4.3 Explain how to challenge excluding or discriminatory behaviour</p> <p>4.4 Demonstrate how to manage diverse group behaviours</p> <p>4.5 Explain when to refer issues and areas of concern</p>
<p>5 Be able to monitor and review the work of a group in care settings</p>	<p>5.1 Work with a group to agree monitoring and review processes</p> <p>5.2 Implement systems and processes to monitor and review the progress of a group</p> <p>5.3 Assess the effectiveness of a group in relation to identified outcomes</p> <p>5.4 Reflect on strengths and areas for development in own practice of facilitating groups</p>

### What needs to be learned

#### Learning outcome 1: Understand how groups develop and function in care settings

##### Theories and models

- Theories/models, e.g. Tuckman, forming, storming, norming, performing, adjourning.
- Belbin team roles, e.g. Shaper, Implementer, Completer Finisher, Co-ordinator, Team worker, Resource Investigator, Plant, Monitor Evaluator, Specialist, action-centred leadership of team, task and individual needs (Adair).

##### Cohesive groups

- Formation, e.g. recruitment, induction, motivation, training, coaching, mentoring, group knowledge, awareness of members' strengths, weaknesses, sensitivities, team roles, group dynamics, supporting all team members.
- Maintenance, e.g. performance indicators, target setting, monitoring, review, performance against targets, support and development of members, team cohesion, theory of group dynamics, definition of goals, group conflict (actual, potential, group turnover, regular attendance, infrequent attendance).

##### Facilitation styles

- Facilitation, e.g. autocratic, democratic, participative, laissez-faire.
- Style, e.g. impact of styles on group or team performance, adapting style according to situation, identifying own preferred style.

##### Purpose and outcomes

- Purpose, e.g. improved effectiveness, target setting and monitoring reduction of alienation, fostering innovation, sharing expertise.
- Outcomes, e.g. implementing change, identification and development of individual potential.

##### Participant engagement

- Participants can share creativity, risk, responsibility, resources, feed off each other's energy and enthusiasm, identify barriers to change and facilitate them to identify solutions.
- Engagement can attract more funding from a diverse range of sources, highlight different issues, problems and solutions.
- More potential for productivity/efficiency.

## What needs to be learned

### Learning outcome 2: Be able to create a climate that facilitates groups in care settings

#### Methods of facilitation

- Brainstorming, e.g. meta-planning (individual notepads on a flipchart, placed into similar categories by the participants) to generate ideas.
- Decision-making techniques, e.g. explore options, select the best solutions and make decisions.

#### Conducive environments

- Approaches, e.g. holistic person-centred approach, individual preference, best interests, non-judgemental and inclusive.
- Challenge inappropriate behaviours and speech.
- Physical arrangements, e.g. location, type of environment, meeting room layout, facilities and equipment, objectives/purpose, agenda, timing, participants.

#### Acceptable behaviour

- Behaviour, e.g. work co-operatively with others in order to achieve objectives, manage performance in an appropriate and fair manner, give and receive constructive feedback.
- Consider other people's perspectives in order to help reach agreement.
- Establish good working relationships.

#### Negotiate ways of working

- Tasks, e.g. anti-discrimination, sharing information.
- Outcomes, e.g. joint working agreements, rights.
- Ways of working, e.g. legal and organisational requirements, confidentiality.

## What needs to be learned

### Learning outcome 3: Be able to facilitate groups in care settings

#### Learning styles

- Different ways in which learning can occur, e.g. learning cycle (Kolb), learning circles (Race), learning through doing, learning through experience.
- Learning style, e.g. visual, aural, tactile, kinaesthetic, activist, reflector, pragmatist, theorist.
- Influences, e.g. motivation, environment, culture, communication, past experience.

#### Participant engagement

- Facilitating group sessions: beginnings, middles and endings.
- Beginnings – encouraging exploration:
  - establishing the focus
  - encouraging trust
  - helping people to engage with the subject and each other.
- Middles – engaging with the subject and developing understanding:
  - taking part in the activity to highlight questions, issues
  - reflection – returning to experiences, relevant events
  - attending to (connecting with) feelings
  - evaluating experiences.
- Endings – enabling people to move on:
  - taking stock
  - identifying any goals (commitment process)
  - managing the end of the session.

#### Effective intervention

- Responsibilities of a facilitator, e.g. does not evaluate ideas, helps the group focus its energies on a task, suggests methods and procedures, protects all members of the group from attack, helps find a win-win situation, makes sure that everyone has the opportunity to participate, periodically summarises the group consensus, validates and clarifies the progress of discussions.

## What needs to be learned

### Learning outcome 4: Be able to manage groups in care settings

#### **Inclusive practice**

- Inclusive practice, e.g. adopting an open and welcoming approach towards participants that helps them to feel valued, showing awareness of different requirements that groups and individuals may have in relation to diversity, avoiding stereotypes, challenging others to stop discriminatory or oppressive behaviour, improving and promoting inclusivity.

#### **Supporting consensus and managing conflict**

- Supporting, e.g. respecting individual differences, being able to 'see' both sides of a situation by asking questions, using active listening skills, being calm under pressure, being assertive without being aggressive, ability to use interpersonal skills of restating, paraphrasing and summarising to help to clarify a situation for all parties.
- Managing, e.g. negative comments, disagreements, discrimination, power imbalance, threats, body language.

#### **Challenging discriminatory behaviour**

- Challenging, e.g. importance of identifying potential conflicts across the organisation, taking preventative action, conflict resolution techniques, impartiality, giving all parties opportunities to present the facts and their perceptions about the conflict, agreeing with team members how to resolve the conflict, without apportioning blame.

#### **Diverse group behaviours**

- Managing, e.g. differences between team members, cultural behaviour, perceptions of status and role, attitudes to men or women, communication styles and conventions.
- Managing perceptions, e.g. use of language, body language.
- Gestures and tone of voice may cause issues to people from different countries or diverse cultures and may affect their perceptions of each other.

#### **Referral**

- Issues, e.g. any breach of equality of opportunity, contravention of health and safety issues, bullying or harassment.
- Areas of concern, e.g. organisational culture, rank and/or role hierarchies.
- Refer to, e.g. grievance and disciplinary policy, supervisor, line manager, specialist or third-party support.

## What needs to be learned

### Learning outcome 5: Be able to monitor and review the work of a group in care settings

#### Monitoring and review processes

- Monitoring processes, e.g. co-ordinated service provision, professional approach, roles and responsibilities, organised communication, avoidance of duplication, efficient use of resources.
- Review processes, e.g. coherent approach, shared principles, comprehensive service provision, common working practices, integrated services.

#### Implement monitoring systems and processes

- Implement monitoring systems as agreed above.

#### Effectiveness

- Identified outcomes, e.g. delegation of roles, leadership style (autocratic, democratic depending on the circumstances, different people may assume the role of leader for different tasks), supportive, group is comfortable with disagreement, informal atmosphere, members feel able to take risks, everyone participates in discussions, members feel free to criticise in a positive, constructive manner.
- Assessing outcomes, extent to which outcomes are achieved.

#### Reflective practitioner

- Review current effectiveness of group facilitation, e.g. meeting objectives meeting needs and expectations of users of service, supporting group members.
- Reviewing own contribution to facilitation, e.g. skills, knowledge, understanding, communicating information, responsibilities.
- Review barriers, e.g. interpersonal interactions, professional codes, differing priorities, expectations, experience, accountability.
- Personal development plan, e.g. for acquiring new facilitation skills, updating practice knowledge.

## Information for tutors

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### Suggested resources

#### Books

Adair J – *Effective Teambuilding Revised edition: How to Make a Winning Team* (Pan, 2015) ISBN 9781509817269

Belbin R M – *Team Roles at Work* (Routledge, 2010) ISBN 9781856178006

Handy C – *Understanding Organizations* (Penguin, 1993) ISBN 9780140156034

Handy C – *Understanding Voluntary Organisations: How to Make Them Function Efficiently* (Penguin, 1990) ISBN 9780140143386

Liraz M – *How to Improve Your Leadership and Management Skills – Effective Strategies for Business Managers* (Liraz Publishing, 2013, Kindle edition) ASIN B00EA0Q3PW

Leigh A and Maynard M – *Leading Your Team: How to Involve and Inspire Teams (People Skills for Professionals)* (Nicholas Brealey, 2002) ISBN 9781857883046

#### Websites

<a href="http://www.acas.org.uk">www.acas.org.uk</a>	Advisory, Conciliation and Arbitration Service – advice and guidance, advisory booklet – <i>Teamwork: success through people</i> .
<a href="http://www.businessballs.com">www.businessballs.com</a>	Business and management teamwork resources.
<a href="http://www.cipd.co.uk">www.cipd.co.uk</a>	Chartered Institute for Professional Development – the professional body for HR and people development.
<a href="http://www.communitycare.co.uk">www.communitycare.co.uk</a>	<i>Community Care</i> online magazine providing up-to-date information.
<a href="http://www.open.edu/openlearn">www.open.edu/openlearn</a>	Open Learn – information on management and human resources.
<a href="http://www.mindtools.com">www.mindtools.com</a>	Resources on leadership and forms of power.
<a href="http://www.belbin.com">www.belbin.com</a>	Resources on team role theory and management courses.

## Assessment

This guidance should be read in conjunction with the associated qualification specification for this unit.

This unit is internally assessed. To pass this unit, the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria, and the requirements of the assessment strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should follow the guidance given in *Section 8 Assessment* of the associated qualification specification and meet the requirements from the assessment strategy given below.

Wherever possible, centres should adopt an holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

### Unit assessment requirements

This unit must be assessed in accordance with the assessment strategy (principles) in *Annexe A* of the associated qualification specification.

Assessment decisions for learning outcomes 2, 3, 4 and 5 (competence) must be made based on evidence generated during the learner's normal work activity. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment, but the final assessment decision must be within the real work environment. Simulation cannot be used as an assessment method for learning outcomes 2, 3, 4, and 5.

Assessment of learning outcome 1 (knowledge) may take place in or outside of a real work environment.