



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **TAAAS504B Facilitate group processes**

**Release: 1**

## TAATAS504B Facilitate group processes

### Modification History

Not applicable.

### Unit Descriptor

**This unit specifies the competency required to lead or facilitate group processes to achieve an agreed outcome.**

### Application of the Unit

Group facilitation is a competency involving the effective management of a group in circumstances where the facilitator provides a pathway for the group to achieve identified and agreed outcomes.

This competency requires high-level communication and interpersonal skills as well as knowledge of various group process techniques and activities to explore and analyse a focus/subject area, maximise group involvement and interaction and develop common/agreed solutions/outcomes.

Group facilitation may be applied in many circumstances including focus groups, workshops, meetings and change processes. Group facilitation can be used to resolve issues, find solutions, collaboratively develop ideas, develop new ways of working and explore problems/issues. It is relevant to community, educational and work situations. The process may be conducted for a client or may be internally focused.

While group facilitation is a clear part of the unit outcomes for **TAADEL402B Facilitate group-based learning**, the facilitation process in that unit is driven by the predetermined competency/learning outcomes to be achieved. In that unit, the facilitation process revolves around ensuring progression towards the desired outcomes.

In this unit, the focus is usually defined but the outcomes derive from the competency of the facilitator in guiding, informing, facilitating and monitoring the group.

The competency specified in this unit is typically required by trainers/facilitators, assessors, consultants, supervisors, managers and leaders.

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

Not applicable.

## Employability Skills Information

This unit contains employability skills.

### Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

### Elements and Performance Criteria

#### Elements and Performance Criteria

Element	Performance Criteria
1 Establish group objectives and processes	1.1 The <b>focus of the group process</b> is researched, in consultation with the <b>client and other stakeholders</b> , where applicable and <b>group participants</b> are identified
	1.2 Group input is initiated, confirming objectives
	1.3 <b>Group process techniques, activities</b> and timelines are planned
	1.4 Group purpose, processes, expectations and roles of members are discussed, negotiated and agreed to by the group as a whole
	1.5 <b>Resource requirements</b> are identified and arranged
	1.6 Recording processes are discussed and agreed by the group and confirmed with the client, where applicable
	1.7 Appropriate <b>evaluation methods</b> are agreed upon and incorporated into the process to ensure group and client needs are met, where applicable
2 <b>Manage</b> facilitation	2.1 Issues/ideas/perspectives of group members are elicited using identified group process techniques that accurately reflect group member needs
	2.2 Appropriate <b>facilitation skills</b> are used to explore

- issues/ideas/perspectives in a **supportive environment** that encourages participation and productive contributions from all group members
- 2.3 All interactions with group members reflect sensitivity to **social and cultural differences** and any **individual needs**
  - 2.4 Information is provided which is designed to develop, extend and challenge group perspectives and frames of reference
  - 2.5 Group members' knowledge, expertise and skills are acknowledged and utilised
  - 2.6 Opportunities for group members to contribute additional information, learn from each other and develop knowledge/skills are provided
  - 2.7 Group dynamics are monitored to maintain focus and direction, continuity, engagement, participation and timelines
- 3 Develop **group outcomes**
- 3.1 Proposed **outcomes** are sought from group members
  - 3.2 Proposed outcomes are noted/documented for group to discuss and further develop
  - 3.3 Facilitation skills are used to draw a collective and agreed outcome which responds to individual needs/perspectives
  - 3.4 Outcomes are documented in accordance with agreed client/organisational and group requirements
  - 3.5 Proposed actions arising from agreed outcomes are raised with the group and appropriate steps are taken to initiate these, where appropriate
- 4 Finalise group process
- 4.1 Feedback and reflection are used to identify and implement improvements to future practice in group processes
  - 4.2 Evaluation methods are selected and used to identify effectiveness of group process
  - 4.3 Stakeholders and clients are briefed, if relevant, on issues, developments and outcomes arising from

group process

- 4.4 Records and reports of process and outcomes are documented, distributed and stored in accordance with established reporting requirements of client/organisation

## **Required Skills and Knowledge**

Not applicable.

# Evidence Guide

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

## Overview of Assessment

To demonstrate competency against this unit candidates must be able to provide evidence that they have the communication and interpersonal skills to effectively facilitate group processes by creating an environment that encourages active participation and results in an outcome for the client/stakeholder/organisation.

The evidence must show how candidates can establish objectives; use a variety of facilitation methods and group process techniques to explore the objectives and manage the group; and synthesise contributions to develop an outcome.

## Evidence Requirements

### Required knowledge includes:

current techniques for group facilitation processes, such as:

demonstrations

explanations

questioning

modelling

scene-setting

interactive/dialogue

problem setting/solving

experiential learning

group work

creative thinking techniques, including:

brainstorming

making associations

visualising

building on associations

telling stories

creative writing

lateral thinking games

mind mapping

drawings

de Bono's Six Thinking Hats

using prompts

a range of media and learning aides that can be used to promote discussion, such as:

graphic computer presentations

flipcharts

access and equity principles and practices, such as:

sensitivity to cultural differences

allowances for reasonable adjustment

instructional design, including:

sequencing information

supporting knowledge development

providing opportunities for practice

evaluation/revision techniques, for example:

seeking feedback

administering evaluation forms

monitoring group's progress against agreed goals

relevant policy, legislation, codes of practice and national standards including Commonwealth and state/territory

legislation, for example:

competency standards

licensing

industry/workplace requirements

duty of care under common law

recording information and confidentiality requirements

anti-discrimination including equal opportunity, racial vilification and disability

discrimination

workplace relations

industrial awards/enterprise agreements

National Reporting System

OHS relating to the facilitation of group processes, including:

assessment and risk control measures

reporting requirements for hazards

safe use and maintenance of relevant equipment

emergency procedures

sources of OHS information

role of key workplace persons

policies and procedures relevant to the learning environment



**Required skills and attributes include:**

interpersonal skills to:

establish trust

maintain appropriate relationships

use appropriate body language

actively listen and empathise

notice people's non-verbal cues and signals

resolve conflict

communication skills to:

project voice clearly

give constructive feedback

give clear instructions or directions

clearly explain ideas and opinions

clarify others' ideas

team leading skills to:

offer support and assistance

tactfully direct discussions 'back on track'

ensure everyone feels heard in group discussions

technology skills to:

search electronic information and reference sources

use software packages to produce visual learning aides

document processes/outcomes

use electronic communication methods

integrative thinking skills to:

explore issues from a number of contrasting points of view

synthesise positions/points of view

literacy skills to:

read and interpret relevant information to design and facilitate group processes

prepare required documentation and information for stakeholders

analysis skills to:

evaluate and act on feedback

administrative skills to:

plan and organise meetings

access required resources

**Products that could be used as evidence include:**

handouts to be given to group members

graphic presentations which have been developed using computer applications

feedback from colleagues and group members on facilitation styles

information passed onto group members regarding the outcomes of the session and any further actions to be undertaken

preparation notes and/or response to client briefing

**Processes that could be used as evidence include:**

how group session was structured

how feedback on facilitation skills was gathered

how new ideas were put into action

how group members were actively listened to

**Resource implications for assessment include:**

access to groups of individuals to participate in group process

access to suitable assessment venue and equipment

workplace documentation

cost/time considerations

personnel requirements

**The collection of quality evidence requires that:**

assessment must address the scope of this unit and reflect all components of the unit i.e.

the Elements, Performance Criteria, Range Statement, Evidence Guide, Employability Skills

a range of appropriate assessment methods/evidence gathering techniques is used to determine competency

evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided

the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice

assessment meets the rules of evidence

a judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated

**Specific evidence requirements must include:**

evidence collected from at least three separate group processes that address different purposes and include different groups of participants with evidence in each process reflecting:

planning

resource requirements

information provided to the group

knowledge, skills and techniques used in facilitation

group responsiveness and activities developed to engage the group

outcomes achieved

evaluation

record/report of process

**Integrated assessment means that:**

this unit can be assessed alone or as part of an integrated assessment activity involving relevant units in the **TAA04 Training and Assessment Training Package**. Suggested

units include but are not limited to:

**TAADEL502B Facilitate action learning projects.**

## Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised** wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

**Focus of the group process** may include:

- feedback and advice on product, policy, process, development, change
- research
- planning
- change management/new directions
- informal education
- community action
- special interest causes
- staff development
- industry/community liaison

**Clients and other stakeholders** may include:

- contracted client
- product developer
- employer/organisation
- government agency/department
- community group/body
- regulatory body
- association
- union
- committee
- management

**Group participants** may be:

- self-selected/nominated
- randomly selected
- targeted

**Group process techniques** may include:

- presentations
- demonstrations

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	explanations
	questioning
	modelling
	scene-setting
	interactive/dialogue
	problem setting/solving
	experiential learning
	group work
<b>Group activities</b> may be:	formal
	informal
	structured
	semi-structured
	unstructured
<b>Resource requirements</b> may include:	products, policies, procedures
	research information/documentation
	financing
	subject experts
	facilities
	equipment/materials
	written materials/handouts
	administrative support
<b>Evaluation methods</b> may include:	formal or informal feedback mechanisms
	surveys
	conducting interviews
	analysis of qualitative/quantitative data
	questionnaires
	personal, reflective behaviour strategies
	routine organisational methods for
	monitoring service delivery

**Facilitation skills** may include:

using effective verbal and body language to:

- maintain group cohesion
- handle difficult situations
- manage group activities
- manage conflict
- maintain focus
- create interaction between group participants
- manage individual and group engagement and participation
- guide discussion
- introduce content
- obtain outcomes

using a variety of group process techniques

explaining and using a variety of creative thinking techniques

**Supportive environment** may include:

- establishing trust
- being open to opinions and ideas
- allowing group members to have their say
- asking questions of group/individuals
- being flexible in approach
- using appropriate interpersonal skills
- being sensitive to individual differences

**Social and cultural differences** may include:

- language barriers
- physical impairment or disability involving hearing, vision, voice, mobility
- intellectual impairment or disability
- medical condition such as arthritis, epilepsy, diabetes, asthma
- learning difficulties
- psychiatric or psychological disability
- religious and spiritual observances
- cultural images/perceptions
- age, gender and sexuality

**Individual needs** may include:

language, literacy, numeracy requirements  
provision of personal support services  
adaptive technology or special equipment  
flexible sessions to allow for fatigue or  
administering of medication  
  
physical environment adjustments  
time adjustments to suit family needs

**Outcomes** may:

be derived from exploration of issues  
emerge from facilitated group  
discussion/activities  
  
be based on information provided to group  
and accepted  
  
result from group creative thinking  
incorporate expert input  
encompass relevant research

**Unit Sector(s)**

Not applicable.

**Competency Field**

**Training Advisory Services**