

**Real Times Real Life
Facilitators Training Event – 25 and 26 November 2002
Novotel, Sheffield.**

Attending

Gill Appleyard	North Lincolnshire IAG Partnership
Sara Armstrong	Hertfordshire Careers
Simon Baker	Hertfordshire Careers
Ripha Begum	Rights Luton TUC Centre for the Unemployed
Sue Bell	Learning Curves
Sarah Beresford	ETW
Lisa Bindley	ETW
Kathy Blackmore	Mid Beds Job Search
Ian Carlier	Business Enterprise Support
Kim Bracey	Pentahact
Christine Cook	Mine of Information
Pauline Cooke	North Lincolnshire IAG Partnership
Marie Costello	ETW
Sally Eadon	North Lincolnshire IAG Partnership
Sandi Fisher	Stockport College
Sandra Furby	Future Prospects
Linda Gray	Mid Beds Job Search
Christina Hall	Lincolnshire Action Trust
Marie Hamblin	TEMPO Tidworth Trust
Kath Hobart	Mine of Information
Angelina Jenkins	Groundwork Erewash Valley
Tessa McArdle	CETS Head Office
Jean McGuigan	TEMPO Tidworth Trust
John Mooney	Lifetime Careers
Sue Morgan	Guidance Services
Jo O'Donnell	Lincolnshire Action Trust
Anthony O'Sullivan	Business Link Staffordshire
Helen Pearson	North Lincolnshire IAG Partnership
Russ Powell	Swinfen Young Offenders Centre
Jennifer Sutherland	Rights Luton TUC Centre for the Unemployed
Lyn Thorogood	Beds and Luton IAG Partnership
Barbara Wakefield	Guidance Services
Paul Lapins	Competence at Work Ltd

Also attended Jenny Wallis (DfES), David Vickers and Jason Mallery (CAW Ltd) and the Video Crew.

Purpose of the event

To give facilitators:

- an understanding of the concept of the Real Game series and to familiarise themselves with the structure and content of the Real Times Real Life (RTRL)Game;
- an opportunity to experience the facilitators role by running through a number of topic areas in role play; and
- consider the evaluation requirements of the pilot.

The Event

Day 1 am.

The event began at 11.00am when David Vickers of Competence at Work Ltd (CAW) welcomed people to the event and said that a great deal of work had been completed already to get to this particular point of the project. An anglicised version had been produced and used by the Writers Working Group (WWG) to revise and develop content for the UK version of RTRL. Real Games Inc (RGI) had then produced the version for piloting – and for use this event to familiarise facilitators with the content, structure and delivery methods of RTRL.

He then introduced Jenny Wallis (DfES) who explained the background and purpose of the 2 day event. She thanked the facilitators and their organisations for volunteering to be part of the pilot. She also stated that a great deal of time and money had already been invested in the project and that it was now up to the facilitators and their organisations to pilot the game with their particular client groups. She also introduced the video crew who were to attend both days of the workshop to capture as much of the process and content as possible. She wanted to use the outputs for promotional material, for future reference and for a possible training video or CD. She asked for volunteers to do a short interview about the game and their involvement so far.

David then introduced the group to Helen Hackett from the National Life Work Centre and Vicki Hammond of Real Games Inc who would facilitate the rest of the event.

Helen stated that, from her perspective, the purpose of the 2 days was to introduce the facilitators to the RTRL game, make new friends, share information, network, run through the game's format and hope that individually everyone would get something back from the event.

Real Games Inc had incorporated many of the ideas into the pilot pack that were identified from the WWG held in Sheffield between 7 and 10 October.

Helen said that it was important to identify through the piloting arrangements, what does and doesn't work and to feed this back into the evaluation process.

She also wanted to ensure that the pilot made real sense – so what the clients learn from the experience has real meaning.

She then went around the room and asked each of the facilitators to introduce themselves and state, their role, their client groups, and how they propose using the RTRL Game. She reinforced that the role they will undertake will be that of a facilitator and not a teacher and may involve some coaching and mentoring in a learning environment. Also being an enabler with energy, commitment and enthusiasm will be needed and passed on to their particular client groups. The facilitator can therefore make a significant difference.

As a first step Helen talked the group through the Facilitators Kit. Highlighting the following:

- Facilitators Guide
- Time Charts
- Modules 1, 2 and 3
- The Cards
- Job Profiles, Cheque and Pay Slips
- Transparencies

Page 7 of the Facilitators Guide, identified the RTRL pilot programme flow chart which will help facilitators identify the activities and materials relating to each of the modules and topic areas.

Pages 15 to 17 highlighted the introduction to the game and outlines the Goals, Aims, Objectives, Target Groups and also highlights the role of the Facilitator.

Question from the group:

What difference can facilitators make in a few hours?

Helen's reply was that the application of the RTRL process over a period of time will help clients to make important decisions in their life.

The group discussed the role of counsellor and in using particular models to support them through the game. The following was highlighted by a member of the group and felt that it fitted in well to what the RTRL game was about.

- Self awareness;
- Opportunity awareness;
- Decision skills;
- Transition skills.

Page 26 outlined a Performance Review pro-forma, a topic by topic checklist of the RTRL game and evaluation.

Page 30 contained the preparatory notes that will help the facilitator through the RTRL game including availability of Kits, arranging guest speakers, teaching, evaluation, research materials, role profiles, reproduction of masters, feedback from the pilot process.

Page 35 gave an overview, timescale, learning objectives, performance indicators and materials needed to undertake the module.

Page 36 outlined the preparation that needs to be carried out by the facilitators. How to start working with client groups, many adults may feel that they are initially put on the spot. One way of overcoming this and getting groups to open up would be to show a video. (Page 37 gives a number of examples). Facilitators, through the piloting arrangements may identify others to add to the list.

RTRL Module 1

The group were divided into 6 sub groups, each group had a member of the WWG on it to help explain the process. They then spent time dealing with Module 1.

Changing World of Work.

Looked at three jobs roles and three eras between 1945 -2000

a) 1945 -1970

Each group randomly picked out one of a number of identified occupations to role play (Miner, Switchboard Operator, Grocery Shop Assistant, Textile Worker, see page 53) they then put them onto the Time Chart, copies were positioned on the walls around the main room. They were then given a job profile for that particular occupation. The group were then issued with pages 58/59 and 60 which lists the significant developments that took place between 1945 and 1970 (i.e. Events, Social, Industrial and Technological aspects) and were then asked to discuss, as a group, how these impacted on the job/occupation they had chosen.

Each group, in plenary gave feedback on their discussions and outcomes.

b)1970 -1990

Again in role play the group looked at the years 1970 to 1990

Things changed and the people identified as (Miner, Switchboard Operator, Grocery Shop Assistant, Textile Worker) received their redundancy notices

The groups took the opportunity to look at the job ads (page 67) to identify which job vacancy was most suitable for them, taking into account the person's skills and experience.

The group who chose a miner now feels that they would be best suited to the TU Rep, the Switchboard Operator would now be a Receptionist, Grocery Shop Assistant now a Supermarket Manager and Textile Worker a Production Supervisor). Issued the job profiles listed on pages 68/69/70/71. Again the groups were asked to consider the significant Social, Industrial and Technological advancements made during this period and how this may have had an impact on their particular industry and jobs(i.e. manufacturing lost 25%, increase in unemployment in 1980s)

Each group, in plenary gave feedback on their discussions and outcomes.

c)1990 – 2000 Still in role play

In 1990 a further redundancy notice is issued.

The groups discuss and list the transferable skills they have obtained.

They again have the opportunity to look at the job ads (page 78) and discuss the requirements of each of the roles from pages 79/80/81 and 82.

The groups then have to identify which job vacancy is the most suitable for them after again assessing relevant skills and experience.

(The TU Rep becomes a NVQ Trainer, Receptionist a Call Centre Manager, Supermarket Manager a Manager of a Retail Park and Production Supervisor now a Logistics Manager within the Textile Industry)

A discussion took place in groups to address the questions being asked on page 86 Taking Stock. There is a need for facilitators to reinforce that change is difficult, and a key message to come out of the exercise.

Helen then mentioned that it would be beneficial to bring a client group up to the present day by issuing current newspapers, and asking them to look at what is happening now and how some of these things may be affecting them. There are a number of things outside their control that can have a significant effect on their working lives.

When considering your own real groups you need to take them through this process for them to realise that change is constant. If they don't the outcome of successful transition for the client can't happen. You as a facilitator need to help them overcome their pain, i.e. job loss, change etc, and to support and help them to move on.

Messages for the Facilitators

- When you get to Module 2, facilitators and clients should feel more at ease in working in a group situation.
- You should realise that some clients will arrive on time, some will be late and some will not come back. It is an important role for the facilitators to stress the importance for them to stay and continue on the programme.

- There is a need to watch non-verbal communication, it may give out the wrong messages. Don't forget you will not always bond with all of your clients.
- The way you deal with different people and different backgrounds is important. For example asylum seekers, may not be interested in discussing the issues in module 1, the history aspects between 1945 –2000. It is essential that they feel involved, so looking at Events, Social, Industrial and Technological aspects that may have occurred in their own countries may help here. The message remains the same i.e. change is constant
- People from poor inner cities may have had more experience of job loss and change and this may have been a very painful and traumatic experience. Need to be careful on how this is handled.
- Longer term, facilitators could create a number of case studies that will help to take into account different client groups within the RTRL game framework.
- For the purposes of this pilot and evaluation, The RTRL pilot should be delivered in its present format.

Module 2 and 3

Helen Hackett then split the group into small clusters of 2/3 people to look one of the topics covered in Module 2 and 3.

List of topics covered are as follows:

Module 2

Topic 1 Lifestyles page 89

Topic 2 Question of Balance page 112

Topic 3 The P45 page 120

Topic 4 Old Dogs New Tricks page 128

Topic 5 Taking Stock of Life and Work page 133

Module 3

Topic 1 My Ideal Life Work Journey page 139

Topic 2 Real Interests Skills Ways of Learning page 146

Topic 3 Putting the pieces together page 155

Topic 4 Knowing my Goals page 158

Topic 5 Making Plans page 170

Topic 6 Taking Action page 178

Topic 7 The end of the Beginning page 183

Their assignment was to prepare the session, and to present to the main group who role played as unemployed adults.

The purpose was to give the facilitators:

- an opportunity to deliver elements of the course, and to
- familiarise themselves with the entire lessons from Modules 2 and 3

The facilitators were given the rest of the day to prepare lessons. Due to the number of topics and time constraints, each lesson would be limited to 20 minutes.

The group were reminded that the topics in module 2 would be undertaken in role. Module 3 topics would be conducted, out of role.

Day 2

Topic areas from Module 2.

Day two began with Helen clarifying the piloting arrangements. There were issues raised regarding facilitators using parts of the RTRL Game and adapting it for their own particular use. The message here was that facilitators and organisations should inform CAW through the evaluation process of things that work well and those, not so well. For the piloting arrangements it is up to facilitators and organisations to deliver the game as outlined. They can't change aspects of the pilot to suit needs and audiences, as this will destroy the evaluation process. Members of the group stated that they had been part of a pilot process in the past and that things appear to go into black holes and people hear no more about them. Helen gave the reassurance that this Game will be evaluated and all will have access to the final report.

She then started the session by asking each group of facilitators to present their allocated topic. These were delivered in sequence through Module 2 and 3, to save confusion.

The following highlights the main points of each of the topics.

Module 2 (In Role)	
Topic 1 Lifestyles	Transparency - Occupation Wheel, clients choose an occupation, -given a related job profile and -pay cheque and slip -Identify the key skills (t/f to Activity Chart –Section 1, in Pilot Participant Kit) -Complete a monthly budget, (p108) monthly income and budget activity. (T/f to Activity Chart –Section 2, in Pilot Participant Kit) The client is then issued with a chance card. Which could make a +ve or –ve impact on their budget
Topic 2 Question of Balance	Time management has always been a problem. -Complete proforma on page 116, Identify leisure time -What do clients do with their leisure time? Complete page 117/118 -Complete p119 Stress and Coping
Topic 3 P45	Page 120 Job loss, possibility of introducing a guest speaker -Where would you go to seek help and support? -Make list and discuss. -Discuss their experience of job loss -In the news Page 123/4 -Transition strategies pages 127

Topic 4 Old Dogs, New Tricks	<p>Page 130/1 Job Ads require Personnel Page 132 Complete application form – linking skills and abilities to advertised jobs -Take feedback and discuss in group.</p> <p>Key message is that you do not have to stay in the same job, you can diversify. Apply transferable skills into new areas of work.</p>
Topic 5 Taking Stock	<p>Overview Page133 What I liked most about the job. Environment, job satisfaction, personal qualities -Page136 complete Job Aspects Worksheet Step 1 –Job aspects that apply to my role Step 2 Job aspects I like about my role</p>

Module 3 (Out of Role)	
Topic 1 My Ideal Life/Work Journey	<p>Module 3 is conducted out of role. To look at the real world.</p> <p>Topic 1 Look at the 5 key principles page 142 and discuss Look at what is important in your life – plan your journey – complete -Life Work Values pages 143-4 -Complete P145 Destination Future -Job and Lifestyle Aspects that you want to have in your life.</p> <p>Tie in the two with practical examples by the facilitator.</p> <p>Critical thinking against the two lists</p> <p>Clients have to be realistic in their desires May have to change some of their values.</p>
Topic 2 Real Interests Skills Ways of Learning	<p>Real interests Complete pages 150-1 and identify main area of interest and secondary areas -Hands on activities -Working with people -Working with Information</p> <p>-Complete Key skills pages152-3 -Ways of Learning working page154 (3 exercises to complete) -Discuss the outcomes with group -Transfer the details to the pilot</p>

	participant folder
Topic 3 Putting the pieces together	<p>Utilising all the materials in pulling it together P155</p> <ul style="list-style-type: none"> -Focus on the persons journey -Who is going to help you? -What learning resources do you need? -A guest speaker may prove useful here <p>Other resources ie</p> <ul style="list-style-type: none"> -Computer assisted information & resources -Booklets -Videos -People and other agencies <p>(Work in small groups to discuss the list) Collect the information and put in the Pilot Participant Kit</p>
Topic 4 Knowing my Goals	<p>Start by thinking about realistic goals Complete: Part 1 in the Pilot Participant Kit (Life Work Action Plan)</p> <p>Part 2 look at a series of check lists to complete, consider and discuss</p> <ul style="list-style-type: none"> - Is the individual thinking about education and training, seeking financial aid or employment? - Looking to produce a CV and covering letter. - Attend an interview - Produce Business Plans (self employment)
Topic 5 Making Plans	<p>Action planning and the value of planning. page170 [Topic 6 is very flexible]</p> <ul style="list-style-type: none"> -Discuss the differences between planning and not planning. -Looking at different Scenarios -How to do it Page 173 <p>-Complete Life Work Action Plan p174-5 -Personal plan 176-7 -Dealing with barriers and how to overcome them Place in the Pilot Participant Pack</p>
Topic 6 Taking Action	<p>Page 179 This session brings together the Life Work Action Plan, Key Skills, Personal, Work, Learning Agenda and Guidelines. Things to do in completing - Personal, Learning Work agenda. -Plot on the summary sheet page 182</p>

	<p>-Look at and discuss the setting of SMART ER Objectives</p> <p>Key message is that this is a living document that can be evaluated and reviewed - hence the ER (evaluate and review) added to SMART.</p>
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The exercises highlighted that we all have different delivery styles. We do not always have to control this game, we should let the participants take the lead at times and this in turn will assist you and the RTRL process. We should also remember that we are not perfect, we should always question how well we carry out this role (through coaching, mentoring, enabling, problem solving, and change) and the need to continuously learn and develop, to enable us to become better and more effective facilitators.

You may identify further learning needs, i.e. mediation skills, Look at where you can get help and support.

Helen thanked the groups for their contributions and efforts in delivering the sessions. She listed on flip chart web site addresses and contacts where they could get further information and support.

Sandra Furby, one of the WWG members and Facilitator, gave a short presentation in discussing her experience in visiting America and seeing RTRL in action. Following this she answered a number of questions from the floor.

David Vickers gave a short presentation on how the pilot is to be evaluated. He gave a handout and CD-ROM which included all the questionnaires and sheets needed by CAW to effectively evaluate the pilot between now and the end of February 2003. For further information on evaluating the pilot contact CAW on 0114 292 2199.

David also outlined how the DfES contribution towards organisation's expenses could be claimed at the end of the pilot and detailed the expenses arrangements attending this event.

Jenny Wallis stressed the importance of receiving feedback from facilitators throughout the evaluation and wished everyone luck with their work!

The event closed at 3.00pm