

CHAPTER 1

I. The Foundations: Kurt Lewin & Field Theory

The study of group dynamics begins with **Kurt Lewin**, a psychologist who migrated from Nazi Germany to the U.S. and founded the Research Center for Group Dynamics at MIT.

- **Environment:** Consists of the objective reality that surrounds a person.
- **Objective Environment:** Reality that impinges on the person and may or may not evoke responses.
- **Psychological Environment:** When the objective environment evokes a response, it becomes part of the person's **subjective reality**.
- **Field Theory:** Asserts that if a person is to be understood, she must be seen in the light of how she views the world (subjective reality), not merely in terms of how the world really is (objective reality).
- **Field:** Defined as the totality of coexisting facts that are conceived as mutually interdependent.
- **Life Space:** A person's subjective reality, or her field. It is composed of three major regions:
 - home life
 - professional life
 - social life
- **The Behavioral Formula:** Behavior (B) is a function (f) of the interaction between the person (P) and her environment (E), expressed as **$B = f(P, E)$** .

II. The Tension System and Valence

Lewin's theory explains why people act the way they do based on internal and external forces.

- **Tension:** A person is said to be in a state of tension within herself if an unsatisfied need or an unfulfilled intention exists.
- **Valence:** A property that renders an object attractive or unattractive to the individual.
 - **Positive Valence:** Effects approach behavior (e.g., a hungry child attracted to chocolate).
 - **Negative Valence:** Elicits avoidance behavior (e.g., a barrier that causes frustration).
- **Object:** Any element in the psychological environment that relieves a tension, such as a goal, an activity, or a candy.
- **Leaving the Field:** When a person is sufficiently frustrated, they may ignore the goal and focus their attention elsewhere.

III. Group Dynamics and Laboratory Training

Lewin's theories led to the development of "**Action Research**," which aims at changing social conditions.

- **Group Dynamics (Group Process):** The interaction of the forces or energies of the environment called **process elements**, at any given point of time, which actively influence the individual, the group, and the situation.
- **T-Group:** Also known as the basic skill training group or sensitivity training. It is essentially an unstructured, group-centered laboratory where 10 to 12 individuals

evolve their own norms and relationships.

- **The Laboratory:** A place where people learn experimentally to serve both individual and group purposes.
- **Force Field Analysis Instrument:** A social-psychological diagnostic instrument for systematically analyzing the driving forces and the restraining forces operating in the process of achieving one's goal.

IV. Group Process in the Philippine Context

The Western laboratory method required modifications to be effective in the Philippines because certain Filipino values provoke resistance to direct, confrontational styles.

Cultural Strengths & Limitations

- **Love of Family:** A source of great sacrifice, but can lead to family loyalty that forfeits the attainment of the welfare of the larger community(e.g., *padrino system* [patronage: nepotism, cronyism])
- **Padrino System:** A deterioration of family-orientedness into a system of misguided loyalty to kin and "compadres".
- **S-I-R (Smooth Interpersonal Relations) or Pakikisama:**
 - The importance of interpersonal relationships where people are eager to please and careful not to offend others.
 - Can degenerate to a point where many close their eyes to gross misdemeanors to avoid conflict.

- **Respect for Authority:** Often carried to the point of unquestioning obedience, resulting in passivity and the subordination of self-expression.

Communication and Feedback

- *Reticence:* Filipinos are generally reticent and find it difficult to be frank or accept frankness from others.
- *Circuitous Statements:* Filipinos are "masters of circuitous statements" and prefer being tangential or involving long prefaces rather than getting quickly to the point.
- **The Sandwich Approach:** A facilitator mentions a positive aspect of behavior, follows with a negative intervention (weakness), and caps it with a second positive aspect.
- **Assertiveness:** The right to express oneself; it is not to be confused with aggressiveness (imposing on others) or passivity.

V. Key Practitioners and Organizations

note: S.J. means Society of Jesus

Names	Contribution/ Role
Jaime Bulatao, S.J.	Introduced group process science to the Philippines; authored <i>The Self and the Group</i> . Also one of the founding fathers of Philippine Psychology.
Eugene Moran, S.J.	Active practitioner of Organizational Development (OD)

	interventions; former President of Ateneo de Naga University; co-authored a book with Dr. Bulatao.
Carmencita T. Abella	Former President of Ramon Magsaysay Awards Foundation; explored adult education at the DAP.
Patricia B. Licuanan	Incorporated group process into the graduate curriculum at Ateneo de Manila.
Teresita Nitorreda	Introduced the alternative method of education to the East Asian Pastoral Institute.
PIABS	Philippine Institute of Applied Behavioral Sciences; a pioneer group in adult-education methodologies.

- **Theoretical Grounding:** Derived from sound principles of **Humanistic Psychology**, which believes that “**People are intrinsically good**” and will grow toward their full potential given the appropriate motivation.
- **Inductive Method:** A method used for **reclarifying and reforming beliefs, values, and attitudes** that otherwise retard growth. It emphasizes an **accepting climate with maximum participation**.
- **Filipino Context:**
 - **Self-worth:** Filipinos often need help recognizing self-worth; many cannot listen to comments on shortcomings without being **defensive, belligerent, or crushed**.
 - **The Power of Group:** Through the group, by the group, and in the group, the Filipino can find himself. Group discussion is a “**tremendous power for growth**” (Fr. Jaime Bulatao).

CHAPTER 2

I. FOUNDATIONAL PRINCIPLES

- *The Goal of Group Facilitating:* The art and science of group facilitating aims to **improve performance** in planning and deciding matters related to work and by **encouraging expression and personal involvement** in adults.

II. LEADERSHIP DYNAMICS

- **Group-Centered Leadership:** Spawned by **Lewin’s Field Theory**, this is person-oriented and requires the leader to fully understand the **learner’s subjective reality**.
- **The Philosophy:** The most effective group is one where each member contributes maximum effort, ensuring the

group's **freedom to plan and decide for its life.**

- **Leadership Typology:**
 1. **The Autocrat:**
Exercises maximum control for his own ends; disregards the group's right to growth.
 2. **The Abdicrat:**
Relinquishes responsibility and is indifferent to group needs.
 3. **The Situational Leader:** Sees that leadership is not the property of one person but is **conferred by the group** on the member who can best meet its current needs.

III. THE SIX BASIC COMMUNICATION FUNCTIONS

To facilitate learning, the *leader* must master these six functions:

1. **Active Listening:** Actively listening to both content and feelings/attitude to fully grasp the **total meaning** of the message.
2. **Reflecting Back:** Checking for accuracy by **paraphrasing** the essence of what was expressed.
3. **Clarifying:** Clarifying thoughts, feelings, and attitudes for the speaker and the group.
4. **Linking: Connecting related ideas** and disparate thoughts that appear unrelated to the main issue.
5. **Conveying Acceptance:** Crucial for maximizing participation and preventing resistance or passivity.
6. **Achieving Humanness:** Sensitivity to one's own and others' humanness; being a **nourishing person** (generates enrichment) rather than a **toxic individual** (extracts nourishment).

IV. PROCESS OBSERVATION AND ANALYSIS (POA)

- **Content vs. Process:**
 - **Content:** The subject matter or the **task** the group is working on.
 - **Process: How things are being done**, what is left unsaid, and underlying dynamics.
- **Process** (Kurt Lewin's Definition): Interaction of forces or energies called **process elements**, inferred from overt behavior and manifested in covert behavior.
- **Key Process Elements to Observe:**
 - **Participation:** Amounts of involvement and shifts in participation.
 - **Communication Patterns:** Tracked via a **Sociogram** (Who talks to whom).
 - **Atmosphere:** Signs of friendliness, irritation, work, play, or boredom.
 - **Influence:** Who "keeps the ball rolling."

V. TECHNICAL APPLICATION AND TRAINING (PHASE 2)

- **The Skill Sequence of POA:**
 1. **Observation:** Focus on visible, quantifiable behavior.
 2. **Collection:** Systematic and accurate recording.
 3. **Analysis:** Making inferences to identify **helps and blocks** to productivity.
 4. **Reporting:** Giving feedback as **descriptions, not prescriptions.**

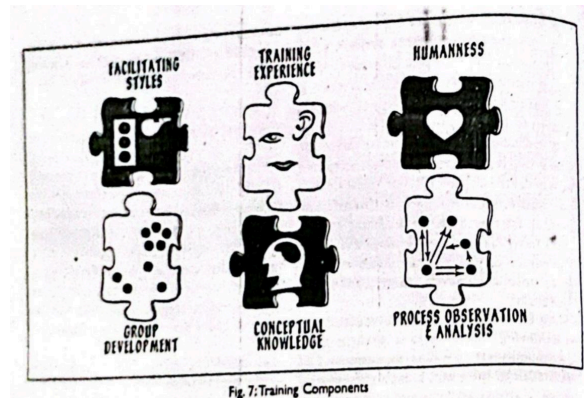
- **Seating Arrangements:**
 - **The Circle:** Most conducive for group process (equality and eye contact).
 - **The U-Shape:** Good for sessions using visual aids/boards.
 - **Classroom Style:** A **block** to group process; reinforces hierarchy and passivity.

VI. GUIDELINES FOR EFFECTIVE FEEDBACK

- **The Positive Approach:** Research (Ateneo de Manila) shows that when **positive aspects are used first**, subjects are more likely to improve negative behavior.
- **The Mirror Technique:** The observer acts as a “mirror” to the group to facilitate self-improvement.
- **Avoid the “Avalanche”:** Do not overwhelm members with too much data.
- **Professional Mantra: El hombre propone, y Dios dispone** (Man proposes, God disposes). Plan carefully, but be flexible enough to change the whole thrust of the program if the group’s “here and now” requires it.

VII. THE 6 “PUZZLE PIECES” OF A FACILITATOR

1. Conceptual Knowledge (Human Behavior).
2. Understanding Group Development.
3. Understanding Facilitating Styles.
4. Experiential Learning (Full participation).
5. Achieving Humanness (Affirming strengths).
6. Process Observation and Analysis (The technical skill).



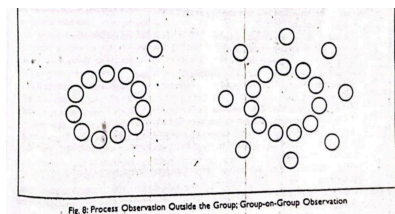
VIII. Research Insights

- **Toxic vs. Nourishing: Conyne (1975)** suggests toxic individuals extract nourishment from others, while nourishing persons generate enrichment.

IX. Advanced Role of the Facilitator: The “People Watcher”

To move from Phase 1 (Orientation) to Phase 2 (Application), a facilitator must adopt these habits:

- **Become a People Watcher:** A good way to learn about how people act in groups is to watch them in other situations – at work, meetings, and other sessions.
- **The Group-on-Group Technique:** Also known as the “Fishbowl,” where one group interacts while another group sits in an outer circle to observe the process elements.



- **Being a Participant-Observer:** When you are a participant yourself, “be aware of what the leader does that you like, what makes you uncomfortable, and what other people react to favorably.”

X. Consequential Guidelines for Effective Feedback

Feedback is the primary tool for “holding up the mirror.”

- *Emphasize Strengths*: Research indicates that when the **positive approach** is used first, subjects are more likely to improve on negative behavior.
- *Avoid Artificiality*: Feedback should not be “protracted and awkward” or “artificial and sincere.” It must be grounded in observable data.
- *The Goal of Feedback*: It is a tool for reclarifying and reforming beliefs, values, and attitudes that retard growth.

XI. Summary of the “Makatao” Leader Qualities

Integrating all the texts, the ideal Filipino facilitator is:

- **Makatao**: Oriented toward people and the group; uses gifts to contribute to others’ well-being.
- **Makabayan**: Fully conscious of the Filipino’s inner potentials for change.
- **Makadiyos**: Believes in a transcendent force (*Dios dispone*) but remains responsible for careful planning (*El hombre propone*).

XII. Practical Encouragement for the Facilitator

- *Preparation*: “It’s important to plan the program carefully. However, be sensitive to the needs and wants of the group.”
- *Flexibility*: Be prepared for alternative activities and even to change the whole thrust of the program if the group’s “here and now” requires it.
- *Self-Care*: “Be good to yourself. Remember, training is fun... if the program isn’t perfect, try to figure out what went wrong so you’ll be ready next time.”

XIII. Technical Tools for Analysis

The text highlights specific instruments used to measure and understand group behavior:

- **Sociogram**: A visual tool used to map Communication Patterns. It reveals “who talks to whom,” who the “gatekeepers” of information are, and who is being excluded.
- **Group Leadership Functions Scale**: A self-administered scale used to determine one’s dominant facilitating style. It suggests means for development to assist the group in moving forward.
- **The “Fishbowl” (Group-on-Group)**: An observation arrangement where an inner circle interacts while an outer circle (the process observers) watches and takes notes on the “here and now.”

XVI. The Philosophy of “Dios Dispone” (The Balanced Leader)

The text integrates Filipino cultural values into leadership:

- *El Hombre Propone* (Man Proposes): The leader must plan the program carefully and be organized.
- *Dios Dispone* (God Disposes): The leader must remain flexible and sensitive to the “transcendent forces” or the shifting needs of the group. If the group’s “here and now” requires a change in direction, the leader must be brave enough to “change the whole thrust of the program.”

Chapter 3

ANDRAGOGY: HOW ADULTS LEARN

I. Adult Learning Principles and Conditions

- **G.J. Pine & P.J. Horne (1976)** posits that learning is an internal, evolutionary process. Adults cannot be forced to learn; they must be motivated by personal meaning. Learning is most effective when it is collaborative rather than competitive, involving a mutual

exchange between the facilitator and the learner.

II. The Adult Learning Cycle

David Kolb (1976) identifies that while adults learn continuously, they have distinct preferences in how they process information:

- **Concrete Experiences**
(Feeling): Learners who rely on feeling-based judgments and specific examples.
- **Reflective Observers**
(Watching): Learners who take a tentative, impartial approach to observe situations before acting.
- **Abstract Conceptualizers**
(Thinking): Learners who use logical thinking and rational evaluation to integrate new learning with existing theory.
- **Experimenters** (Doing): Pragmatic learners who ask, “Will it work?” and prefer projects and “back home” applications.

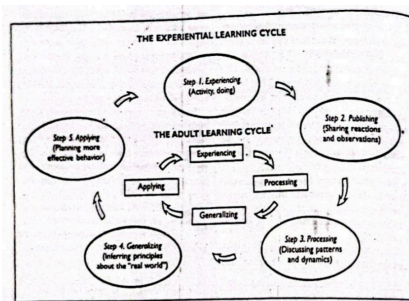


Fig. 13. The Experiential Learning Cycle and the Adult Learning Cycle

III. The Experiential Learning Cycle

This cycle maps the learner types to specific stages of growth:

- **Concrete Experiencer (Step 1 and 2):** Engages in the actual activity.
- **Reflective Observer (Step 3 and 4):** Watches and analyzes what happened.
- **Abstract Conceptualizer (Step 4):** Forms theories and generalizations.
- **Experimenter (Step 5):** Tests the new knowledge in real-world scenarios.

The Five Steps:

- **Experiencing:** The “Doing” or the *Structured Learning Episode (SLE)*.
- **Publishing:** Sharing reactions and observations.
- **Processing:** Discussing dynamics and patterns.
- **Generalizing:** Connecting the experience to real-world principles.
- **Applying learning to life situations:** Planning how to use the insight in the future.

IV. Learning Methods in Modern Training and Education

- **Deductive Method or Traditional Lecture (Didactic or Banking Method):** Information is “deposited” into the learner. The teacher is the sole authority and source of knowledge.
- **Inductive Method:** Knowledge is “evoked” from the learner’s own experience.
- **Facilitator of Learning:** Instead of a lecturer, this person manages the learning process and treats learners as peers with valuable expertise to share.

V. Deductive and Inductive Methods

- **Deductive Method (Plato and Aristotle):** moves from the general rule to the specific example.
- **Pedagogy:**

Steps in Deductive Method:

- **Preparation:** Selecting the subject matter.
- **Presentation:** Delivering the body of knowledge.
- **Clarification:** Answering learner questions.
- **Application:** Practice to improve skills.
- **Recapitulation:** Summarizing for retention.

Inductive Method: Moves from the specific experience to the general rule.

- **Confucius' Empathetic Articulation:** "I hear and I forget; I see and I remember; I do and I understand."
- **Laboratory Method:** Learning through controlled experimentation and "learning from experience."
- **Evocative, Dialogic, or Participative:** This method "calls forth" the spirit and wisdom of the learner.
- **Andragogy (Aner = Man):** Proposed by **Malcolm Knowles**, focusing on the art and science of helping adults learn.

Steps in the Inductive Method:

- **Setting the climate:** Creating a safe, open environment.
- **Determining learning Objective:** Defining what needs to be solved.
- **Doing:** The activity or exercise.
- **Looking, observing:** Noting the facts of the activity.
- **Thinking, analyzing, reflecting:** Interpreting the data.
- **Generalizing, looking for insights:** Finding the "universal truth."
- **Acting:** Applying the insight to change behavior.

VI. The Experiential Learning Cycle

This is the process of **Orientation, Instructions, and back at home application**. It ensures that the learning isn't just a "fun game" but a structured educational tool.

Steps in the Experiential Learning Cycle:

- **Step 1. Orientation:** Setting the mood and expectations.
- **Step 2. Instructions:** Ensuring the "rules of the game" are clear.
- **Step 3. Experiencing:** The execution of the task.

Processing:

- **Step 4. Data Gathering, Data Analysis:** What happened and why?

- **Step 5. Synthesis and Generalizing:** What does this mean for our jobs/lives?
- **Step 6. Integration:** Planning the specific application.
- **Step 7. Closing Remarks:** Providing a sense of completion.

VII. Selecting Instructional Resources

- **Duo-Dimensional List of Methods:** Developed by **Dugan Laird**, this schematic diagram classifies methods based on Content Control (who chooses what is learned) and Activity Level (how involved the learner is).
- **Hot Role Play:** Spontaneous dramatization to solve a current, "hot" issue in the room.

VIII. Some Specific Methods

- **Case Studies:** Analysis of real-life scenarios.
- **Incident Process:** A brief, "emergency" version of a case study.
- **Role Plays:** Includes **Reverse** (swapping perspectives), **Rotation** (everyone tries the role), and **Psychodrama** (deep emotional exploration).
- **Simulations & In-baskets:** Realistic work-environment tasks.
- **T-group:** Unstructured "Sensitivity Training" focused on group dynamics.

IX. Analysis

- **Dugan Laird's Duo-Dimensional:** Balances teacher control with learner participation.
- **Andragogic:** Respects the adult's need for self-direction.
- **Neuroscience:** Engages the Five Senses to create neural pathways, while the *Sixth Sense* (Spirit) represents the internal "Aha!" moment of personal transformation.
- "Learning Experience": Learning is not just an event; it is an experience that changes the person. As it concludes:

“Life is a continuous series of experiencing, but unless we reflect back on our lives, we may be delayed in our path to more meaningful and fulfilling lives.”

Chapter 4

Phase 3: INTEGRATION: WRAPPING IT UP

I. Synthesis and Generalization

- **Integration:** The “back-home” situations.
- **Inductive Learning:** It begins with setting the learning objectives established by or for a particular group. The group then experiences a structured exercise or activity that responds to the learning objectives.
- **Processing:** The next step in which questions apt to lead the participants to reflect on their common experience are proposed to them for discussion in small groups.
- **Data Analysis:** Together the facilitators and the participants analyze the data, i.e., they (1) **summarize the written or verbal data that have been gathered;** (2) **categorize or classify the data and link these to the learning objectives;** and (3) **identify the commonalities and distinctiveness of data.**
- **Generalizations:** The results of data analysis are now synthesized or put together so that generalizations can be made about the relevance of the activity to everyday life.
- *The Facilitator’s Role in Synthesis:* The facilitator (1) **draws out principles or makes generalizations from the summaries, commonalities, differences, or categories;** and (2) **reinforces the generalization by linking it to a theory related to the data.**

A. Developing Lecturettes

- **Lecturettes:** Short essays from which the facilitators can select

appropriate theory that will synthesize the data gathered and analyzed.

- **Sources for Lecturettes:**
 - Facilitators’ own reflections of past and ongoing training experiences.
 - Another source is the ***pooled theorizing and conceptualizing*** of participants and facilitators as they synthesize their experiences.
- **Adaptation:** A facilitator must be ready to introduce changes into the lecturette, even to cancel it altogether, rather than to cleverly force the learners’ experiences into an inappropriate theory.

II. INTEGRATION: APPLYING IT

- *Nature of Integration:* Integration goes beyond the final portion of the Learning Experience, which draws all parts into a completeness or wholeness, and provides participants with a sense of closure.
- **Laboratory Method:** Unique to the laboratory method is that it points beyond the laboratory. It is meant to encourage the participants to experience new behavior in a controlled situation, precisely so that they may adopt this new behavior in their back home environment.

A. Creative Practices in Integration

- The Central Question: “Now what?”
- **Pfeiffer and Jones** (1980) suggest several creative practices:
 1. **Consulting dyads or triads:** Taking turns in helping one another to apply insights and generalizations to back home problem situations.

2. **Goal setting:** Writing applications according to such goal criteria as specificity, performance, involvement, realism, and observability.
3. **Contracting:** Making explicit promises with each other about applications.
4. **Subgrouping:** Forming interest groups to discuss specific applications of new learnings in terms of what can be done more effectively.
5. **Practice session:** Role playing back home situations to attempt changed behavior.

Integration Program Steps (Short or Long Programs):

1. Identifying the learnings and insights gained during the whole program, which may even include out of session learnings, in terms of skills, concepts, attitudes, and orientations.
2. Determining where these learnings and insights can be applied in the multidimensional arena of everyday life such as at one's home with one's family, at work with peers, subordinates and superiors, in social and community life, and in one's dealings with government and national issues.
3. Formulating concrete action plans and strategies for the transfer of all relevant learnings.
4. Planning ways to facilitate the gentle re-entry of the participants into the pedestrian realities of prosaic life situations.

B. True Integration

- **True Integration:** When well-intentioned action plans are conceptual and cognitive, and must subsequently be implemented and submitted to the crucible of experience, success, or failure. If assessed as valuable, they will be constantly repeated and utilized,

becoming internalized and part of the wholeness and lifestyle of the person.

III. EVALUATION: HOW DID IT GO?

- **Evaluation Systems:** The processes that will determine the value or the importance of the program to the participants, as well as to the organizers.
- **Program Management:** The process of looking back to assess the effectiveness of various learning activities, of the facilitators, and of the conduct of the whole program is an essential component of program management.
- *Main Purpose:* To gain information is the main purpose of evaluation, not only about whether and to what extent the program is achieving its goals, but also about whether the goals are themselves worth achieving.

A. Types of Evaluation

- *Nature of Evaluation:* Evaluation must be systematically planned; procedures are built into the program at its inception and are integral to total program design.
- *Types:* Evaluation is either summative or formative or a combination of both.
 - **Summative Evaluation:** Also known as **terminal evaluation**, measures its object against an absolute norm, a definite standard of excellence.
 - **Formative Style of Evaluation:** Also known as **developmental evaluation**, it is more consistent with the inductive method. It not only assesses the present level of development but incorporates ways and means for improvement and growth.
 - **Cooperative Evaluation (Multisource or 360-degree):** A self-peer-direct reports-leader assessment system. Individuals rate themselves, and are also rated by their peers, superiors,

and those directly reporting to them.

B. Evaluation Instruments

Instruments used to evaluate trainees or program participants include:

1. Preprogram interviews and selection procedures.
2. Periodic “temperature checks” during the program.
3. Reflection logs.
4. Learning diaries.
5. Work or practicum reports.
6. Observation of performance.
7. Verbal feedback.
8. Questionnaires.
9. Pre- and post-interviews.
10. Team clinic-ing.
11. Facilitators’ observations.
12. Self-evaluation.

C. Phases of Evaluation

- **Midprogram evaluation:** Usually done when a training program lasts a week or more; participants review and evaluate the effectiveness of the process and the validity of the content.
- **Post-program evaluation:** May take the forms of evaluation by the training staff and on-the-job evaluation/impact evaluation.

The Three-Stage Systematic Process for Training Teams:

1. **Appraising the effectiveness of:** Participants’ performance, module design, facilitators, training materials, scheduling, program structures (facilities/lodging), administrative support, teamwork, and costs.
2. **Analyzing data gathered from the evaluation instruments.**
3. **Formulating plans:** To incorporate improvements with next programs and for follow-up.

IV. ETHICAL CONSIDERATIONS: VALUING IT

- **Ethics:** Defined by Webster as the standards of conduct and moral judgment; Moral Philosophy.

A. Preparation

- **Neophyte Facilitators:** For neophyte facilitators, a paramount consideration is the responsibility to be aware not only of our strengths, but also of our limitations. They need to submit themselves to numerous experiences of process analysis and move into experiences of co-facilitating before taking on lead roles.

B. Use of Techniques

- **Injudicious Use:** Larkin (1969) noted that the injudicious use of group techniques, without regard for their probable impact, is a dangerous practice.
- **Systematic Assessment:** Facilitators must go through a systematic assessment or diagnosis of the training and development needs of the client group.
- **Foreign-developed Technology:** It is an ethical imperative that professionals subject foreign-technology to a systematic process of adaptation suited to the Filipino worker and the Philippine organizational culture.

C. Conducting Structured Learning Experiences

- Facilitators are morally obliged to receive participant expressions (feelings, thoughts, values) in confidence and accept them as authentically theirs.

D. The Unstructured Learning Experience

- This refers to basically unstructured group experiences, e.g., encounter groups, sensitivity training or T-groups, and counseling or therapy groups.

E. Assessment of Competency

- **Professional Fee:** While there is a temptation to charge exorbitant fees, the professional fee for the program should be compatible with ethical behavior.
- **Socialized Pricing:** One way to price is socialized pricing, where a determining factor should be the ability of the client group to pay the fee.

F. Ongoing Personal Growth

- Facilitators have a moral obligation to pursue their own personal transformation. They must seize every opportunity to become better grounded and integrated, healthier and more nourishing personalities.

V. CONCLUSION: SOME FINAL NOTES

A. Dynamics of Human Growth

- Individual and group process is a discipline; understanding and appreciation of this fact makes it a potent tool for bringing about a multiplier and ripple effect.

B. Effecting Positive Change

Formula: Effecting Positive Change = $F_1 (F_2 \times AR \times AI)$

- **F₁:** the function of the SE (Structured Experience).
- **F₂:** the facilitator, who multiplies and develops.
- **AR:** accurate readings (interpretations) of situations.
- **AI:** appropriate interventions (responses).

Accuracy: When reading or interpretation of a situation is sensitively accurate, then the response or intervention will be appropriate.

VI. REFLECTION: IS IT WORTH DOING?

- *The Question: Is this worth doing?* This painful question often reverberates when a facilitator is emotionally drained or physically exhausted.

- **Tessie Nitorreda:** Referenced in “Trainer Train Yourself” regarding the principles underlying human development work. The professional is *not* a model of the perfect human being, but of one in the process of continuing growth.