

Experiential learning in action

See how you can use role-playing to simulate a situation, have people reflect on their experiences, and apply what they've learned.

1. Our role-players are new managers who are learning how to handle difficult conversations.



2. Each pair is assigned a topic and asked to act out the conversation for the class, with one of them as the manager and the other as the employee.



3. When the conversation is done, they'll comment on their experience to the entire group. The rest of the group can also give feedback on what they saw.



Transformative learning

Transformative learning occurs when some problem or challenge makes you rethink your assumptions, beliefs, or values and changes your perspective or behavior. This moment can be different for everyone depending on their prior knowledge, experience, or feelings about the topic.

Four phases of transformative learning

1. Experience - Our interactions with other people are part of our life experiences - the data our brains have to draw from when trying to learn new things
2. Assumptions - Our experience then mold how we see the world and let us draw conclusions. These belief patterns filters out how we see the world and the assumptions that we make
3. Challenges and Perspective - New experiences, combined with critical reflection can lead us to challenge our belief systems . What we've just learned either reinforces our beliefs or leads us to consider new perspective
4. Transformative Learning - This is when we adopt and act upon our new values and beliefs. We then create new experiences



Case Study: transformational learning at New Egg Inc.

Scene : New Egg launches a work-from-home program, Executives at New Egg Inc. recently decided to allow people to work from home. This change has caused a lot of anxiety for managers.

The current situation : New Egg employees are generally satisfied with their jobs and stay for a long time. But when they do leave, the company struggles to fill their positions

What's the dilemma?

Executives decided to let people work from home because the benefit might keep highly qualified candidates from going to work for competitors. But the move worried managers and department heads.

You'll be training people about the program

The chief executive, Gary, has asked you to create training sessions to introduce the program and to include one aimed at alleviating the anxiety of managers.

Gary: What activities do you think we need to include to help managers see that this program can help them?

You : How about a visioning session? It's like a brainstorming session that focuses on the positive outcome we want.

Gary : Hmm ... how will that make the managers change their minds about the program?

What is visioning?

A visioning exercise generates goals and hopes in common, and it can offer encouragement or a different perspective. It lets people feel more in control and helps them move toward positive goals.

Gary : Sounds good. Do we have any other options?

You: We could do a problem-solving session to try to address their worries

Interesting. Tell me how this promotes change

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What is problem-solving?

You talk about the true causes of the problem, like the challenges of recruiting. This often illustrates the risk of not making the change and can lead people to actively seek a solution

Gary approves

Gary : Great! Let's get started and see if we need other kinds of training to support this program.

Method 1 : Visioning

Divide your participants into small groups. Ask them to talk about the positive and negative effects of letting people working remotely.

Consider these questions:

- How will managers and supervisors handle their teams?
- How will you communicate with your colleagues?
- What are the risks involved in working away from the office?

Give people several minutes to discuss this. Then, ask one person from each group to share their group's vision with everyone. After each group has done this, ask people to highlight the differences between the current situation and the future they envision.

Finally, ask people to imagine it's 20 years later. Have them think about what that future department looks like and how it differs from the current situation. Ask if some of the differences could have been predicted and what events may have caused unforeseen changes.



Method 2 : Problem Solving

After you talk about the features and benefits of the work-from-home option, group people into pairs.

- Instruct one partner to play the role of a team member who is having a hard time adjusting to the change. Have that person pick a scenario from a prepared list.
- The other person should play the role of someone who has already realized — through transformative learning — that the program will help managers.
- As they role-play, ask them to consider the following:
 - How would you approach the problem?
 - How would you introduce the benefits of the new work-from-home option?
 - What would you say to help make the change easier?

After five minutes, have the partners switch roles and tackle a new problem. With the whole group, ask people to talk about their experiences and what helpful benefits and features they learned about.



As you prepare training sessions for adult learners, remember these points:

1. Adults come to any training session with previous experiences, ideas, and beliefs. Use their backgrounds to help people learn from each other.
1. Adults are motivated to learn if there is something they want to accomplish. Make sure you understand the expectations of the people you are training.
1. Your role is to expedite their learning, not to teach them everything you know.
1. Keep your training interesting by using small-group activities. Having the larger group discuss the results afterward encourages people to learn from others.

Understanding the best ways to teach adults and using these strategies in your training sessions will make you an effective trainer who helps people master what they need and want to know.



Becoming an Effective Facilitator

The Rotary Club of Central Surigao's Reflect on Facilitating

Facilitation is a discussion method in which the leader directs the conversation but gives participants responsibility for defining and solving a problem.

Facilitators remain neutral and encouraging and don't voice their own ideas. They help a group understand their common objectives and how to achieve them.

This approach can help you hold productive meetings, resolve challenges, and move a group toward a goal. The term "facilitation" is often used interchangeably with "training." But there are distinct differences. Here are the definitions of training and facilitation that we'll use:

1. Training = Teaching information, skill, or a behaviour
2. Facilitation = Helping a group of people reach a consensus or solve a problem without directly contributing to the discussion

I - The role of a facilitator

As a facilitator, you can use your skills, credibility, and enthusiasm to influence a group's ability to set goals and develop a plan for achieving them.

1. Create an Inclusive Environment - You can ensure that participants feel safe sharing ideas and expressing view different view points

2. Keep the Group Focused - When people's ideas lead the discussion to other subjects, you guide the focus back to the topic

3. Generate ideas - You lead engaging discussions and help people examine a variety of ideas to reach a consensus

Facilitation is about helping a group move smoothly through the discussion process. Learn these skills to become better at facilitating:

A. LISTENING - Actively listen to what every person says.

B. QUESTIONING - Ask questions that stimulate discussion.

C. PROBLEM-SOLVING - Apply group problem-solving as a group endeavor.

D. RESOLVING CONFLICT - Guide people who have differing views toward a workable resolution.

E. ENCOURAGING - Create an atmosphere where people feel free to express their ideas, opinions, and feelings.

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