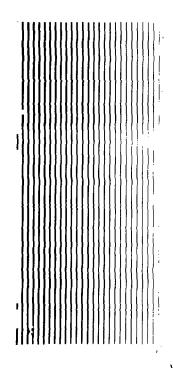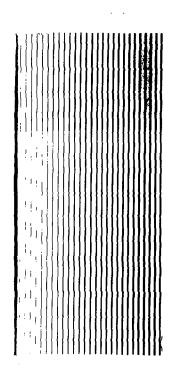# MANAGEMENT DEVELOPMENT PROGRAMME

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AUTONOMOUS GROUP LEARNING

(AGL)

FINANCIAL MANAGEMENT FOR THE

WATER INDUSTRY

INSTRUCTIONS FOR THE ORGANISER

KP 4296 KP 4926

Note: These instructions refer exactly to AGL (2 day)
course and apply, after appropriate modification
to AGL (2 1/2 day) courses.

John
Boland/Wallace 1984/3

Wang 0060f

INSTRUCTIONS FOR THE ORGANISER

1. GENERAL

(a) AGL has been extensively tested and works well because it provides a stronger group motivation towards learning than traditional teaching methods. However, it must be run confidently and rigorously, in accordance with these instructions.

(b) AGL is designed for a group of 24 members. Nevertheless, it may be run with 12, 18 or 48 members (two groups of 24 members)

(c) The AGL organiser must understand the organisational problems and the atmosphere that AGL creates. Suggested training includes:

   (i) attend AGL course as participant.
   (ii) attend AGL course as trainee organiser.
   (iii) organise AGL course with advice and supprt of an experienced AGL trainer.

2. PRE-COURSE PREPARATION

(a) Read through all the materials and rehearse all tapes and slides in the actual location for the programme so that the sight and sound are good from all positions.

(b) Check out the necessary equipment:

Checked

....   -   35mm slide projector and large wall screen or wall (must make a big picture!)

....   -   Tape recorder (speed 3 3/4 – two speakers or good quality cassette player.

....   -   Sets of 35mm slides for Part I and Part II.

....   -   Tape or cassettes

....   -   Seven quiz marking cards

....   -   Four flip-charts

....   -   Separate recorder for background music (if appropriate).

(c) Check out learning materials (one for each member):

....   -   Daily Work Packs for Part I and Part II

....   -   Quiz Books (used and then returned)

....   -   Course diaries

....   -   Text books where necessary.

2. PRE-COURSE PREPARATION

....   -   calculators (at least one for every 3 participants)

....   -   Notebooks

....   -   Group arrangement and Feedback summary sheets

....   -   Plastic brief cases to hold the materials (if desired)

....   -   Members' name cards

....   -   Large group location cards (6) A. B. C. D. E. F.

(d)   Check out the physical facilities:

One large room - 60ft x 40ft - to enable the members to work together in the following situations: size approximately.

     (i)   MG - Main Group of 24 chairs before the screen within hearing distance of the tape recorded (no discussion here - no tables - see Exhibit A)

     (ii)   SG - Small Groups of four members (six groups A-F) with four chairs and large tables, preferably big enough to seat eight persons so that they are also available for CSG. Chairs and tables must be comfortable and spacious.

     (iii)   CSG - Combined Small Groups of eight members (three groups) with eight chairs, large tables and flip-charts or black boards. (These could be adapted from the SG locations if necessary). Note: All "individual" work is done in the SG Locations so that each member feels social support.

     (iv)   Coffee facilities for before the course and twice more daily. Lunch facilities.

     (v)   Cloakroom facilities for coats and bags.

(e)   The evening before the programme arrange the facilities (1 hour) and put out the books but NOT the quiz. Make sure that everything is in the right order and working well. Rehearse the tape of cassettes and slides (1 hour).

(f)   Arrange Groups:

     (i)   Complete the Group Arrangement Sheet (Exhibit B) numbering all members from 1-24. (Note: for 24 members use 6 groups. For 12 members use 4 groups.) Groups change every half day.

     (ii)   Prepare a copy for each member.

     (iii)   Prepare an identification label for each member by group numbers.

2. PRE-COURSE PREPARATION (continued)

           (iv)   Clearly identify SG locations A-F with large cards.

           (v)   Prepare one flip-chart with details of members and SG locations. Place it at the entrance to the room.

   (g)   Internal Company AGL Programes (special requirement).

       Such groups may be required to complete the programme learning book in writing , not in the book but on paper a week or so before the AGL course begins. This "double" work is helpful but not absolutely essential.

       For public AGL programmes no pre-course work is required.

3. COURSE OPENING DAY I

   (a)   Arrange background music in the room. Greet each member personally exactly on time. On Day I members have coffee together until the programme begins, on time. Give each member only a copy of the Group Arrangement Feedback Summary Sheet (Exhibit A) and identification lable. Ask him/her to find and introduce themselves to the other members of their SG and to sit in MG together. (<u>Note</u>: this intital "do something" activity helps each member to feel less insecure). Chairs will be arranged by groups. Coats and bags may be left in the cloakroom as only a pen/pencil is necessary.

   (b)   Arrange all members (without materials) in MG for the opening taped lecture; welcome them formally, explain AGL very briefly and then turn on the tape recorder/cassette player and slides.

   (c)   After the first lecture in MG, help the members to find their SG locations. Show them the books and find the lecture page for each member.

   (d)   Ring the bell <u>several times</u> when members are required to reassemble in MG. (let the bell become a good humoured joke to all members which reminds them firmly that time is up and that they must move on within one minute .... therefore, always ring the bell a minute before time to "help" members to come).

   (e)   Issue and get back all teaching materials in SG's (fours) not individually. It is all numbered 1-24 so that a member uses his "own" materials each day. Check carefully that all Work Packs and Quiz Books are returned! Do not issue the Work Pack for Day II until that day.

   (f)   After instructions for the Quiz, help members to find the SG locations again; issue the Quiz books in SG's and help members find the quiz answer sheets in their Course Diaries.

3. COURSE OPENING DAY I (continued)

(g) Go around each group helping them to start the PL. (Note: Don't expect them to understand or to follow instructions - someone always does the wrong thing and needs help early!).

(h) Then go around again and with good humour mark the Quiz Sheets from the Quiz Answer Cards. Use a coloured pen to mark errors with an 'O' and count them as you mark. Deduct number of errors from the number completed and compare number correct out of 100. Mark each member's socre in his Course Diary. Collect the Quiz Answer Sheets and the Quiz Answer Books. Do not allow members to check up on errors until the end of Day II. Keep your own record of quiz scores.

(i) Start Feedback Sheet (Exhibit A) with quiz scores and put up results on a flip-chart for members to see. Deduct one point from the lowest score so as not to embarrass or discourage the weakest member (he will think somebody is even worse than himself and this will encourage him). By contrast, any member who scores more than 90/100 on the quiz should be given the chance to leave immediately. He is too qualified to benefit and could spoil the course for others.

4. COURSE OPERATION PART I

(a) Be warm, cheerful and helpful. Visit each group regularly every 15 minutes to check that:-

- each member is working properly in writing

- no member is looking ahead or checking answers before told to do so

- no member feels "lost" or uncared for

Note: Member must always feel that, like a hostess at a party, the Organiser is doing everything possible for each guest.

(b) Move members smoothly on time into MG, SG and CSG situations. EAch member must move to a new location for each new operation; thus an SG will never work in CSG at its original SG location. Groups need a lot of help in Day I and almost non in Day II.

(c) Use the bell but follow up personnaly every time and in a friendly way keep the programme moving exactly on time.

(d) Stop officially on time with the bell for coffee and lunch breaks, but allow members to linger in SG before lunch if they wish; after a few hours, group pressures take over and motivate all members to try very hard indeed and keep to time!

4. COURSE OPERATION PART I (continued)

(e) When faced with direct technical questions try to get the member:

    (i)   to write the question in his notebook.

    (ii)   trace the answer himself in the glossary, Work Pack, text books etc.

    (iii) raise it with each SG and CSG he works in.

In exceptional cases the Organiser can arrange for the member to meet another (stronger) member and raise the outstanding question over lunch or coffee.

Members must at all times be encouraged to recognise that they can answer all questions from within the group and the learning materials and that at this level of intruction a formal instructor is not necessarily and may possibly be a handicap!

(f) Set the pace and keep groups moving; help SG to start discussing; move the CSG members' positions about to ensure every member is seated comfortably, can see and participate. The first SG and CSG are critical. All CSG are important. Encourage one member to stand up in the CSG and write all the answers, judgements and especially plans on the flip-chart. Force groups to comment and commit themselves in the discussion. Be confident enough to interfere with such phrases as:-

- Who will keep the flip-chart?
- What about you Mr. X?
- Will somebody else try now?
- 15 minutes to go
- Why not leave that point and go on to the next question?
- Could you put that decision up in writing?
- Have you got on to (4) yet?
- Only five minutes left - what about a plan?
- Would you mind sitting here Mr. X
- Sorry time up!
- etc. etc.

Member (like party guests) need to be encouraged to do things.

(g) The Organiser is busy all the time and must visit SG and CSG locations continually every few minutes to listen to the discussion in order to give members a feeling that "the Organiser really cares about our group" and to ensure that members do not "cheat" by looking ahead in the Work Pack to case solustions before the MG presentations!

Member should be reminded several times that such checking for case analysis is absolutely unacceptable because it spoils the learning process for everybody.

Be prepared to help all members who do not or cannot: listen, read, understand, remember, think, etc. It is normal!

5. END OF DAY I

    (a)   Finish on time. Be sure that members do spend time in SG and don't go off early!

    (b)   Collect in _every_ Daily Work Pack for Part I by SG; do not issue any further material until Day II.

    (c)   <u>Do not lend any Daily Work Pack or Quiz Book overnight regardless of the reason.</u> Members retain only:

        - Notebook, Course Diary, Text Books, Group Arrangement Sheet.

    (d)   Prepare the room and materials for Day II in the new SG positions. Put on the Part II tape/cassette and slides and test Day II now.

6. COURSE OPENING OF DAY II

    (a)   Greet each member for coffee on Day II.

    (b)   Assemble members in MG for the first assignment promptly!

    (c)   Remind members of the new SG's given on the Group Arrangement Sheet.

    (d)   Check that members are in SG for the review of Part I and have the same Daily Work Pack for Part II, checking the numbers carefully (so that no. 16 is given to member no. 16).

7. COURSE OPERATION DAYS II & III

    (a)   As for Day I, but members will move freely and rapidly to each activity. However, they occasionally need guidance and attention as to where to go and how to get there on time.

    (b)   There may seem to be more time for SG and CSG review work after the MG sessions; but members must still move quickly to avoid losing time; <u>pressure is essential at all times</u> to maintain the excitement of AG1. If necessary ring the bell a little early!

    (c)   Make sure once again that nobody looks ahead in the Daily Work Pack to case solutions ("just checking that our CSG has actually covered everything") until after the MG lecture on the case; there is plenty of time to study the solutions after the MG!

    (d)   <u>During</u> the final quiz collect the Daily Work Packs from each group saying "You won't need this anymore as everything else is in your Diary".

    (e)   To mark the quiz:

        (i)   Mark the first member to finish in each SG. At the same time detach the feedback sheet from his diary saying "Now would you please grade us while we grade you!". Then record his score in the diary and leave the marking card with the first member to mark the others.

(ii) Let each member review his errors with the quiz.

(f) Fifteen minutes before the end of the course collect the quiz books and completed feedback sheets by SG and check that each one is returned.

8. **COURSE CLOSING - END OF PART II**

(a) Visit each SG to ensure that they have completed the "Feedback Summary" from their Daily Course Diary and hand it to you. (By this time, you will already have collected the Daily Work Pack and Quiz).

(b) Do **NOT** collect: Final quiz answer sheet, notebook, Daily Diary, text books. These are retained by members.

(c) Assemble everybody in MG for the final summary lecture. Keep atmosphere cheerful but don't let members leave early!

(d) Bid farewell to each member personally.

(e) Prepare a report for the course file including:

- Course members (names, titles and addresses)
- Feedback Summary
- Major comments and problems that arose.

(f) Check all equipment and materials with the Check List for the next course and investigate anything missing.

9. **GENERAL**

(a) The AGL course should work well <u>every</u> time if the Organiser

(i) is sensitive to the feelings of the group

(ii) removes any annoying physical distractions: poor light, heat, cold, uncomfortable over-cramped accomodation, excessive noise, etc.

(iii) is friendly but firm in the timely operation of the programme

(iv) follows up each group regularly during each day.

(b) Complete familiarity with the course materials and equipment is essential: knowledge of the particular subject is NOT required and indeed is disfunctional since members realise that if they are to get answers they must find them themselves.

<u>Do NOT even begin to try to answer any technical questions!</u>

Remember some "errors" have been deliberately left in the Work Pack to give members the pleasure of "finding something wrong"!

(c) Always let the tape finish its closing music before you switch it off. New music will introduce the next item.

(d) If the projector or tape recorder/cassettte player break down during the programme, put members directly into the appropriate SG or CSG to read the relevant answer data provided in the Daily Work Pack. The only loss is the MG experience.

(e) Clear up the AGL room continually like the dinning hall of a 1st Class hotel! Every part of the physical environment must be excellent to avoid distraction of the group from the main work.

(f) For further information write or telephone:

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AGL ROOM LAYOUT

(1) 24 Members

TABLE A. C. E.
TO SEAT 4.

B. D. F. TO
SEAT 8.

(2) 48 Members

A SCHOOL   B SCHOOL

KEY:
SC	-	Screen
P	-	Projector
TR	-	Tape recorder and speakers
		Groups A-F
⊢—⊣	-	Flip Chart
O	-	Organiser
OT	-	Organiser's Table
]	-	Black Board

Meals in adjoining room.

I.9

AGL No.:.........

Delegate No.	NAME	COMPANY	GROUPS M A M A	Quiz 100 100	Dlgts. Reaction 1 - 5 C P A U	Stsfd. Yes No	Prev. Exp. Years	DELEGATES COMMENTS
1.			A B C D					
2.			A C F F					
3.			A E C B					
4.			A F A E					
5.			B B D A					
6.			B C A C					
7.			B D E F					
8.			B E B B					
9.			C B F E					
10.			C A C A					
11.			C E D C					
12.			C F F D					
13.			D B A B					
14.			D D E D					
15.			D E B F					
16.			D A E C					
17.			E A A E					
18.			E D F A					
19.			E F D D					
20.			E C C F					
21.			F C B B					
22.			F A B E					
23.			F F E C					
24.			F D D A					

TOTALS   ....   _____   COMPANY _____

AVERAGE   ....   _____   VENUE _____

RANGE   ....   _____   DATE _____

C = Content
P = Presentation
A = Administration
U = Usefulness

FIGURE 1 AN OVERVIEW OF THE AGL PROCESS

FEEDBACK

EVALUATION

OUTPUTS
AND
IMPACTS

NEEDS
ANALYSIS

DESIGN AND REDESIGN

LEARNING
RECALL
TAPE

IMPROVED
PERFORMANCE

OBJECTIVE
SETTING

READINGS
AND
LECTURES

CASES
AND
EXERCISES

ACTION LEARNING
AND
FOLLOW-UP

ACTIONS ON
THE JOB

QUIZ

PROGRAMMED
TEXTS

MICRO COMPUTERS

PRE- AND
POST TESTING

LEARNING AND
SKILL BUILDING

VIDEO
PRESENTATIONS

RETENTION
AUDIO
TAPES

DID YOU LIKE
THE COURSE?

HOW MANY PEOPLE
ATTENDED?