

## Khulisa Facilitator Profile

### Skills and Experience

#### Essential:

- Facilitating behaviour change and therapeutic programmes (groups and 1:1)
- Ability to create/hold safe space (manage emotion/conflict triggers) in group setting\*<sup>1</sup>
- Therapeutic qualification (drama therapy, TA, family therapy preferred) \*<sup>2</sup>
- Significant experience of managing complex mental health issues
- Significant experience of delivering interventions with Khulisa's target groups (i.e. youth at risk, offenders, ex-offenders, vulnerable communities)
- Understanding/application of safeguarding measures and duty of care
- Clinical (therapeutic) supervision (has own supervisor, values group supervision)\*<sup>3</sup>
- Ability to work autonomously (managing client projects on site)
- Restorative practitioner/mediator (experience and/or qualification)
- Strong communication skills (empathic listening, incisive questioning, assertive)
- Inclusive facilitative approach (willing to participate/role model activities, some personal disclosure, sharing 'true self', 'active witness' to participants\*<sup>2</sup>)
- Layered-learning approach to experiential delivery
- Committed (to Khulisa's values/approach; principles; process)\*<sup>2</sup>
- Can work within guidelines/processes of partner organisations (eg. prisons, schools, etc) and collaborate positively with their staff
- Able to receive and act upon feedback
- Collaborative facilitation (e.g. in co-facilitator or lead-facilitator capacity)\*<sup>4</sup>

#### Desirable:

- Coaching / mentoring trained (and applied in our target communities)
- Trauma-informed practitioner (practical and/or qualification)
- Clinical/therapeutic supervision qualification and experience supervising professional caregivers (teachers, social workers, probation, prison officers etc)
- Violence reduction, anger management or conflict work
- Substance abuse / addiction work

### Personal Characteristics

#### Essential:

Resilience	Authenticity (open & honest)
Confidence	Humility
Mature attitude	Flexible problem-solver
Autonomous working	Calm
Integrity & professionalism	Respecting others/difference
Approachable/good humoured	Compassionate & empathic
Works well in a stressful environment	Punctual
Responsible reasoned decision making	Reliable
Values driven	Self-motivated

### **Desirable:**

Personal 'life experience' – aids authenticity/credibility with client groups

\*Notes supporting facilitator profile/competencies

### **\*1 Therapeutic background & creating/holding safe space (containment):**

Our programmes are therapeutic in nature and follow a process that can 'trigger' emotions / reactions in participants, often leading to personal and emotional disclosure. For this reason, programmes are facilitated by 2 facilitators and supported by partner staff, where appropriate (ie. teachers, pastoral care etc)

We create a 'safe container' for the group. Containment includes boundaries (honour code), room/environment and group dynamic – supported by minimal changes to the group and its' components, during the programme. In essence, containment is an environment/atmosphere facilitators create, enabling participants to be vulnerable, express / disclose emotions, whilst experiencing a sense of safety. We are holding them and emotions they disclose, without fear of judgement. In this space, participants connect with the process and their own material at an appropriate level, cognitively/emotionally. In some ways, we are 'setting the scene for personal healing without prescribing treatment for it' (Warren & Grainger, 2000).

We are responsible for maintaining this safe container for participants, as they explore past trauma. Our work sits in the stabilisation / normalisation, 'here and now' phase of psycho-education and trauma-informed practice (as opposed to treatment).

We do this through the ritual of check-in/check-out circles, co-creation of an honour code and using alternative and creative modes of expression (music/art/drama) to contain emotion. This can be challenging. Our participant's lives are often chaotic, and we're with them in the chaos – helping to make sense of it, in order to guide them out of it. (It's a bit like guiding someone through fog to sunshine when they've not yet experienced how good sunshine is or got burnt once and decided never to try it and to avoid sunscreen!)

It's a fine line between having firm boundaries for what behaviour is acceptable/ appropriate, and allowing expression of those emotions that participants find disturbing, and may agitate them within the group space. As a facilitator, we're constantly choosing between a more directive approach, when greater safety and containment is needed; and less directive, to empower the individual/group to take greater ownership (personal agency / responsibility).

### **\*2 Personal Disclosure / 'Active Witness':**

Whilst we don't expect facilitators to feel pressured to share their life story, our experience is that there is a need to role model behaviour. Some participants really don't have a frame of reference for what's expected of them, nor have they been truly 'listened to' without judgement in their lives. They also build greater trust when they feel that we are 'with' them and have some understanding of their challenges.

Our programme requires a degree of what drama-therapy terms as 'active witness'. We are witness (audience) to the participant's experience and as a member of the group - role modelling and actively participating in their learning. As the authority in the group, this is a fine line to tread, but enables a level of support and acknowledgement - rare for participants to experience. Our style is highly inclusive – we're not '*working for*' or '*doing to*' the group – we're working '*with them*' to explore behaviour. Our own behaviour may be challenged and we need to 'practice-preach' when this happens. Our intention is always to encourage exploration of thoughts, feelings and body sensations, where it's beneficial to the process.

As an example, in a dialogue circle, we might choose to disclose an appropriate experience (from

childhood or beyond); to provide participants a frame of reference for disclosure (giving permission to express). Sharing can provide participants both a sense of relief and of value (despite shame/guilt). This can foster inclusion, acceptance and non-judgement.

### \*3 Clinical (therapeutic or instructional/educational) supervision:

Clinical supervision can be defined as *'a framework where professional experience can be survived, reflected upon and learnt from'* (Shohet & Hawkins, 1989, p3).

Instructional supervision can be defined as *'...the process of engaging teachers in instructional dialogue for the purpose of improving teaching and increasing student achievement'* (Sullivan & Glanz, 2000, p24).

This type of supervision keeps professionals safe within their practice - Safe in terms of both their own personal emotional state and their ability to manage issues/emotions disclosed, during client interventions. Due to the potential for transference, projection etc, and for therapists/professionals to get 'triggered' by client's issues; it's imperative that associate facilitators have their own supervision in place.

At Khulisa, we provide client-facing staff 1:1 supervision, We do aim to provide group supervision for our facilitator team, on a regular basis (at least quarterly). This provides an opportunity for sharing both best practice and exploring difficult scenarios that we all face; as well as sharing our experience and knowledge as a team. This type of peer supervision allows all of us to understand each other's styles and competencies; as well as being supported by each other. This support enables co-facilitators to facilitate together better, because we understand each other's strengths and vulnerabilities.

### \*4 Lead vs Co-Facilitator Role:

Whilst it does depend on the client partner and nature of participant profile, as a Lead facilitator you can expect to have some degree of project management as part of your responsibilities. If in doubt, or wondering if something is in place/provided for – do ask. As a rough guide:

#### Lead Facilitator is responsible for:

- Handover from Khulisa Programme manager to manage on-site during the programme (includes pre-interviews, safeguarding, logistics and post-course sessions).
- Logistics - checking suitability of venue, timings, breaks, lunch availability etc
- Feeding into risk assessment, participant profile; feeding back pre-programme on group dynamics (potential fire-starters, staff participation etc)
- Evaluation using digital tools with group (during 1:1 briefing and post programme)
- Briefing client & mentors on internal/organisational participant-mentor requirements (eg. 1 person in the room from the organisation who participates fully, is known/respected /liked by participants etc)
- Collating materials/handouts and ensuring correct materials are at the venue (this may include materials list pre-programme for prison; materials can be sent or collected from the office, if sufficient time pre-programme)
- Working to objectives/expectations and parameters agreed between client/Khulisa
- Writing both individual daily reports and final programme report
- De-briefing each day with co-facilitator and organisational mentors for planning/feeding into individual report write-up
- Feeding back to client & Khulisa during programme (debrief at the end, short

calls/texts/check-in during programme to advise on progress)

- Managing dynamic & 'containment' in the room during the programme
- Alerting client of 'risks' presented and following partner safeguarding guidelines
- Keeping up-dated on details of risk assessment, SLA or other contractual agreement between Khulisa and the client partner
- Understanding context/environment (culture, what's appropriate/acceptable here, what exit strategies exist for risk/harm on programmes, checking risk assessment document etc), and informing your co-facilitator about this pre-programme

This is not an exhaustive list, but an indication of the role. Any questions, queries, feedback or additions – please do contact Delivery Director (Damian Castello) or your Programme Manager.