Facilitation Training in a Cross-Cultural Management Academic Track

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Abstract

Collaboration between JAMK University of Applied Sciences, George Simons International and several actors has created games to address current topics in Finland. The games base on diversophy® game series. The first game released was New Horizons in 2015 as a response to the mass migration crisis. In the fall 2019 Young New Horizons and focuses on topics that are relevant for young people between 14 to 25 years. Both games are played in all over Finland and have also registered users all over the world.

The thesis supports the further development of the New Horizons and Young New Horizons game projects for the JAMK University of Applied Science`s Cross-Cultural Management academic track. In the track, students are trained and prepared to conduct facilitations of the games in the field with various types of clients. The study explores the experiences of students who undergo the training and bring their new skills to the market. The primary aim was to acquire information about the training program by investigating student satisfaction and to discover ideas about how to develop and support their learning process even more.

The study utilized qualitative methods and was implemented as a case study. Four Cross-Cultural Management track students, who participated in the track in Fall 2019, were interviewed in February 2020 about their experiences. The results of the interviews, plus the author`s own insights and experiences as a game facilitator and mentor to the same student participants in this study, influence the resulting suggestions for the further development of the track activities and implementations.

The results of the study indicate a need to focus more attention on the individual student level, and on aspects related to client development and training implementations. The study concludes with concrete ideas about the improvements.

Keywords/tags Training, Gamification, Community Service Learning, Facilitation, Evaluation, Young New Horizons

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Tiivistelmä

Opinnäytetyö tukee New Horizons- ja Young New Horizons -peliprojektien jatkokehitystä Jyväskylän ammattikorkeakoulun kulttuurienvälisen johtamisen akateemisella suuntautumislinjalla. Linjalla opiskelijat koulutetaan hoitamaan pelien fasilitointeja erilaisten asiakkaiden kanssa. Tutkimuksessa selvitettiin koulutuksen suorittaneiden opiskelijoiden kokemuksia ja tuotiin esille heidän uusia taitojansa. Ensisijaisena tavoitteena oli hankkia tietoa koulutusohjelmasta tutkimalla opiskelijatyytyväisyyttä ja löytämällä ideoita oppimisprosessin kehittämiseksi ja tukemiseksi entistä paremmin. Tulokset voidaan ottaa käyttöön tulevissa suuntautumislinjan aktiviteeteissa.

Tutkimus oli laadullinen ja toteutettu tapaustutkimuksena. Neljää syksyn 2019 kulttuurienvälisen johtamislinjan opiskelijaa haastateltiin heidän kokemuksistaan helmikuussa 2020. Haastattelujen tulokset sekä kirjoittajan omat näkemykset ja kokemukset fasilitaattorina sekä mentorina samoille opiskelijoille toimiminen tässä tutkimuksessa vaikuttivat tuloksena saatuihin ehdotuksiin opiskelulinjan toiminnan ja toteutuksen kehittämiseksi.

Tutkimuksen tulokset osoittivat, että enemmän huomiota olisi syytä kiinnittää yksittäisten opiskelijoiden tasolla sekä asiakkaiden kehittämiseen ja koulutuksen toteuttamiseen liittyviin kohtiin. Tutkimuksen päätteeksi esitettiin konkreettisia ideoita siitä, kuinka fasilitointikoulutus voi vaikuttaa kulttuurienvälisen johtamisen akateemisen suuntautumislinjan lähestymistapaan asiakastyöhön, kuinka opiskelijat voivat reflektoida ja raportoida omaa koulutustaan ja sitä seuranneita fasilitointikokemuksia sekä kuinka koulutusta voidaan kehittää tulevaisuudessa.

Avainsanat
Kouluttaminen, Pelillistäminen, Vapaaehtoistyöoppiminen, Fasilitointi, Arviointi, Young New Horizons

Muut tiedot

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1 Introduction

In 2015 global refugee crisis started an ongoing collaboration between JAMK University of Applied Sciences, George Simons International and local high schools, non-governmental organizations, and municipal organizations. A game called New Horizons was released as a response to the mass migration crisis. The games bases on diversophy® game series. The New Horizons game has been played in institutions such as high-schools, libraries and non-governmental organizations in Finland and it has registered users all over the world.

Young New Horizons youth project started after New Horizons project and in the fall 2019 Young New Horizons game was released. It focuses on topics that are relevant for young people between 14 to 25 years and it includes such topics as bullying, body-image, hate-speech, and racism.

The thesis supports the further development of the New Horizons and Young New Horizons game projects for the JAMK University of Applied Science`s Cross-Cultural Management academic track. In the track, students receive a facilitation training to organize and followed by accomplishing game facilitations with different types of clients from the field. The study delves into the track student`s experiences of the given facilitation training and their learning process during the track studies to gain information about the provided training program. The primary aim was to acquire information about the training program by interviewing the track students about their satisfaction and to discover ideas about how to develop and support their learning process even more.

The study utilized qualitative methods and was implemented as a case study. Four students from the Cross-Cultural Management Academic track from the fall 2019 were interviewed about their experiences in the track and its activities and project in February 2020. The combination of the results from the interviews, and the author`s own insights and experiences as a game facilitator and mentor to the same student participants in this study, have an influence on the recommendations for the further development of the track activities and implementations.

The results of the study demonstrate a need to focus on the individual student level in the facilitation training given in the track, and how to implement the client development and training. The study concludes with concrete ideas about how facilitation training can influence Cross-cultural Management academic track students' approach to client work, how the students can reflect and report their own training and subsequent facilitation experiences, and how the training can be improved in the future. These ideas can be put in use in the track activities.

2   Theoretical framework

2.1   JAMK

Jyväskylä University of Applied Sciences is an internationally acknowledged reformer of learning and innovator of competitiveness. JAMK actively collaborates with working life and operates in wide international network. It has as of 2018 students 8 500 students and 700 faculty members.

2.1.1   JAMK School of Business

At JAMK School of business it is possible to study as Bachelor of Business Administration (BBA) and to continue to masters level in BBA. JAMK offers BBA studies both in English and Finnish. Beside the degree programme, JAMK offers in-service training as well as research- and development services.

2.1.2   JAMK School of Business International Business Degree Programme

JAMK International Business (IB) offers possibility to study as a BBA in English in an international and diverse group. Simultaneously gaining business economics knowhow and degree, language proficiency and international networks are present. (JAMK 2019.)

Approximately 50 % of International Business students come from Finland and the other half are international students from all over the world. The degree is studied entirety in English. Studies contains networking with companies and contributing troubleshooting in businesses. In the studies students gets acquainted with global

business, containing point of views in internalization, marketing, strategic marketing, financing, and juridical matters. (ibid.)

2.1.3   Cross-Cultural Management Academic Track

Cross-Cultural Management Academic Track is an Elective Professional Studies course worth of 5 ECTS (135 hours workload) related to the International Business Program. The learning outcomes of the course are after training in facilitation skills, students activate theory through client-based field work. Students conduct desk research and collect and process project related data. Some will advance a research proposal for execution in the spring semester. (JAMK ASIO 2019).

Course includes studies of train-the trainer, facilitation, research development, social impact and cross-cultural perspectives. Students works primarily with a project related material, e.g., New Horizons, Young New Horizons, Tales from a Multicultural Classroom, Teaching and Learning Across Cultures. Assessment contains attendance, a project report, a client facilitation, and research results. Students join in a research seminar sessions and sessions that address to training and professional development. Students work in teams and conduct client-based services in the field. Course has addons work placements such as Human Resource Management, Training and Education and Global Business. A combination of assessment criteria includes reporting, participation, and research results. Students receive Community Service Certificate when the course is successfully finished. (ibid.)

2.2   New Horizons history overview

New Horizons is a card-based game which was developed in a collaboration with JAMK students, employees and George Simons International as a response to the mass migration crisis in Europe that peaked in 2015. (JAMK, 2016.)

The game is aiming to enhance cultural competence and encourage to communicate productively across differences. It intends to create emphatic relationships and form common grounds to adapt to the new composition of our local population. New Horizons is in use at high-schools, universities, vocational schools, libraries, cultural centers, non-governmental organizations, and libraries all over Finland. (ibid.)

The first release of New Horizons "Bridge building game" focuses on Finnish culture meeting migrant cultures. The second version of New Horizons reinforces "Bridge building game". It includes beginner and advanced-level cards. (ibid.)

A new game has been created based on youth in Finland and challenges, situations, and feelings they face in their daily life (see 2.5). It is aiming to increase awareness and understanding about the issues, concerns and interest youth have. This game encourages the development of interpersonal and intercultural communication skills that youth need to have these days. The content also includes topics such as hate speech, racism, social media and identity. (ibid.)

2.3   Gamification and game-based learning

Earlier experiments proofs that games can improve learning outcomes, motivation, and diligence. Games are usually played for fun, and fun in that comes from the actions which do not have real-world consequences. That is a reason why, when there is goal other than the fun decreed, the game starts to lose its effect on our motivation and productivity. (Bohyun, 2012.) It has been researched, that the most efficient learning emerges from other sources than reading or lectures. (See figure 1.)
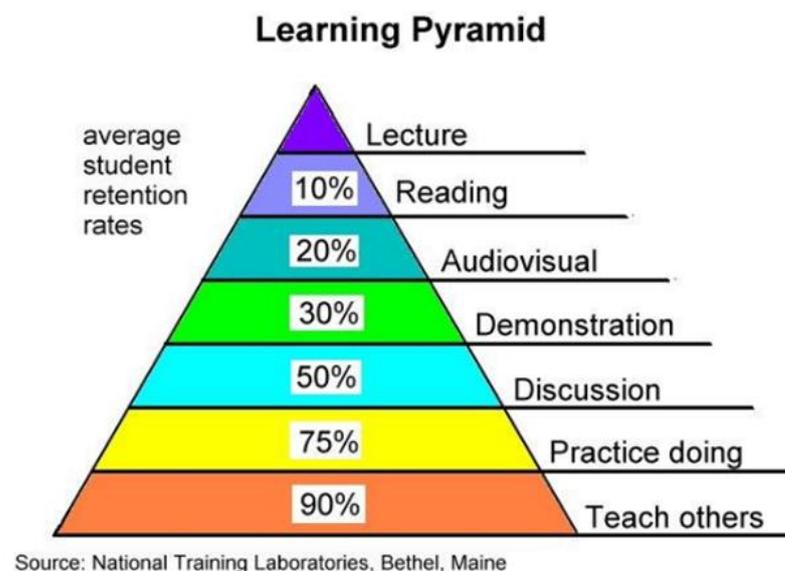

Figure 1. Learning Pyramid

Games help people connect in a learning activity which has been guided by the participants and it is not lecture-based. Games offer possibilities to bring out new ideas, change your own personal viewpoints and explore different outcomes for the participants. Games can involve a variety of people from different backgrounds and experiences that assist to the learning process. (Anderson, Anderson, Taylor, 2009.)

Games are beneficial especially when there are sensitive topics involved. While having sensitive topic appearing in a game, players can emotionally engage with low risk if a facilitator is present. (Diversophy®, 2016.)

2.4   Diversophy®

Diversophy® was founded by George Simons in 1972 as a tool for training student assistants in university residence (Kortelainen, Auvinen 2016). Diversophy® is aiming to give the know-how what is needed when you want to communicate successfully with people from different backgrounds. There are around 60 different games in various countries. Games has gone global in their content, language versions and distribution. Diversophy® game format is customizable and there are specialized versions and translations available on a request. Besides the learning tools, Diversophy® offers presentations, workshops, courses, consulting, and webinars to bring intercultural expertise for people.

Diversophy® was designed specially to answer organization`s demands for versatile training tools that are practical, explorational and they utilize different senses in learning process. They are also imaginational, pleasant, and non-ominous. These training tools are meant to reduce harmful conflicts and confrontation. Besides gaining and creating knowledge, these tools deliver cultural know-how with positive results and outlook in a successful learning process.

Diversophy® card games have all the same base for the play and the playing cards. There are five types of cards involved in the game;

diversiSMARTS are the green cards and they challenge the player with useful facts about cultures

diversi**CHOICE** are the yellow cards and they put the player in different situations and challenge to act or respond at best way

diversi**SHARE** are the blue cards and they improve communication and teambuilding skills. They incite discussion by making players to share something about themselves, opinions, and feelings. These cards emphasize the fact that we all are different as a person regardless our culture.

diversi**RISK** are the red cards and they put the player to situations where s/he is beyond control. The situations in these cards can be positive or negative and they allow to experience in a non-threating way how differences can engender unexpected benefits or costs.

diversi**GUIDE** are the white cards and they offer knowledge from different cultures and recommendations that encourage the player to look for opportunities to utilize it in work or life.

2.5   The Young New Horizons youth project

The Young is described followingly in the *Young* New Horizons facilitator`s guide (2019.):

"The Young New Horizons game celebrates the past, present and future Finland while focusing on topics of interest and relevance to young people. The game is the product of ongoing collaboration between local high schools, NGOs and municipal organizations with students and teachers at JAMK University of Applied Sciences, as well as our partner George Simons International, the originator of the diversophy® series of cultural training games. Young New Horizons facilitates interaction and dialogue through game play, with the overall goal of increasing awareness, understanding and empathy among youth residing in Finland. By youth, we primarily mean ages fourteen to twenty-five, including past, present and future newcomers, as well as those who are visiting from outside of Finland as students or professionals."

Youth content development forms phase 5 of the New Horizons project activities. Meaningful in Finland action plan was launched by the Ministry of Education and Cul-

ture of Finland and it is aiming to fight against racism and hate speech and foster social inclusion. That action plan inspired New Horizons management team to introduce this new developmental option of the project in 2016. (Voitenko, 2016)

Action plan is following:

Table 1. The 10 action plans to achieve the objective by the Ministry of Education and Culture of Finland:

1. Administrative mechanisms. We focus on tackling hate speech and racism and strengthening multiculturalism, inclusion and equality in the Ministry of Education and Culture, its agencies, bodies and other organizations.
2. Money to fight racism. We supplement the selection criteria for the Ministry of Education and Culture's discretionary government-subsidized projects and European Social Fund (ESF) measure packages.
3. The library as a meeting point. We help enable public libraries to encourage active citizenship and democracy.
4. ABCs for adults. We develop the education of teaching staff and other professionals who work with children and young people.
5. Power from peer networks. We challenge youth, student, pre-teen organizations and other youth-oriented organizations to create opportunities for multicultural, communal, and equal participation.
6. The future lies in young people. We support experts in the youth sector to promote human rights and equality to tackle hate speech.
7. No more hate speech. A special government grant application process for municipal youth services serves to curb hate speech and strengthen equality.
8. Show Racism the Red Card! We help disseminate the project in football and other team sports and promote equality work in the field of physical activity.
9. Let's talk. A government grant for the promotion of dialogue between religions is available.
10. Let's campaign. We have launched the "Meaningful in Finland" challenge.

2.6   Youth Research in Finland

The Finnish Youth Research Society has been registered 1988 and it aims to work for multidisciplinary youth research in Finland and globally. Society furthers communications between youth researchers, universities, research institutes and communities which have interest in youth research, improves researcher`s national and global connections, organizes seminars and practices research-, communications-, and publishing activities. (Suomen nuorisotutkimusseura RY, n.d.)

The main goals for Finnish Youth Research Society are improving the multidisciplinary youth research and provide information, expertise, research, point of views, contentions concerning youth. (ibid.)

Society has cooperation forums like seminars and discussion events, where researchers, officers, teachers, students and professionals from the youth field are getting together to discuss about concerns in youth´s life. (ibid.)

Society has plenty of research schemes concerning to relationships between several groups;

1.   Generations, life cycle, transitions
2.   Democracy, equality, inequality
3.   Youth work, youth operation, youth services
4.   Knowhow center- research
5.   Regular data acquisition

(ibid.)

2.7   Community service learning

Community Service Learning, also called Community engagement pedagogies, is combining learning objectives and community services in the way to enhancing student growth and common good. Typically, Community Service Learning is integrated in a course or courses as a project which has learning and community action objectives. This kind of projects are designed in a collaboration with faculty and community partners such as non-governmental organizations or government agencies. Pro-

jects requests the students to apply the course content to community-based activities. This way students gain experimental opportunities to learn in real world contexts and develop skills of community engagement while affording community partners to address notable needs. (Bandy, CFT). Sharon Shield (n.d.) from Vanderbilt University has argued that service learning is "*one of the most significant teaching methodologies gaining momentum on many campuses.*"

2.7.1   Impacts to students

Community service learning offers positive impact to students' academic learning and academic outcomes such as demonstrated intricacy of understanding, problem analysis, problem solving, critical thinking and cognitive development. It also improves their ability to apply what they have learned in real world and ability to understand complexity and ambiguity. Community service learning gives opportunity to greater sense of personal efficacy and identity, spiritual growth, development of moral, greater interpersonal development especially the ability to work successfully with others and build leadership and communication skills. It has impact to reduce stereotypes and offers possibility to intercultural understanding, improved social responsibility and citizenship skills and greater involvement in community services after graduating. Also, graduation rates are improving, the students` satisfaction to the education institution is greater and relationships with faculty are stronger. (Bandy, n.d.)

2.7.2   Impacts to faculty

Faculty gains satisfaction with the quality of the student learning through the community service learning. It also enables new avenues for research and publication through new relationships between faculty and community, as well as it provides networking opportunities with engaged staff in other disciplines or institutions and stronger commitment to one´s research. (ibid.)

2.7.3   Impacts to Colleges and Universities

For colleges and universities community service learning provides improved institutional commitment to the curriculum and student retention as well as boosted community relations. (ibid.)

2.7.4   Impacts to communities

For communities this offers gratification with student participation, valuable human resources which are needed to achieve community objectives, new energy, enthusiasm, perspectives applied to community work and enhanced community-university relations. (ibid.)

2.8   Project Management

"*Project Management is application of knowledge, skills, tools and techniques to project activities to meet the project requirements. Project Management is accomplished through the application and integration of the 42 logically grouped project management processes comprising the 5 process groups: initiating, planning, executing, monitoring and controlling and closing*", from PMBOK® Guide (2008). Planning, scheduling and control of the work describes the management or administrative part of the work, but without the leadership, projects tend just to satisfy minimal requirements. With a leadership they can outstrip those bare minimal requirements. (ibid.)

2.9   Training

Training has essential dual function of utilization and motivation under affirmative circumstances. By improving employees' ability to perform the duties required by the institution like company, school etc., training allows better use to be made of human resources by giving employees a feeling of mastery over their work and of recognition by management their work satisfaction is increased. If circumstances are unfavorable, these conclusions may not be obtained. (Graham, Bennet 1998, 283.)

Education and training are two different cases. Education is valued for its own sake, training for its practical uses. Education seeks to develop within the individual an

awareness of cause and an effect and the ability to appraise and criticize information; it need not to be involved in achieving practical objectives. Therefore, the educated person is or should be, capable to understand the wider contexts of tasks, appreciating the participation of various pieces of knowledge and the foundations upon which they are based on a constructive criticism and an independent thought. Training then is utilitarian and aimed to improve the skills that individuals use in everyday life. However, training is not same as teaching, because teaching concerns a range of activities like influencing, motivating, and conditioning. (ibid.,297.)

2.9.1 Objectives of the training

To prepare properly good and an appropriate training, trainer must know, why the training is being arranged. Usually it is balancing between various objectives. The one who orders the training has own objectives, just like the participants. Might occur, that these objectives are at odds and then the trainer must arbitrate these instead of considering just the other perspective to make the training succeeded and impressing. (Kupias, Koski 2012, 11.)

Order of the training is done by an institution/person who is arranging or is paying for the training. The client of the training can also be a training organization which sells training further. Sometimes financier orders the training from training organization, which is ordering it from the trainer. So, there are many possible order clients. Longer chain between the trainer and the financier might cause several visions of the meaning of the training. (ibid., 11.)

Besides the needs, resources and for example trainer`s know-how affects to the objectives of the training. Beforehand made goals with the trainer and the client, are meeting during the training. It might demand to change some objectives at this point to move forward. (ibid., 12.)

The most important partner for an individual trainer is that person, who is asking the trainer to train. Sometimes this person has not thought why the training is being arranged. The trainer can help this process by asking questions like "What is meant to be happened with this training?" or "What would you like the participants to realize

during the training?". If everybody (the client, trainer, and participants) has a different view about the objectives and meaning of the training, possibilities for the success are small. (ibid., 12-13)

An individual trainer works between the participant`s expectations and needs and client`s transmitted objectives and wishes. Beside these, trainer has his/her own, often raised from training theme. When all`s goals are coterminous, training is relatively easy. Sometimes client`s objectives can be far away from participant`s objectives. The client might want, for example, that the participants get enthusiastic about acting in a certain way in the future or take a stand to something new in an avid way, but the participants are not interested about that at all. In that case it is important to go through the objectives and adapt them to the participant`s desires. (ibid., 13.)

A training is implemented in several affiliations. In all of those it is important to think about the goals, but they are seen differently point of view for example in a Human Resources development. All trainings and development ordered from companies are meant to be positive for them. (ibid., 14.)

Frequently trainer is not needed to put effort on question that is the training consisted of the company`s or the whole organization`s basic mission. Instead, the client should know when (s)he is ordering the training. The client initiates and chooses trainings that are supporting strategy and mission of the company. This person should be able to argue, why this specific training is to be held and what is the conclusion wanted of it. Some justifiable questions that the trainer can raise are "Why do you want me to train you?" and "What is meant to be achieved with my training?" (ibid., 14.)

Usually the training is meant to make a change to the actions done by participants. It can be some singular skill or more complicated know-how where knowledge, skills and attitudes are combined. Change can be applied by short- or long-term period. To the change are affecting beside success of the training, how working environment supports. If supervisor or colleagues underrates new learnings, might occur that it never becomes true know-how. It is justified for the trainer to think about what kind of changing training helps. Better the objectives can be pointed out in the point of

view of changing the act, that concreted and more efficient those are. Eventually the responsibility of the learning is in the participant itself. (ibid., 16-17.)

Does not matter, what kind of change it is, it is important to analyze the learning needs. What and how participants should learn or realize? It is desirable for the trainer to examine what kind of insights the training should produce to achieve the goals agreed earlier or is it enough that the participants just start to act differently than earlier? (ibid., 17.)

A qualified trainer cogitates how his/her own expertise supports the participants in their work and what kind of learning and ideas the training should emerge instead of just talk the own speech. Occasionally it is enough at least in the beginning that the learning is based on repetitiveness, which means that the participants mimic the model, without deeply understanding. Typically, this kind of learning happens when there are detailed instructions. (ibid., 17.)

More and more ability to anticipation and strategic thinking is required and the changing is so rapid that everybody`s creative ideas are needed. More often also the trainer ends up in a situation where it is not required only to tell how things are done but connect his/her expertise to the participant`s and create new point of views and solutions with the participants. The trainer adduces a few of aspects but tries to create together something else. Now professional trainer steps closer to facilitator`s procedure. Creative learning gives opportunity for the participant to change the world instead of adapting. (ibid., 18.)

Training`s objectives are not always easy to think about from the participant`s perspective. Turning own`s training goals to learning goals may occur challenging. When crafting the training plan, it is easier to put in goals what trainer is doing than what participants are meant to achieve from the training. (ibid., 18.)

From the learning point goals in the training can be repeating, understanding or creative learning. In different parts in the training can pursue different level learning. In some cases, it is enough to be able to repeat them afterwards by the instructions given by the trainer, some requires deep understanding and some creative innovation. (ibid., 18.)

Table 2. Learning goals

Creative	• Ability to evaluate own procedure and assumptions behind it and foreshadow future • Ability to create novel procedures and even more functional working model • Ability to evaluate current procedure and observe problems of it
Understanding	• Ability to adapt learned procedures in changing situations and circumstances • Ability to understand why to act in a learned way • Ability to remember to function in a right way
Repeating	• Ability to know how to act in a certain unchanging situation

2.9.2   Participants

The actual benefit of the training arises in the participants. Professional trainer pays attention to them when training and already when composing the objectives, the

trainer considers who are the participants, what they might already know about the topic of the training, what kind of expectations they have and how motivated they are. (Kupias, Koski 2012, 25.) When designing a training course, the first step is to recognize the training requirements under three headings: attitudes, skills, and knowledge. (Graham, Bennet 1998.) Training groups are all different as well as individuals in the groups. A group might know a lot of the training topic, learn in a specific way, be enthusiastic and motivated to the training or not. As well as the individuals can deviate from the line of the group or the whole group can be extremely heterogenic concerning to skills, learning and motivation. (Kupias, Koski 2012, 25.)

Often, we talk about transferring the information. Discussion about transferring information upholds the illusion that information really could be transferred, and the learner has the role of passive receiver. As if the trainer would be able to take part of the information and transfer it like that to the heads of the participant`s. In training that is aiming to repeating learning, we can give specific guidelines to work with. Then we do not assume the learner to understand the trained case. It is enough, that the learner can produce possibly flawless performance or remember some thought presented by the trainer. If the learner does not understand the case, the knowledge is not transferred. There is a notion built up in the repeating learning, that the knowledge automatically transfers to an other person`s know-how when it is brought to reachable. Notion also includes an assumption that everyone can adopt knowledge as it is presented by the trainer. (ibid., 25-26.)

Because there is so much information available, we must recognize the cases we adapt to be interesting, beneficial, or generally understandable. A real, understanding learning is always selective, creative, and somehow pondering. In pondering learning participant reflects the case in learning to previous experiences and know-how and considers new in relation to them. Then we can talk about reflective learning. It is beneficial to end speech about transferring the knowledge and accept the fact that everybody anyways is building the knowledge by themselves in their heads. This demands active processing of the knowledge before it forms into a personal understanding. The information is linked to the old knowledge what we already have. The know-how and experiences we have beforehand, regulates the way how and which point of view we consider the case. It is possible that part of the group easily

understands trainer`s substance and the other`s do not have basic knowledge to understand much. (ibid., 26-27.)

A trainer can provide matters analyzed and linked to the participants' experience. The trainer can help them to pick up important and essential matters, but in the end the participant itself decides, what are the things to be picked up. (ibid., 27.)

Previous know-how influences on the behavior that appears in learning situations and how the trainer can support participants' learning. Three possible different kind of learning situations are explained as follows:

1. Learning things when not much previous know-how

Sometimes trainer has participants who do not have that much information and know-how, they might have some dispersed notions but the whole picture and understanding are missing. In this situation trainer must be alerted to deliver the matter in possibly understandable way to the participants. It is beneficial to ask what the participants know beforehand, in order to the trainer to stay in suitable difficulty and depth level in the training. In these situations, is good to be aware of that certain matters clear for yourself as a trainer might not be clear for people who just are getting themselves familiar with those things. Trainer can further the participants to link their existing knowledge together to reasonable entirety by attaching the participants 'adduced point of views to the overall process.

2. Learning things through old know-how

Often participants come to the training to gain an additional information and hints to something that they already have knowledge about. Hence, it is desired to have new point of views or additional tools. If the novel perspectives or tips are in harmony with the previous knowledge, the training is experienced easy and usually useful. Also, in this situation it is valuable to start with asking and conversationally. This way participants can adduce their competence and that can be utilized during the training. Based on this discussion, the trainer can adjust the level of the training and point out those perspectives, that completes participants 'previous know-how.

3. Learning how to replace old know-how with new skills and knowledge

As the most challenging part trainers often feel the situations where participants have lot of experience and know-how, but they would need to change their assumptions or ways to act. Especially challenging this situation is, if the participants are not willing to do the change. When the know-how and visions are strong, the possibility to face rebellion has increased. If the situation is full of rebellion, going straight to the case is not recommendable. Usually it demands sounding, arguments, convincing and creating safe atmosphere. However, this is a natural reaction and, in many cases, even wholesome and trainer should be able to argue the trained case. It is beneficial to find out the reasons for the change and make them understandable also for oneself. Learning new and relinquish can be challenging so it is important to ensure the participants that it is possible to learn and, to remember to respect the old know-how. (ibid. 28-31.)

People are different also in terms of learning ways. Usually it is cost-effective, far-reaching, and more motivating to understand why is preferable to act in some certain way. That allows the information gained in the training to be utilized in the future, also to situations that cannot be addressed in the training. (ibid., 32.) If we cannot recognize and make a change in our mindsets and assumption of ourselves that are preventing development of the operation, changes in the actual operation stays shallowed and short-term. It is possible that insights can arise during the operating and the changes just come by themselves. Always this does not happen and then help is needed for example from trainer or supervisor. (Kupias, Peltola & Saloranta 2011.)

By being aware of the learner can structure the pleasant way to learn to oneself and adjust learning environment by the needs. This kind of need can vary in different times and situations. Trainer might observe that not everybody sees the same ways to act as good as the trainer itself. Working in a diverse way allows to address the training to everybody. (Kupias, Koski 2012, 36.) Learning is seen as a cyclized process, which produces new experiences and which cycle can start again. The stages of the cycle are as below. (See figure 2.)
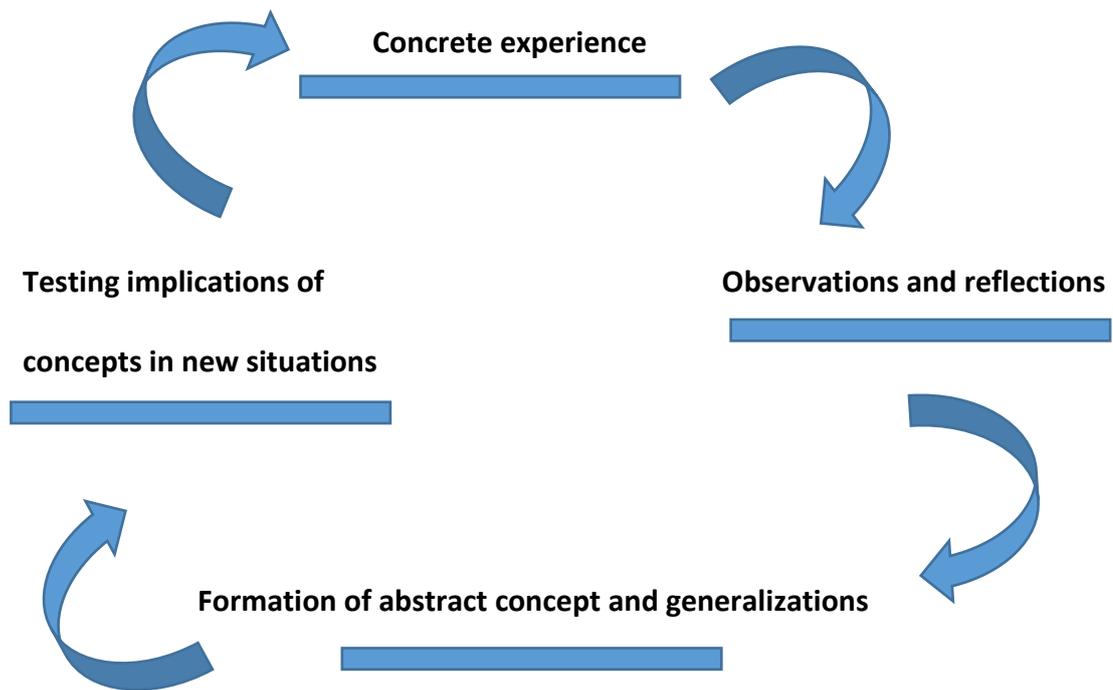
Figure 2. The Learning Cycle

By the experimental learning, good learning involves all these four stages. Some are particularly good or interested when learning to process and manage their own experiences, to reflect or conceptualize and others to try in practice. (Kupias, Koski 2012, 37.)

The concrete experiencer (concrete experience) learns from new experiences and by exchanging thoughts and experiences with other learners. Stories, cases and examples makes this kind of learner excited and delve into things. Atmosphere in learning situations is important, hence concrete experiencer adduces feelings and learns and perceives through them. (ibid., 37.)

A deliberative observer (observations and reflections) needs time to learn. This type wants to get acquainted in-depth with cases and see from different perspectives. In training situations deliberative observer might withdraw to watch out. Arguments are important for this type. (ibid., 37.)

An abstract idealist (formation of abstract concepts and generalizations) aims to form entireties from details and dispersed information. This type is interest in theories and models and professional expert lectures and literature are pleasant ways to learn. (ibid., 37.)

The committed tester (testing implications and concepts in new situations) learns best by testing in practice how things work. New learning must be tried as soon as possible in practice and if it does not work, this type of learner does not feel it useful. (ibid., 37.)

2.9.3   The trainer

Trainer`s expertise contains the know-how of a subject matter and a pedagogical proficiency. For an expertise trainer subject matter is being emphasized but prosperous training does not exist without know-how of pedagogical proficiency. Sometimes that overpowers the subject matter expertise and then it is facilitating (see 2.11), when trainer`s dispensation is to guide the participants to set objectives, structure their work, observe issues, and solve them. (ibid., 44.)

2.9.4   Train the trainer

Train the trainer-activities are trainers coaching new trainers to train. One subject-matter professionals share her/his expertise to others and these other might use the information further to train others. The main goal of this approach is to maximize the efficiency. The spread of Train the trainer-method speaks to its intuitive design and ease of an adoption and cost-effectiveness. It is a learning process and it might cause mistakes. (Sokolowski 2015.)

2.10 Evaluation

Evaluation is an important part of training and the way it is implemented is crucial. It is good to consider when talk is about feedback and when it is evaluating. With feedback and evaluation, it possible to develop training and further development of the participants. Trainer, participants, orderer of the training or organizer organization can work as an evaluator or feedback giver. (Kupias, Koski 2012, 163-164.)

A quality feedback is inalienable part of evaluating learning and proficiency. It is important to remember that evaluation and feedback are not synonyms for each other. Evaluation is always taking a place before feedback; giver of feedback makes an evaluation how action is related to set objectives. (Luostarinen, Nieminen 2019, 95.)

An evaluation is an essential tool for teacher to help students in learning and developing know-how. With evaluation it is possible to create ongoing everyday interaction to students. It is a way to support learning, encourage learner and help her/him to recognize what are the abilities already and what should be learned. Evaluation helps to understand placed objectives, find the ways to reach them and finally recognize what kind of know-how is reached in certain times. Evaluation is both quantitative and qualitative. The mission of an evaluation is to address proficiency as well as give tools to guide personal learning, set objectives and reach them. (ibid., 14.)

Evaluation is implemented for several reasons. However, the most important motive for that should always be guidance of the student`s learning, supporting, and encouraging as well as making the learning and expertise visible and understandable. When evaluation is being designed and executed, is good to ponder what is being evaluated, how is evaluated and when is evaluating? (ibid., 14.)

2.11 Facilitating

Facilitating is structuring teams, groups or task forces and their activities to allow their success to achieve organizational goals and objectives. Facilitators are principally organizers and communicators with a special proficiency in group dynamics. They assure that there is a culture of two-way expressive involvement that affirms active listening as well as trusting communication among the participants. They encourage team behaviors in planning, organizing, disciplining, and monitoring the group`s activities. Facilitators must have patience, a tolerance for ambiguity and need to develop a sense of timing that assists in knowing when to push more ideas, information, and participation and especially, when not to push. They should be able to organize, handle details and bring events to closure. (Martin, Hackett, Machoski 1993.)

2.11.1 How do training, presenting and facilitation differ from each other?

Table 3. Differences between training, presenting and facilitating

TRAINING	PRESENTING	FACILITATING
Participant are present to learn	Audience is present to receive prepared remarks	Participant are member of teams whose mission is to recommend quality improvement
Objectives are based upon learning	Objectives are based on what is to be communicated-i.e., sell, inform, motivate, describe	Objectives are based on process improvements
Lessons plan are prepared to enhance learning structure	Presenter`s outline is to structure logical presentation	An agenda is used to structure the meeting for effectiveness
Instructor asks questions to evaluate learning	Presenter primarily answers rather than asks questions	Questions are used to develop individual involvement
Visual and training aids (tapes, films, cases, roleplays) are used to illustrate learning points	Visual aids are used to present data (charts, graphs, tables)	Flip chart is used to record team member inputs and ideas
Involvement (experiential learning) is used to learn from others' experience and retain interest	Data, charts, graphs are used to support message or recommendations	Facilitator teaches members to use tools for team problem solving
Number of participants varies; usually under 50	Group can be any size	Facilitator manages the meeting structure, not the content. Team size is typically 5-9 members.

2.12 Human Resource Management

Human Resources Management (HRM) involves the human side of the management of companies and employees` relations with their firms. The purpose of HRM is to assure that the employees of a company, i.e. its human resources, are utilized in such a way that the employees achieve the greatest possible benefit from their capabilities and the employees obtain both material and psychological rewards from their work. HRM is based on the findings of work psychology and utilizes the approaches and procedures collectively as "personnel management", i.e. that part of human resources management involved with staffing the enterprise, determining and satisfying the needs of people at work and the practical rules and procedures that conduct relationships between employees and the organization. (Graham, Bennet 1998, 3.)

3   Methodology

This chapter presents the methodology used in the study.

3.1   Research Questions

What is the impact of the facilitation training that Cross-cultural Management Academic track students received on their client work?

What will the students report their training and subsequent facilitation experiences?

How can the training be improved in the future?

3.2   Research objectives

To find and point out:

The objective of the research is to further develop the community service experience of the student facilitators in a way that describes, how did the students felt during the track and its activities, what they experienced and what how did they progressed their skills. Also, the facilitation client`s view is defined and through these factors it is going to be pointed out, how the whole activity program could be improved.

3.3   Research Purpose

The research purpose is to have further development for the Cross-Cultural Management Academic track activities, especially those concerning training, facilitations, and student support. These further developments are aiming to offer even more efficient and functional studying approach for the parties.

3.4   Philosophical Stance

This thesis is utilizing interpretivism as a philosophical stance. Interpretivism, which is also known as interpretivist, is a research philosophy that involves researchers to construe the elements of the study, hence interpretivism integrates human interest into a study. Development of interpretivist philosophy is based on the critique of positivism in social sciences. Thus, this philosophy emphasizes qualitative analysis over quantitative analysis. (Dudovskiy n.d.)

Interpretivism is "*associated with the philosophical position of idealism, and is used to group together diverse approaches, including social constructivism, phenomenology and hermeneutics; approaches that reject the objectivist view that meaning resides within the world independently of consciousness*". (Collins 2010.) According to interpretivist approach, it is significant for the researcher as a social actor to esteem differences between people. (Saunders, M., Lewis, P. & Thornhill, A. 2012) Further, interpretivism studies usually focus on meaning and may employ multiple methods to reflect different aspects of the issue. (Research Methodology n.d)

Interpretivist approach is based on naturalistic approach of data collection like interviews and observations. With interpretivism philosophy, also secondary data research is favored. In this type of studies, meanings appear usually towards the end of the research process. (idib.)

Primarily an interpretivist approach is based on the beliefs such as;

- Relativist ontology. This approach perceives reality as intersubjectively that is based on meanings and understandings on social and experiential levels.

- Transactional or subjectivist epistemology. According to this approach, people cannot be separated from their knowledge; therefore, there is a clear link between the researcher and research subject. (ibid.)

3.5 Approach

This thesis is created with an inductive approach, which determines that there is a new theory emerging from the data collected for the thesis. Inductive approach frequently uses research questions to narrow the breadth of the research and it`s goal often is to focus on exploring new phenomena or looking at formerly researched phenomena from a different perspective.

Inductive approach demands the research to begin with a completely open mind without any preconceived ideas what will be found. The aim is to develop new theory based on the data. (Deborah 2013.)

3.6 Research Strategy/Methods/Techniques

This study is a case study, which is a research strategy, commonly used in social sciences. It investigates a phenomenon from a real-life context, and they are based on an in-depth investigation of a single individual, group, or event to analyze the elements of underlying elements. A case study is descriptive and exploratory analysis of a certain matter and the research can be single or multiple case studies. It can include quantitative evidence and it often relies on several sources of evidence and benefits from the prior progress of theoretical propositions. (PressAcademia, 2018.)

3.7 Timescale

Data collection method	Date	What was done?
		Participation in 2018 as a as a track student. The track activities included client work with Jyvälän Setlementti and GreenCare Könkkölä and content collection from the client to the Young New Horizons game.
PARTICIPATION IN THE CROSS-CULTURAL MANAGEMENT ACADEMIC TRACK	09/2018-12/2018 09/2019-12/2019	In fall 2019 participation as a student project manager. Working with the track students with in-class activities and client work. Offering mentoring and feedback for the students from their facilitations with their clients.
		Also, assisting Steve Crawford with practicalities, marketing and client work concerning the New Horizons and *Young* New Horizons games, and keeping the game database updated.
LITERATURE REVIEW	10/2018-12/2019	Reading and collecting theoretical knowledge of the subjects concerning the thesis.
INDIVIDUAL INTERVIEWS	11/2019-03/2020	Planning and implementing the track student interviews.
ANALYSIS	09/2019-04/2020	Reading, gathering, and analyzing the results of the interviews and own experiences during the tracks.

4 Research Results

4.1 Individual interviews

Interviews were implemented individually in Jyväskylä University of Applied Sciences main campus. The interviewees were informed about participation in the thesis interviews during the Cross-Cultural Management track in Autumn 2019. Contact with the interviewees were taken via e-mail with the information about the interview and they were able to choose suitable time and place for them to do the interview. Total amount of the volunteered interviewees was 4 out of 12.

Since the purpose of the research is to develop the facilitation training for the students in the Cross-Cultural Management academic track, the experiences and honest feedback from the students is essential. I utilized semi-structured interviews to gain the data.

Interviews are one of the most common research methods. It is extremely flexible technique and it suits to wide range of research purposes. Semi-structured determines that the interviewer sets up a general structure by choosing in advance what ground is to be covered and what are the main questions to be asked from the participants. This allows the detailed structure to be adjusted during the interview. The person who is being interviewed, can answer to the questions at some length in his or her own words and the interviewer responds using rapid, probes and follow-up questions to get the interviewee to clarify or extend the answers. (Drever 2003, 1.)

Semi-structured interviews can produce different kind of information that can give;

• Factual information about peoples` circumstances

• Statements of interviewee`s preferences and opinions

• Depth to interviewee's experiences, motivations and reasoning

(ibid., 1.)

Depending on the answer of the interviewee, I fulfilled the questions to gain more deeper approach. The length of the interviews varied from 20 to 40 minutes and all of them were recorded with an approval with the interviewees. The recorded interviewees were transferred to the computer and converted as a text. After that, the information from the interviews was divided in themes in order to find the needed data. Recorded data was processed several times during the study.

4.1.1   Previous experiences in facilitating

To be aware of the starting point for the facilitation training and the needs met afterwards, it is important to know about the track students` possible previous experiences in facilitating. Three out of four interviewed students in the study did not have any experience in facilitating. One of the students had experience in facilitating the New Horizons game in previous study year with the client GreenCare Könkkölä. One student mentioned, that has done sales work, which she felt helpful during the facilitations, since as well as in sales, she thought that also facilitating New Horizons and Young New Horizons game is about products. Three of the interviewed students were not familiar with the New Horizons and Young New Horizons games before the track project.

4.1.2   Training experience as a trainee

Cross-Cultural Academic Track included a facilitation training with different kind of activities, offered by Steve Crawford and George Simons.

The students felt that they got enough information about the game itself during the training and there was someone to ask if needed.

4.1.2.1   George Simons`s training

Facilitation training offered by George Simons brought differently felt experiences in in student`s minds.

Some felt the training useful concerning the facilitating:

"It helped a lot because it made facilitating easier."

"It was useful, because he has a lot of experience and he knows the subject, he knows how to behave in those situations. Only thing was bit more theoretical rather than practical."

All of the interviewees felt the training program in its entirety encompassing and the importance of the facilitation training is significant.

"I would put in to a practice what George or Steve taught and make it a piece of cake."

Students also gained practical advices during the training:

"The idea of looking at the people you are facilitating. I tend to look at above of the heads, at George`s training it is good to look at them to know them."

"The thing that is most bright in my mind is that one exercise when we were supposed to stand up and introduce ourselves briefly and say what is our strength as a facilitator and how our partner is going to make up for our weaknesses and how they would highlight our strengths. I think that probably the best thing (in George`s training)."

It is quite usual, that students have challenges with presenting and being in the front of people and for some it is trickier to confront those situations. Some students felt that some of the training activities were not suitable for them, or observed, that the methods used were not suitable for their classmates:

"It (one of the training activities) was a bit foggy; it didn't help that much."

"George`s practices were horrible; they came like from the bush."

"If a student is way too shy, they shouldn't be pushed to do something (…) if it is not the right time for the person then it is not the right time, and it is their personal space and personal decision to feel like okay with this, because for some people this (presenting and being front of people) is really big deal."

4.1.2.2 Steve Crawford`s training

Students told that they were really happy with the Steve`s training approach:

"(Steve) kept saying "don't stress yourself, just have fun. When you are doing something that brings fun, it keeps you relaxed, and you get to do your best.""

"The most important learning from the training was to have fun, that you can relax."

Some had certain activities in their mind:

"Putting the cards in an order was good, since I would have done that randomly"

4.1.2.3   Meri Saarela`s presence

One of the interviewed students did not have a possibility to participate in to the in-class facilitation trainings, so the writer of this study implemented personal, brief training for the student outside of the class. In this training, the student felt information, that apply to the fact, needed, that you should stay as an observer during the facilitating, instead of taking part to the discussion, only to do so if the situation demands.

"When I first heard about the New Horizons, I thought we are taking a part in the discussion, and it was a bit surprise for me we don't take a part with it and we just help people." (…) "You just introduce an idea and then you just observe how people emerge with their experiences."

As well the student felt important, that the training included information, how some of the topics discussed during the game might be touchable.

"Before going to the client, you need to think your customer approach and think what is suitable for them (…) some of the participants for example might have experience in harassment or something like this, so I tried to get rid of these cards (to be played) (…) We don't want to people to feel bad, we would like to people to have good discussion."

Meri`s presence as a student project manager and as a mentor during the track seemed to be quite neutral, but still worthwhile for the students:

"The fact that you gave us feedback after the facilitation was okay."

"It was helpful, because you have done the whole facilitation process last year, you had personal experience."

"You were watching and there was a possibility to ask if was something."

"Wouldn't be bad, if in the future there would someone like you helping with the facilitations."

"It was so much easier to ask you sometimes about something, rather than contacting the teacher."

"In the facilitation it helped so much that you were there since me and my partner did not speak really good Finnish and obviously it was very much needed because the kids either didn't speak or they were too shy to speak English. So basically you were the only way of communication with them and they were really, really relucted to try the game, they didn't even want to take the cards by themselves and you can kind of managed to convince them at least to do some kind of round once or twice, so that was really helpful that you were there with us."

4.1.3 Contacting the customers

Students did not report any challenges with contacting the clients and they were pleased to contact them by themselves instead of having someone do that for them:

"I didn't have any challenge, only we had to do was send a mail."

"The fact that the clients knew us before our contacting, made it better(…) they knew we were coming."

"It was nice to handle via e-mail, we did not have to call them (…) (The contacting) went fine."

4.1.4 Facilitation experiences

All of the interviewed students seemed to be satisfied with their facilitations:

"Results of the facilitations were good."

"My experience was smooth and good."

"It was good to have two totally different clients, (…) to gain perspective."

Some felt that they developed in certain fields:

"(The facilitation) made me do things I would not do in a normal day."

"I developed in being front of people."

"After the first facilitation, I didn't tense at all in the next facilitation, it was a significant change" (…) I was even amazed about the fact that I didn't tense in the second facilitation."

4.1.5   Development areas in the process in the eye of student

In the facilitation trainings some students would like to focus on more how to react, if the game emerges feelings in the players or the target audience challenging to handle:

"In there training if someone's feelings are touched or someone is feeling bad about the card, how to avoid this situation if somebody is feeling touched or how to deal with that situation."

"I don't know what I will do if somebody is feeling bad about the card, what shall I do?"

"Some cards are really straightforward (…) so it might cause tears or something."

Facilitations in organizations, where Finnish is the only spoken language also raised concerns:

"The only thing about the whole facilitation stuff is when people have to go facilitate using Finnish, as in facilitating Finnish audience, it was not really good, that is the only challenge I think there is."

Some student wished for even more practical approach for the trainings:

"(The training) could have included a practice facilitation among the class students" …*"in a pleasant atmosphere."*

"Just kind of try to push people`s confidence and motivate them and make them feel okay in general, because I think that is the most important thing when you are facilitating that you are confident and feeling okay with yourself and what you are doing (…) it is really beneficial in the long-term, not only for this course."

"(in the training) There could be more practical approach, more exercises in the class, because when you go out there (in the facilitations) and you have to deal with these

people, I as a foreigner I cannot speak fluently Finnish with them. It is difficult to break the ice with the shy people and especially in case of Young New Horizons, young children, that are aged 14-15, they are extremely difficult in my opinion to get them talk. I think more exercises in this field would be really good."

"In-class exercises would be really good."

Some of the students felt, that the practical part of the training should be specialized to the game`s target groups.

"The game is being specialized, why not teach it like that."

Some also felt, that the pairs, which are done for the facilitations, should be formed in an earlier stage:

"I remember that we were cherry-picking the cards and seeing what was appropriate and inappropriate we weren't in our actual pairs that we were doing the facilitations and I think it would be better to do it with the person that you are doing the facilitations, so maybe the teams should be done before."

4.1.6 Satisfaction areas in the process in the eye of student

Most of the students felt the training content successful and encompassing in its entirety:

"Everything was good, I introduced the game and I said what is this game about, what are the goals, how to play this game, set the time limits(…) Then we discussed how their experience was if somebody wanted to share something."

"All that is needed is included."

"I would give full five."

"I don't remember anything (from the trainings) that is completely useless."

The students seemed to be happy with the practical exercises during the facilitation trainings

"I am not that kind of person that remembers everything that the teacher has said and what is in the lecture slides. (…) I remember those kind of stuff that I have experienced that I have done something by myself."

"I realized in this course that I have overcome my fear in being front of people and I could raise my voice in the class and I could interact with the teacher and not just sit quietly and wait for the lecture to go on. I was really happy with myself cause in my first and second year, especially the second, I was having basically horror from even thinking opening my mouth in the class and saying something. I felt so comfortable and safe in Steven`s class to express myself and even I say something wrong, or something that he as a teacher disagrees with, that's okay, we disagree with stuff. (…) Now I am much more comfortable doing other stuff, like my other course work, when I have to talk in front of people and so on."

5 Discussion

The objectives of the study were to further develop the community service experience of the student facilitators in a way that describes, how did the students felt during the track and its activities, what they experienced and how did they progressed their skills. Through these steps, the study aims to find ways to improve the track activity program. Students were content with their experiences in facilitation training and with their game facilitations. They felt that they got enough information and transferable skills from the track activities to plan and organize New Horizons and Young New Horizons facilitation with already chosen clients.

The results of the study were advantageous, and the results supported and completed writer`s study objectives.

The reliability of the study is relative since the interviews base on student`s personal experiences in the track. The results of the study hopefully boost future Cross-Cultural Management Academic track students with their journey in the track.

Albeit, the students had extremely experienced and qualified trainers, came forth, that a few of them felt their or classmates` being uncomfortable and anxious during some of the training activities offered. These training exercises were about to relieve performance anxiety and consolidate their performance abilities. Obviously, it is not easy to plan and achieve training activities with people, who might have challenges being front of people or even have disorder related to that. Considering the special

needs of an individual`s point of the view for the student training in the future naturally improves the results of the training subsequently. It was pleasant to see the process of the students, starting from an empty blanket to fully prepared, successful facilitators.

New Horizons and *Young* New Horizons facilitation sessions verified, that the games do help people to connect in a learning activity which is guided by the participants and it is not lecture-based. These sessions offered possibilities for the participants to express themselves and change and open their own perspectives by observing and listening others. Especially the game session results in the Youth Centers turned out to be impressing, and the feedback from the Youth Center workers was positive, in terms of to offer a safe and reliable atmosphere and place to share and discuss about sensitive topics.

 The benefits of the community service learning for the students was established after the client work. The students felt that they got or developed a lot of (new) abilities from the track project that was implemented with the local high-schools, non-governmental organizations, and Youth Centers. The clients were extremely happy about the game facilitations and some of them have had the track students implementing the projects with them for years. The clients are pleased to have a variation in their basis-operation through the community service learning and some clients utilize the games in their daily activities otherwise as well.

The students reported that the facilitation training supported their learning and development to implement the game facilitations with their clients as well as improved their professional competence for their future. Since the starting level of the participants was mainly coterminous, the content of the training was adequate for the participants. The training included some know-how, that the students were not familiar with, including the knowledge about the games and how to facilitate them exactly. The training activities prepared the students for the actual facilitations and some of the activities were situations, where the students learned something through the previous know-how. One example of this was the presentation trainings, all the students have had experience on presenting, but the learnings and practices of the activity made their previous know-how even more depth. Discussion between the trainer and the participants justified to be important, in terms of learning.

The training relates the human resources, as it aims to have the "employee", in this case the student from the track, to perform as well as possible. The students indeed felt that the facilitation training offered them know-how to use in the facilitations and ways to perform to gain the most benefit of the facilitations. The training allowed them to do the facilitations individually, without any closer supervision from the track leader.

Some of the students received a small-scale evaluation of their facilitations from the author of this study. The feedback given benefit them in their other facilitations, as well as gave them important knowledge about their strengths and development areas as a facilitators. This supports their development in their competency. Also, as observing and evaluating the facilitations, the author of this study gained beneficial aspect, what kind content the training should involve as well. However, these matters were mainly tiny in the big picture.

5.1   Limitations of the Study and Recommendations

The study was limited in scope to in-depth interviews with four students who received facilitation and client development training, and subsequently facilitated game play for at least two clients. The results may have benefited from interviewing more such students, but resources did not allow for expanding the sample at this time. Future research could expand the base and thus the depth of the knowledge developed.

Since it is likely, that the track student does not have any experience about facilitating, would be desirable to have a practice facilitation as a class-activity, among the track students. In its best, class environment is a safe and pleasant atmosphere to try and do instead of straightly jumping into the deep end.

It is important to know the product/situation you are facilitating, therefore, product information about the games could be offered even more deeply, in case the clients want to know for example about the history or where the product has been used and what have been the benefits of it. This also encourages student`s self-confident before the facilitation and that way it may relief prominently such as feelings as fear or anxiety about the facilitation situation.

In the training and its activities individual students needs should be considered deeper and base on individuals. Based on my experience and observations, students do have a lot of anxiety related to being front of people. For some people, these feelings might disappear sooner or later, but some students might have for example panic disorder, and they simply just have to learn to live with that, and some traumatic experiences might even make it worse. Hence, when planning and implementing the activities, these kinds of cases need to be considered preferably beforehand, maybe implementing some kind of "pre-class"-survey, where the students can, if needed, inform the track responsible, if they have any matters that the responsible should be aware of.

Students did appreciate a lot the practical approach of the track and therefore I feel that it is important to keep on going with that, for example with the client work. This kind of approach keeps students motivated and active, like it is desirable to be in working life as well.

Some students felt challenges, as the writer as well noticed, when the client of the facilitation had lacking skills of English language, there was language barrier. Sometimes these situations were solved quite easily, sometimes the students did not find a way out by themselves. This is a challenging part to deal with, since the study program is implemented in English, and the clients in most cases are Finnish. Based on writer`s own experience, Finnish people tend to avoid speaking English as far as it is possible. In these kinds of games, I feel that it is extremely important, that people who play the New Horizons and Young New Horizons games, are perfectly prospective to express themselves. Maybe even more careful approach to get the needs met between the client and the students, when choosing the clients for the students.

5.2   Researcher`s experience

This thesis is about Meri Saarela´s investigation and participation in the Cross-Cultural management Academic Track in Jyväskylä University of Applied Sciences. The author of this study had taken part of the Cross-Cultural Management track as a student in year 2018 and as a student project manager from fall 2019. Also, the author had an internship with George Simons International and Diversophy for six months in

2019. The diversophy® games play a major role in the Cross-Cultural Management track activities.

In the first year of their studies, the students choose their specialition tracks and the another choice of this study author`s was Cross-Cultural Management Academic track. Most important reason was her interest on human being and interaction between people. The track studies in began in September 2018 and during the 4 months of specializion the main activities were about facilitating the New Horizons game. The studies included client work with non-governmental organizions, communities and schools, and the clients of the writer were Jyvälän Setlementti and Green-Care Könkkölä. Since both of the clients were quite different, writer had an enormous experience with the facilitations and observing, that the diversophy® games really affect to people in way, that can be extremely help-and useful. This experience raised an huge interest to them. Beside facilitating the New Horizons® game, there was a mission to collect content for a new diversophy® game that was targeted for youth in Finland.

In the end of the track studies, an internship opportunity with George Simons and diversophy® games emerged and in the beginning of January 2019, the writer found herself in Southern-France in Mandelieu-La-Napoule having an internship with the diversophy® and George Simons International. One of the projects during the internship was create, edit and manage the cards and database for the Young New Horizons game. This process was time-taking and it continued after the internship in France.

After homecoming from France in beginning of September 2019, Cross-Cultural Management Academic track professor, Steve Crawford proposed the author to participate in to the starting track as a student project manager.The work included the Young New Horizons project, including taking care of the client work alongside with Steve Crawford, supporting the marketing team. With the track students the writer was assisting and mentoring them with their facilitations, offering feedback, taking part of the trainings offered by Steve Crawford and George Simons.

As being a part of the team, seeing the whole process of creating a new diversophy® game, as well as having an excellent internship with George Simons, produced an interest and idea of doing a thesis from the field. With that and enthusiasm for individuals in pedagogical aspect, the writer wanted to focus on the facilitation training offered in the track and how it could be developed to enhance the results from the both parties` point of view.

6   Conclusion

The first research question was aiming find out the impact of the facilitation training that the Cross-Cultural Academic track students received. Seemed, that the students felt the facilitation training and track activities useful and most likely essential to carry out fluent facilitation for the clients.

Second question was what the students reported their training and subsequent facilitation experience. Students mentioned that the facilitation training during the track was extremely comprehensive, and they felt that they had enough completeness to execute their client work based on the training given.

All of the interviewed students also declared themselves happy and satisfied with the facilitations they had. Some also felt, that the development in their own process was remarkable, and most of that satisfaction was directed especially to their performance abilities.

Students, who had facilitations in Youth Centers, felt some challenges with involving the players to the game. Since these clients were new, there was no certain prediction, how the work with these clients would go. Anyhow, the students were pleasant to have different kind of clients to have the facilitations with to gain more perspective.

Third, and the last question was how the training could be improved in the future. According the results of the thesis, students were overall pleasant with the practical approach of the track activities, but they would focus even more to it. Students raised an idea of a facilitation exercise, which could be implemented in the class before the actual facilitation for the client.

The students also expressed, that they would like to focus more on the games themselves in the trainings. For example, when facilitating Young New Horizons game, how to react as a facilitator, if the player feels strongly about the card content, since it is known that the content is thoughtful.

It came forth, that the students would feel beneficial, if the pairs or teams would be divided in an earlier stage to enable even more efficient approach and they would be able to start working together in the early point. Students reported that some of the activities during the training were certainly too truculent for some, and those activities made them feel bad.

Suggestions for the further research are based on the client work and the facilitation receiver satisfaction of the game facilitation given from the track students. Beside the study approach of the student satisfaction to the training given to facilitate the games, it is beneficial to hear the client aspect as well to improve the facilitation training in the track to enable best possible experience for all parties.

7   Credits

Being a part of this New Horizons team and seeing the whole picture of Cross-Cultural Academic track first as student and after as a student project manager & mentor for the students, has raised my awareness and competence related to the pedagogical aspect, as well as individual student perspective. I have also seen that teacher work requires a lot of skills and abilities, that you do not always think about and they really earn respect of the heavy work that they do. Certainly, it is not for everyone.

Getting acquainted with the literature in fields related to the topic has increased my knowledge and abilities prominently and my professional competence has developed notably. The most satisfaction feelings during this journey I`ve got when I have successfully completed some projects or given tasks. Also, hearing the student experiences from the students themselves and identification with them has given me a lot.

The fact that I have also finalized the track as a student, gave me a "second opportunity" to participate to the track life. I hope that my presence was useful for both, the track leader, and the students. At least I have got so many great experiences and

possibilities because of the participation and I have nothing to regret for saying yes to this project involvement! In the end, I want to thank the Cross-Cultural Management academic track students in the year of 2019-2020 for their participation in the track and the study of mine. Specially I want to thank Steven Crawford for supporting and helping with this project as well as for taking me into that.

Hopefully my study offers practical and achievable development targets for the track.

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