Leading Self & Others
Motivation & Leadership

Insight on your leadership style
Using motivational language

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CAMBRIDGE INNER GAME LEADERSHIP
Cambridge UK Branch

What is Facilitation?

One definition;

Facilitation means helping a team contain discomfort with differences so as to accomplish tasks all consider important and none can do alone[1].

Your first task as a leader is as profoundly difficult as it is simple. It is to "be there and say what you see". This needs to be done without editorialising or making judgments. Your second task is to create conditions that allow the members of your group (let us call them a team);

- to see the "whole" rather then just the "parts"
- be willing to say what they know, think, feel and see (even in risky situations)
- listen to others, even if they do not like what they hear
- take wise decisions in their own (and the organisation's) best interest
- act responsibly and swiftly if actions are called for

The leader's belief is that the team has all the wisdom, skills and knowledge it needs to improve itself. Facilitation is creating a process which allows the team to improve with what they have. Facilitation is about the team learning. It is all about people discovering what they know – not being told what they don't.

The facilitator's desire is "I do not need to exist…" This means if he/she finds that he/she has to exist, he/she asks the question: "What can I do now so that I do not need to exist in the future?" (Tony Richardson)[2]

The 4 rules of facilitation:

Rule 1: The facilitator guides the team's working process.

Rule 2: The facilitator maximises the team's productivity by helping to minimise their "team process loss".

**Rule 3:** The facilitator supports the rigour of the team's thinking process.

Rule 4: The facilitator only does things for the team that its members cannot do themselves in order for them to take responsibility for their own work.

The following diagram shows the modes of interactions within our facilitated group;

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[1] Weisbord, Marvin R.; Janoff, Sandra; (1995) *Future Search*; Berrett-Koehler
[2] Richardson, Tony; Macneish, Jock; Lane, Angela; (1996) *Teams*; Don't Press.

Figure 1.[3]
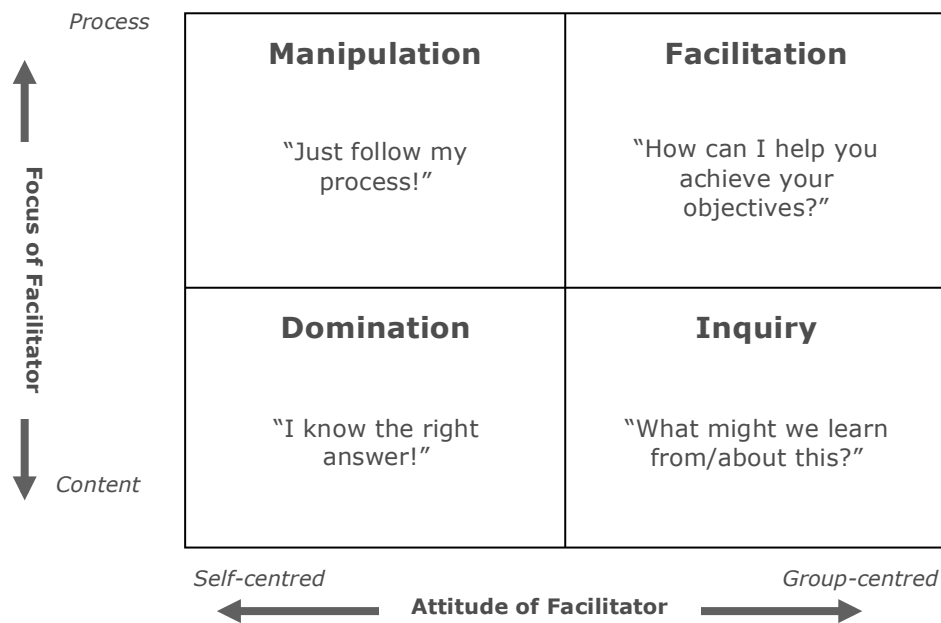
It is the leader's role to be process focused with the group as opposed to self-dominated. This will enable the facilitation process to help the group achieve their individual learning objectives.

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[3] Created by Hartmut Stuelten; Business Director, Ashridge Consulting

Styles of Facilitation

John Heron[4] claimed there are 6 styles of managing and leading assigned to either the push or pull category as highlighted by Figure 3 below. It is these styles which we will be focusing on to look at your own styles of facilitating alongside the Heron 360 questionnaire which you completed prior to the training event.

Figure 2.
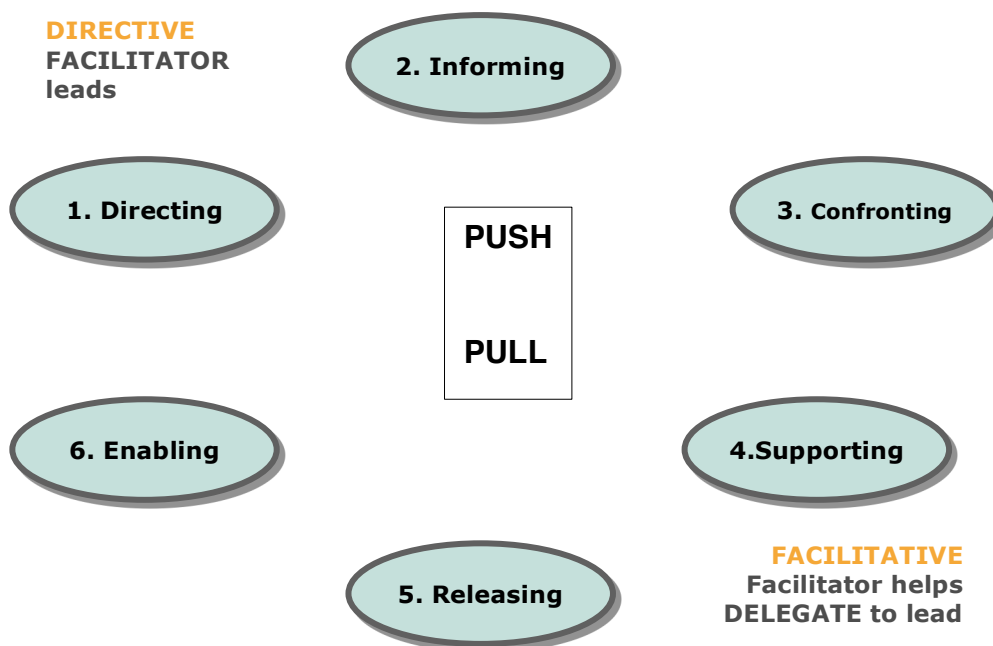
1. **PR** prescribing\directing - **Directing**

2. **IN** informing - **Informing**

3. **CO** confronting - **Confronting**

4. **SU** supporting - **Supporting**

5. **CL** releasing\cathartic - **Releasing**

6. **CT** enabling\catalitic - **Enabling**

Short hand used in the de-brief of the Heron questionnaire

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[4] Heron, John (1975) *HELPING THE CLIENT*

Make a note of your preference scores:

A description of each style and some practical notes on their usability and purpose follow;

1. PR - Directing: Giving directions, advice and recommendations *PUSH*

When to use this style

- If the delegate lacks confidence
- If the delegate is unable to direct own learning yet
- If there are legal, safety, ethical guidelines

<u>Skills:</u>	<u>Traps:</u>
- Diagnosing learning needs - Insight into learning process - Giving clear instructions - Explaining WHY - Motivating	- Giving unwanted advice - Taking over, imposing solutions - Creating dependency - Hesitating when firmness needed - Over-controlling

Examples:

- **"Remember to include this information in your pitch"**
- **"Have you talked to your tutor about this?"**
- **"I suggest that you attend this training course"**
- **"Our rules of engagement and working norms for the week say we must**

2. IN - Informing: Giving information and knowledge to the learner *PUSH*

When to use this style

- Showing where to find extra help, information
- Supplying missing facts
- Explaining what just happened
- Telling your own experiences

Skills:	**Traps:**
• Presenting information clearly • Checking for understanding • Inviting and handling questions	• Overloading • Using too much jargon • Not structuring the information • Not saying WHY it's important • TEACHING focus, not learning

Examples:

- **"You can find the information on this website"**
- **"If you need help, you can get it by pressing F1"**
- **"John doesn't agree with you because he has different cultural values to you"**
- **"At my first presentation I forgot to check the equipment!"**

3. CO - Confronting: Raising awareness; challenging assumptions *PUSH*

<u>When to use this style</u>

- To show consequences of the delegate's actions
- To challenge the delegate to re-think assumptions
- To raise the delegate's awareness of others' perceptions
- To boost the delegate's confidence by affirming success

<u>Skills:</u>	<u>Traps:</u>
• Direct questions • Giving constructive feedback • Challenging defensive excuses • Giving 'space' to reflect	• Avoiding painful issues • Punishing • Acting like an angry parent • Making character judgements • Confronting on a trivial issue • Creating win/lose outcomes

Examples:

- **"Are you aware that you are not using one of your key talents?"**
- **"We are running late because you could not reach a decision"**
- **"Are you assuming that it's the same problem as yesterday?"**
- **"You received very good comments about your last presentation"**

4. SU - Supporting: Building the delegate's self-esteem, self-confidence *PULL*

When to use this style

- To build morale and self-confidence
- To encourage risk taking
- To reward success, promote further learning

Skills:	Traps:
- Expressing appreciation - Showing YOUR confidence - Sharing your mistakes - Encouraging SELF respect - Apologising when necessary	- Patronising - Giving "Yes, BUT.." support - Overdoing it so it feels false - Held back by OWN inhibitions - Sending mixed signals

Examples:

- **"You did a great job with this project"**
- **"I'm here all week if you need any more help"**
- **"I'm confident that you'll make a big success of it"**
- **"Don't worry if some of the details are missing at this stage"**

5. CL - Releasing: Releasing emotions which block progress *PULL*

When to use this style

- If the delegate is afraid of risk or failure

- If the delegate feels incompetent

- If the delegate is frustrated, demotivated, angry

Skills:	**Traps:**
• Active listening • Questioning • Showing empathy • Feeding back what you perceive • Creating a supportive climate	• Talking, not listening • Making it hard to express emotions • Spending too long • Going too deep • Sympathising too quickly • Denying or criticising their feelings

Examples:
- **"What is the reason you not very confident about this?"**

- **"What is the problem here?"**

- **"I have the impression that you don't agree with this…"**

- **"Tell me about it…"**

6. CT - Enabling: Promoting self-discovery, self-directed learning

PULL

<u>When to use this style</u>

- To achieve a deeper level of understanding
- To encourage the delegate to take responsibility
- To promote motivation and commitment

<u>Skills:</u>	<u>Traps:</u>
- Wide range of questions - Reflecting and paraphrasing - Provoking curiosity - Keeping hands in pockets! - Silence	- Too many closed questions - Structuring too soon - DIRECTING in other words - Following YOUR curiosity - Not clarifying objectives

Examples:
- **"What advice would you give to the next person to do this?"**
- **"How do you intend to start?"**
- **"What would you do differently next time?"**
- **"How important is this to you?"**

The Key Issue For Each Motivator in a Work Context.

- Meaning & Making a Difference How do I know I will make a difference?
- Innovation & Change   How do I know I'll be able to make changes?
- Freedom & Independence   How do I know I will be able to prioritise?
- Power & Influence   How do I know I'll be in control?
- Money & Material satisfaction   How do I know I'll make money?
- Expertise & Mastery   How do I know I'll be an expert?
- Belonging & Friendship   How do I know you will be there for me?
- Security & Predictability   How do I know this will work?
- Recognition & Respect   How do I know I'll look good?

Questions are the Answers.

- Give examples of when your top motivator is being fulfilled and what did it feel like? What emotions did you have? How does this link with your performance at work?

- Give examples of when any of your top 3 motivators are NOT being met. What does that feel like? What emotions did you feel then? How does this link you're your performance at work?

- What is the role of language when working with others?
- What is the role of language when working with a team?
- How do leaders need to think and act, to encourage their team to be motivated and in a high performance state?

Exericise:
Motivational Language – Using the reflection diary

- How could you use knowledge of the nine motivational preferences in the delivery of…
- Meetings, presentations and project work?
- Sales & Marketing…
- How could you use your new knowledge in terms of improving sales, marketing performance?
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In groups of two… take it in turns to….
- *Ask your partner what their top three motivators are and discuss their lowest motivator*
- *Swap around…*
- *(note and discuss the differences and similarities to yourself)*
- *Once you have a clearer picture and better grasp & understanding, role play a situation where you delegate a piece of work using language in a way which would motivate them….*
- *Take your time and make notes in your reflection diary before you talk to them in the appropriate motivational language for them….*

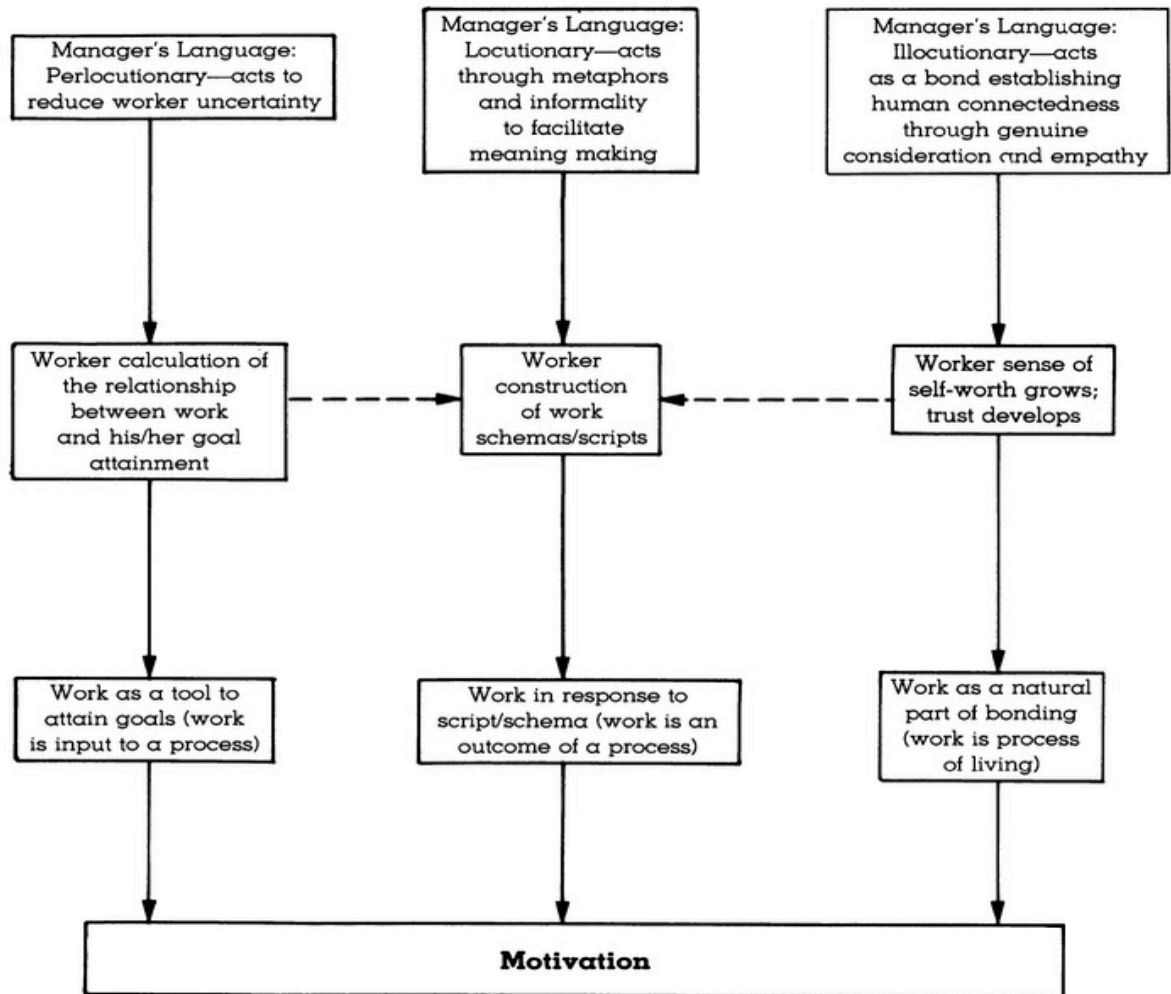| Manager's Language: Perlocutionary—acts to reduce worker uncertainty	Manager's Language: Locutionary—acts through metaphors and informality to facilitate meaning making	Manager's Language: Illocutionary—acts as a bond establishing human connectedness through genuine consideration and empathy
Worker calculation of the relationship between work and his/her goal attainment	Worker construction of work schemas/scripts	Worker sense of self-worth grows; trust develops
Work as a tool to attain goals (work is input to a process)	Work in response to script/schema (work is an outcome of a process)	Work as a natural part of bonding (work is process of living)

Motivation

Figure 3. The impact of managerial language usage on work.

Motivational language theory, which emerges out of speech act theory in linguistics and its three categories of utterance, describes three types of communications, that can be used to motivate others.

Before looking at the three types, make a difference between task-orientated and consideration –orienatated language of communication. The task-orientated language of a leader is to reduce uncertainly by providing information regarding tasks, production, performance, goals, innovations, policies, rules, and careers. A manager who reduces a worker's uncertainty about goals, tasks, needs, and so forth, will not influence motivation as much as he or she can within a context of managerial meaning making and bonding. With the use of consideration-orientated language leaders can create a closer bond with others and increase productivitiy and individual efficiency.

The three pathways for communication listed in Figure 3. above explains the various ways to engage with others and to boost team morale and efficiency.

- The first, perlocutionary, corresponds to task- oriented and uncertainty-reducing communications.

- Illocutionary communications correspond to consideration messages in their bonding function.

- Locutionary utterances are new to the managerial communications literature.

A leader who treats his or her communication with others as an end in itself will also show an interest in the others as people worthy of consideration and empathy. Therefore, employees will develop a sense of self-worth, trust, and a bonding with the leaders. Work motivation will be a natural part of the bond.