Leading Self & Others
Motivation & Leadership

Advanced Facilitating Skills – Module 4

CAMBRIDGE INNER GAME LEADERSHIP
Cambridge UK Branch

ilm
Approved
Centre

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 facilitator 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 than 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 maximizes the team's productivity by helping to minimize their "team process loss".

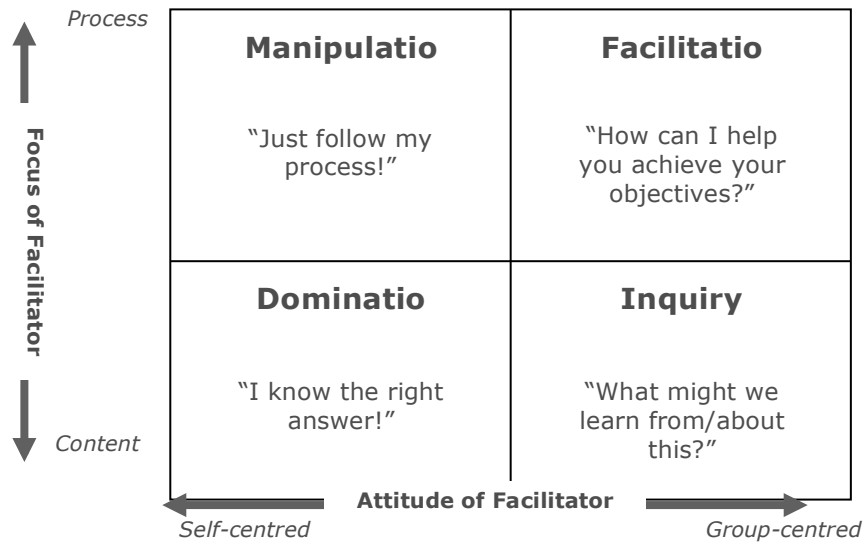**Rule 3:** The facilitator supports the rigor of the team's thinking process.

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.

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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.

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

Figure 1.[3]

	Manipulatio	Facilitatio
Process	"Just follow my process!"	"How can I help you achieve your objectives?"
Content	**Dominatio** — "I know the right answer!"	**Inquiry** — "What might we learn from/about this?"

Focus of Facilitator (vertical axis: Process ↑ to Content ↓)

Attitude of Facilitator (horizontal axis: *Self-centred* ← → *Group-centred*)

It is the leaders role to be process focused with the group or others in mind as opposed to self dominated. This will enable the facilitation process to help the group achieve their individual learning objectives.

A Mindfulness reflective listening exercise

This exercise will help you focus on what you are hearing, in the now, at the present time, which in turn will help increase your communication skills. Being present means we're paying attention to the here and now, it means we're living every moment as it is unfolding - and not get sidetracked by our ever busy minds.

It sounds easy but it isn't. On the contrary, it's easier to get distracted, remembering pleasant memories from the past, or daydreaming about exciting events coming up in the future. Often when we daydream we tend to avoid the troublesome parts of life. Sadly, in doing so, we invariably skip important parts of our life taking place in the present.

Mindfulness Relective Listening Exercise:

1. Listen to all sounds around you: an air conditioning system rumbling. Listen to the distant (and not so distant) traffic noise; any airplanes flying by? Listen to people working, people hammering, people mowing the lawn. Listen to people talking, people laughing, or crying. Listen to your own noises, your own breathing. 2 minutes in total.
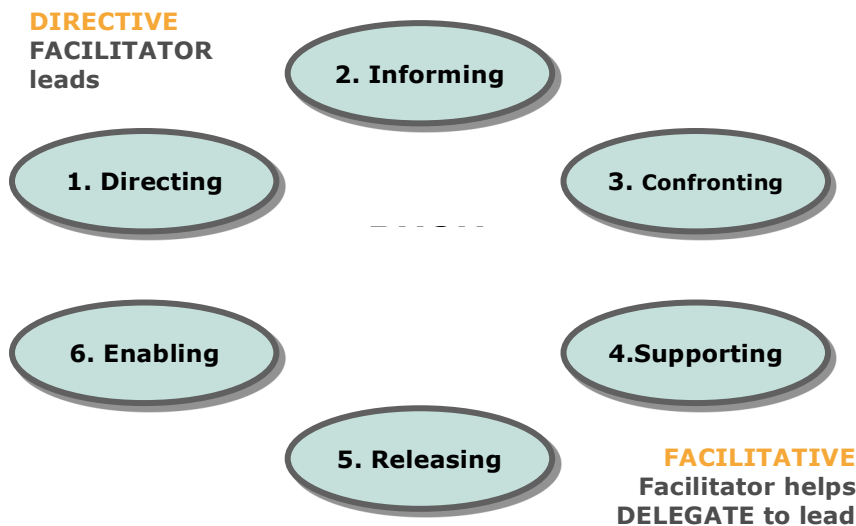
2. Tell your partner what sounds you hear and what you think about them. You may discover you are analytical or judgmental about sounds. See if there is a pattern to your thoughts about sounds. 5 mins in total.

In your journey to become a better listener, you'll become more mindful. There is not such as thing as a good listener that is mindless. The point of this mindfulness exercise is to make you slow down and be mindful of what you hear. Your auditory system is automatically perceiving and differentiating sounds. Being aware of this process can give you more conscious control over what you chose to listen to.

Styles of Facilitation

John Heron claimed there are 6 styles of managing and leading: assigned to either the push or pull category. It is these 6 styles, we will be focusing on to look at your own styles of facilitating alongside the Heron 360 questionnaire, (completed prior to the training event). Whether you are helping a team member, employee, client, or customer the model can help you develop a greater awareness of your own 'helping' style and its impact. Knowing this can help you adapt the way you help to improve the outcome and your 'helping' relationships. You can use the model to look at the way you communicate in different "help" settings at work. If you habitually only use one, or two styles, the model will help you learn and use more of the styles, and so improve your impact and the outcome of the help you give. See below John Heron's[4] 6 styles of managing and leading assigned to either the push, or pull category. (Highlighted in Figure 2). It is these styles which we will be focusing on to look at your own styles of facilitating alongside the Heron 360 questionnaire.

<u>Figure 2.</u>

DIRECTIVE
FACILITATOR
leads

2. Informing

1. Directing

3. Confronting

6. Enabling

4.Supporting

5. Releasing

FACILITATIVE
Facilitator helps
DELEGATE to lead

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

PR - prescribing\directing

IN -   informing

CO - confronting

CT - enabling\catalitic

CL - releasing\cathartic

SU - supporting

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

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

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

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

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

<u>**Skills:**</u>	<u>**Traps:**</u>
• Diagnosing learning needs	• Giving unwanted advice
• Insight into learning process	• Taking over, imposing solutions
• Giving clear instructions	• Creating dependency
• Explaining WHY	• Hesitating when firmness needed
• Motivating	• 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. Informing: Giving information and knowledge to the learner *PUSH*

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

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

<u>Skills:</u>	<u>Traps:</u>
• Presenting information clearly	• Overloading
• Checking for understanding	• Using too much jargon
• Inviting and handling questions	• 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. Confronting: Raising awareness; challenging assumptions *PUSH*

When to use this style

- 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

Skills:	Traps:
• 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. 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. 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:
- **"Why are 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. 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?"**

Name:

Course Evaluation

We are constantly striving to be the best that we can be. In order to ensure this happens we invite all our member's to complete this short feedforward form on completion of the workshop.

Your comments will remain confidential and only used by Cambridge Inner Game Leadership member's club in the development of its services.

Please suggest any feedforward for the service of the Cambridge Inner Game Leadership member's club. Anything you would like to add to make it even better, please write on the back of the sheet.

Let us know about what you have discovered, what your learnings are and any questions you may have. Please write below: