

HOW COACHING & FACILITATION CONTRIBUTE TO BUSINESS SUCCESS

Work with teams and research has enabled Michael Wellin to identify seven key facilitation behaviours



using and sharing world class knowledge

WHY FACILITATE ?

*“To tell denies or negates another’s
intelligence - to ask honours it”*

EXAMPLES OF FACILITATION

- ⇒ John, what is it you want to achieve from the meeting next week? Is it purely to share information on what is going on - or to gain people's buy-in to the project?
- ⇒ Anna, you said you found it difficult to produce the marketing plan on time – what got in your way?
- ⇒ George, what different options do you have for organizing and allocating work in your team?
- ⇒ Jennifer, can you summarize the actions you will take to improve the effectiveness of the distribution channel?

COMPARING FACILITATION AND TELLING

TELLING

- ⇒ “Set clear goals for the client meeting next week”
- ⇒ “Your ideas would not be accepted by this client - go away and rethink them”
- ⇒ “Your performance is below the standard this client expects - get it right or there will be serious trouble”

FACILITATING

- ⇒ “What goals could you set for the client meeting next week?”
- ⇒ “How do you think the client will react to these ideas? Can you come up with some ideas the client will like even more?”
- ⇒ “How does your performance measure up to what the client expects? What do you think will happen if the client feels let down by us?”

WHY FACILITATION WORKS

FACILITATION ENABLES OTHERS TO INCREASE:

- ⇒ **AWARENESS** - of what is going on in the world, and what and how we are experiencing things
- ⇒ **RESPONSIBILITY** - by raising choices, options, and possibilities
- ⇒ **CREATIVITY** - by allowing others to think things through
- ⇒ **COMMITMENT** - by increasing colleagues' ownership of the task, the solution and the result

To tell denies or negates another's intelligence - to ask honours it

SEVEN FACILITATION BEHAVIOURS

- RE-FOCUSES ON THE AGENDA
- CONSIDERATION
- INVITES OTHERS TO CONTRIBUTE
- ACTIVE LISTENING
- GIVES FEEDBACK
- CHALLENGES & PROVOKES
- MANAGE DISRUPTIVE EMOTIONS

RE-FOCUSES ON THE AGENDA

BEHAVIOUR: REFOCUSES OTHERS ATTENTION ON THE TASK/ OBJECTIVE IN HAND BY SHARING PERCEPTIONS, REMINDING OTHERS OF COMMITMENTS, TIME & INVITING THEM TO MOVE ON

Purpose: To harness more of the energy of the group on the key tasks that need to be accomplished to achieve the goals - without which the end result would be less likely to be achieved

e.g. ‘Can I check with you - it seems to me we have strayed somewhat from our goal - would it be more appropriate for us to return to the subject of.....?’

e.g. ‘Most people favour that option – but we said we would consider other options that could be adopted by us – do others have alternative options we can explore?’

CONSIDERATION

BEHAVIOUR: DEMONSTRATES PERSONAL CARE AND RESPECT FOR OTHERS. SHOWS EMPATHY AND BOOSTS OTHERS' SELF ESTEEM & CONFIDENCE. ACKNOWLEDGES OTHERS' NEEDS.

Purpose: To encourage other person to feel positive about themselves, their situation and contribution, and to repeat behaviours that have worked well before.

e.g. 'That really was an excellent idea to hold a meeting so that your team could make decisions quicker.....'

e.g. 'I understand that you are really fed up with what happened last week. From what you said it sounds as if you believe you were not given the opportunity you had been led to expect by your boss.....'

INVITES OTHERS TO CONTRIBUTE

BEHAVIOUR: INVITES OTHERS TO CONTRIBUTE BY ASKING FOR THEIR VIEWS AND INVITING AND GIVING THEM SPACE TO CONTRIBUTE

Purpose: To encourage other people to share their information, talents and feelings with colleagues, so that others understand what is in their mind.

e.g. ‘Fred, you haven't said anything - what do you think?....’

e.g. ‘You have a great capacity for scheduling Anne - could you take on this job for the department?’

ACTIVE LISTENING

BEHAVIOUR: REPEATS BACK IN OWN WORDS SUMMARY OF WHAT ANOTHER PERSON HAS SAID, INCLUDING FEELINGS. DEMONSTRATES UNDERSTANDING.

Purpose: To improve and demonstrate understanding of other person's point of view and improve relationship.

e.g. 'Can I check with you - the reason you believe the customer placed fewer orders is that she?'

e.g. 'It sounds as if you are really upset about the way your manager handled the promotion in your department.....'

GIVES FEEDBACK

BEHAVIOUR: PROVIDES DATA AND EVALUATION OF A COLLEAGUES BEHAVIOUR AND PERFORMANCE AND ITS IMPACT ON OTHERS FEELINGS AND PERFORMANCE

Purpose: to increase individual's awareness of their own behaviour, and its impact on a business, task, behaviour and emotional levels.

Create options for learning & change

e.g. When you made your presentation Susan are you aware that you presented in a monotone and repeated the figure on profitability 5 times?

e.g. I felt that you were hogging the conversation and prevented others in your team from expressing their concerns about the way you want to do this work?

CHALLENGES & PROVOKES

BEHAVIOUR: DELIBERATELY PROVIDES AN ALTERNATIVE PERSPECTIVE AND VIEW TO ENCOURAGE OTHERS TO REFRAME THEIR THINKING AND VIEWS

Purpose: to introduce new and alternative perspectives & ideas into the conversation and to encourage divergent thinking and increase the range of options and ideas being considered

e.g. You have focused on the benefits of your ideas for the company – but I have not heard anything about our customers. What will the effect of your proposed changes be on customers?

e.g. You have given us lots of numbers to back up your case – but tell us something about how you obtained these? How much can we rely on the accuracy of the data you have presented?

MANAGES DISRUPTIVE EMOTIONS

BEHAVIOUR: ACKNOWLEDGES AND CONFRONTS INDIVIDUALS WHOSE BEHAVIOUR MAY UPSET OR DISTRACT OTHERS FROM CONSTRUCTIVE WORK. SEEKS TO RE-DIRECT DYSFUNCTIONAL BEHAVIOUR TOWARDS MORE CONSTRUCTIVE OUTCOMES

Purpose: To support an individual/s to become aware of the adverse impact of their behaviour and invite them to change and adopt alternative behaviours which enable the group to work more productively.

e.g. ‘James - from what you said to Anne you sound really angry with what she has done - can you tell her what it is that upsets you so much?’

e.g. ‘Pat, it has been interesting to hear your views - could we please now hear what other people think who have not had a chance to speak? Joe, what do you think about ...’

DIFFERENT IMPLICIT VALUES IN FACILITATION & TELLING

TELLING

- ⇒ Only I know how to solve the problem
- ⇒ You cannot be trusted to figure it out for yourself
- ⇒ I am in charge

FACILITATING

- ⇒ You know how to solve the problem
- ⇒ You can be trusted to solve the problem yourself
- ⇒ My role is to support you to take charge of your performance

EXPLODING FACILITATION MYTHS

- ⇒ We facilitate others primarily to help them – facilitation can and does contribute significantly to performance
- ⇒ Facilitation is soft and fluffy - it can be very tough and help people confront things they want to avoid
- ⇒ Facilitation requires lots of time – we can facilitate someone by just rewording a sentence. In the long run facilitation can save much time
- ⇒ To be an effective facilitator we have to be more expert than the other person – we can facilitate others who have more technical knowledge than us just by asking good questions
- ⇒ Facilitation just helps people learn – facilitation also helps people change their perceptions, think for themselves, take ownership and improve their behaviour and performance