

Coach as Facilitator

Preparation

Review Reference Manual

Equipment, Materials, Supplies

- Newsprint, Easel, Markers, Masking Tape

Exercise Preparation

- Review *Exercise 1: Four-Step Approach to Group Process Intervention*.
- Prepare examples from your own experience or on the QA topic you are training on so participants can practice using this 4-step approach .
- Review *Exercise 2: Facilitation Guidelines*

Room Arrangements

Participants should be seated at tables in groups of 4 people.

Overview

Purpose

The purpose of this module is to present an overview of the major roles of the coach as facilitator and to provide an opportunity for participants to practice facilitation skills.

Objectives

At the end of this module participants will be able to:

- Define facilitation.
- Demonstrate a four step approach to group process intervention
- Discuss six facilitation guidelines.
- Assess the degree of self-knowledge they have regarding their role as facilitator.

| Content | Time |
|------------------------------|--|
| Introduction | 5 minutes |
| What is Facilitation? | 10 minutes |
| Making Process Observations | 15 minutes |
| Effective Questioning | 10 minutes |
| Feedback About Group Process | 15 minutes |
| Facilitation Guidelines | 40 minutes |
| Self-awareness | 10 minutes |
| | Total time: 1 hour and 45 minutes |

Time/Materials Content/Activities

Introduction **DISCUSS** the purpose, objectives, and overview of the content, including a preview of training methods to be used

5 minutes

Purpose

Slide 1

TELL participants the purpose of this module is to present an overview of the major role of the coach as facilitator and to provide an opportunity for participants to practice facilitation skills.

Slide 2

Objectives

PREVIEW the objectives from the reference manual.

Slide 3

Overview

PREVIEW the module contents.

TELL the participants they will have an opportunity to practice a 4-step approach to providing feedback about group process, to discuss facilitation guidelines in difficult situations, and to reflect on their skills as a QA coach facilitator.

What is Facilitation?

DISCUSS the material from the reference manual which defines what a coach will do with a team, and what interventions a coach may make

10 minutes

ASK 2 or 3 participants to comment on these definitions and activities..

Slides 4-6

**Making
Process
Observations**

EXPLAIN what it means to make a process observation, based on reference manual information..

GIVE EXAMPLES of what a facilitator may observe in a team.

15 minutes

Slide 7

- Forming: a new member joins a team.
- Storming: a team is spending considerable amount of time arguing over how to proceed with their tasks.
- Norming: the team is consistently agreeing with each other without critical examination of various points of view.
- Performing: the team is getting their work done effectively.
- Closing: a team is about to complete a major task.

ASK participants to suggest possible facilitation tools/techniques that could be used for these examples (based on stages of team development). Refer to the Reference Manual.

**Effective
Questioning**

DISCUSS information from the Reference Manual, emphasizing the following points.

10 minutes

Slide 8

- The primary purpose of questioning is to encourage people to **think**.
- By answering questions the team is encouraged, even forced, to maintain the initiative.
- A caution to coaches about the use of questions is not to play a guessing game with their teams.

ADD the following information:

- Effective questions are open –ended (not yes/no).
- When looking for a definitive answer, effective questions are specifically stated
- When trying to broaden thinking, questions can be asked several times on the same topic, using different forms and wording
- Effective questioners use follow-up questions to achieve clarity and enhance understanding.
- Effective questions may not end with a question mark – they may begin “tell me more about ...” or “please explain more about”

ASK participants to give an example of an effective question related to this material.

How To Give

DISCUSS information from the Reference Manual, emphasizing the

**Feedback
About Group
Process**

15 minutes

Slide 9

Slides 10-14

**Exercise 1:
Four step
approach to
group process
interventions**

following points.

- The coach and the team leader need to plan **how** feedback will be given
- Regardless of how the coach gives feedback (directly to the team or via the team leader) the approach to giving feedback must be:
 - Supportive of the team leader.
 - Supportive of the team.
 - Focused on the goals.

Exercise 1: 4-step approach to group process interventions

DISCUSS the 4-step approach to group process interventions, using the sheet *Exercise 1: 4-step approach to Group Process Interventions*

EXPLAIN that this is a framework for guiding the intervention

PRESENT an example from your own experience similar to the one on the exercise sheet. **ASK** participants to write down and tell the class what they would say, using this 4-step approach. You also may develop an example using the ideas in the "To handle . . . Try this" table in the Reference Manual.

**Facilitation
Guidelines**

40 minutes

Slides 15 & 16

**Exercise 2:
Facilitation
Guidelines**

TELL participants to look at their *Reference Manuals, Module 4, pages 4-8 to 4-13*, or *Exercise 4-2: Facilitation Guidelines*

DISCUSS the facilitation guidelines. **EXPLAIN** what each guideline means and **CLARIFY** the content of the guidelines.

Exercise 2: Facilitation Guidelines

INTRODUCE the exercise.

- **TELL** participants that purpose of this exercise is to study one of the facilitation guidelines in depth.
- **TELL** participants to use the sheet *Exercise 2: Facilitation Guidelines*
- **TELL** participants to form 6 small groups, preferably 4 to a group
- **ASSIGN** one guideline to each group
- **TELL** each group to assign a team leader, coach, recorder and timekeeper as described in the exercise.

CONDUCT the exercise.

- **HELP** participants to follow the directions on the exercise sheet.
- **STOP** the work after 15 minutes.
- **TELL** each recorder to report the case scenario they developed and their decision of how to deal with such a situation.
- **SOLICIT COMMENTS** from other groups on the way the team

chose to deal with the situation

- **PROVIDE FEEDBACK** to correct or expand upon the choice of actions to deal with the stated problem. Refer to the Facilitation Guidelines tables in the Reference Manual as needed.

SUMMARIZE the exercise after all 6 group have reported

- **ASK** the team leaders and coaches to report whether they were able to follow the guidelines
- **ASK** the coaches for any comments about group process.
- **ASK** for feedback about whether the team thinks they would be able to follow these guidelines in real work.

Self-awareness

10 minutes

Slides 17-19

DISCUSS the following information from the Reference Manual.

- The key ingredient of a successful facilitator is the degree of knowledge the coach has about him- or herself. The facilitator must be willing to honestly answer the following questions:
 - How sensitive am I to the needs of others?
 - How approachable, pleasant, or positive do others perceive me to be?
 - Do I listen and communicate openly?
 - Do I work well with others?
 - Do I believe in QA?
 - Am I willing to be wrong or to lack knowledge?
 - Am I willing to learn about myself as well as about how to support teams?
 - Am I willing to have my priorities become second to the priorities of the team or team leader?

Transition

REVIEW the module objectives and link this material to the next module.

Exercise 1: Four-Step Approach to Group Process Intervention

1. Give the team feedback on the observed behavior.

“When the leader stated that she believed everyone supported improvement C, I noticed that some team members exchanged what appeared to me to be puzzled glances.”

2. Describe the potential or actual effect of the behavior.

“As you know without true consensus we may have trouble implementing the solution.”

3. Ask the team for input.

“Is there something else that needs to be discussed or have we achieved consensus?”

4. Ask the team to decide on action.

“What would the team like to do now?”

Exercise 2: Facilitation Guidelines

Overview of the Exercise

The purpose of this exercise is to study one of the facilitation guidelines in depth. You may also want to use pages 4-8 to 4-13 in your reference manual. Each of six small groups will be assigned one guideline, and will report their deliberations to the large group.

Each group member will think about the group's facilitation guideline and recall a specific situation they have experienced for which this guideline would be appropriate. Members will share these ideas with the group, and the group will choose one person's example, or possibly combine several examples and develop a case scenario for this guideline.

After describing and writing the case scenario, each group will discuss the possible ways to deal with the situation and agree on which one would be appropriate.

Each group will choose a team leader for this exercise. The team leader will read the following instructions and be responsible for making sure the exercise is completed.

Instructions for Each Group

1. Choose one person to be the recorder. The recorder will write the case scenario, record the team's decision on how to handle a similar situation in the future, and report back to the large group.
2. Choose one person to be the timekeeper. This person will follow the suggested timeframe and make sure the group begins and ends on time.
3. Choose one person to be the coach who will act as facilitator who will observe the group process and follow the four-step approach to group process interventions to help the group complete this exercise.
4. The time frame is as follows
 - Take 2 minutes to individually read the guideline and examples of possible situations, and recall a past experience.
 - Take 5 minutes for the group to discuss each person's past experience and decide which one to use for the case scenario.
 - There will be 5 minutes to discuss the possible ways to deal with the situation and agree on which one(s) would be appropriate.

Facilitation Guideline #1

FACILITATOR STAYS NEUTRAL IN THE TEAM

Situation

Think of a specific group situation that caused you to take sides. Examples:

- You felt ownership in the process.
- Specific questions were directed at you.
- You were asked to referee.
- You strongly believed you knew the answer to the problem.
- There was group silence.

Document your Case Scenario – (Recorder - Use the back of this sheet to write the team's chosen case scenario.)

What was the topic of the situation?

What happened?

How to deal with it

Discuss the following ideas and decide how you as facilitator would deal with this specific situation in the future. Check one that your entire group agrees with.

- Do not facilitate a team when you are leading it or when you feel ownership in the process. Assign someone else to be the facilitator.
- Open questions up to team; direct questions back to the team.
- Stay quiet (just inject information about process).
- Encourage participation. Allow members to respond with ideas and suggestions before you give your input.
- Establish ground rules.
- Allow process/team to work.
- Be patient.
- Announce that you feel strongly about the situation and wish to offer an opinion or make a decision before the team has had input.
- Other, please elaborate.

Facilitation Guideline #2

ENCOURAGE PARTICIPATION BY ALL

Situation

Think of a past situation in which team members were not fully participating. You may have noticed the following:

- Silence.
- Dominance by one person, perhaps the leader, but also may be other members.
- Logistics blocks interaction.
- Team fear of supervisor on team.
- “Groupthink” - Everyone blindly agrees with a dominant person.

Develop Your Case Scenario - (Recorder - Use the back of this sheet to write the team’s chosen case scenario.)

What was the topic of the situation?

What happened?

How to deal with it

Discuss the following ideas and decide how you as facilitator would deal with this specific situation in the future. Check one that your entire group agrees with.

- Ask easy questions of team members.
- Rearrange seating.
- Talk privately with leader if s/he is the dominating person – focus on goals, not individual behavior.
- Talk to manager or supervisor.
- Thank members for contribution and ask others what they think.
- Establish participation as a ground rule in first meeting! (In order for group to be successful, everyone must participate).
- Work for consensus (ask team leader ahead of time to get consensus from each person at each decision point).
- Use energizers.
- Other, please elaborate.

Facilitation Guideline #3

HELP TEAM REACH CONSENSUS

Situation

Think of a past situation in which reaching consensus would have been important. Examples might be:

- When a decision or action, no matter how small, was necessary.
- When there was disagreement.
- When there was silence.
- When there was a lack of non-verbal agreement.

Develop Your Case Scenario - (Recorder - Use the back of this sheet to write the team's chosen case scenario.)

What was the topic of the situation?

What happened?

How to deal with it

Discuss the following ideas and decide how you as facilitator would deal with this specific situation in the future. Check one that your entire group agrees with.

- Use a provocative statement, or play devil's advocate, to probe the limits of apparent consensus.
- Find common ground.
- Use a second-best decision-making approach such as voting or decision matrix.
- Use QA tools – agree on root cause, clarify a process, force field analysis.
- Use process – enhance open communication, effective feedback.
- Focus group on common purpose or goals of a decision.
- Ask for compromise options.
- Deflect attention from subjective to objective.
- Identify to group that they're floundering (i.e. stop/pause and get group to identify and resolve barriers).
- Other, please elaborate.

Facilitation Guideline #4

REFLECT FEELINGS AND IDEAS BACK TO THE TEAM

Situation

Think of a time when reflecting feelings and ideas would have been important. Examples include when:

- The team wanted you to make a decision.
- The team lost its train of thought.
- There was a need to clarify issues.
- When there was a need to summarize.

Develop Your Case Scenario - (Recorder - Use the back of this sheet to write the team's chosen case scenario.)

What was the topic of the situation?

What happened?

How to deal with it

Discuss the following ideas and decide how you as facilitator would deal with this specific situation in the future. Check one that your entire group agrees with.

- Ask clarifying question.
- Call time out; do process audit (validate “What I seem to hear is ...”).
- Ask open-ended questions.
- Speak to people individually.
- Don't become a counselor for group.
- Work with and through the leader – arrange a secret signal that will tell the leader you have something important that he or she should address.
- Other, please elaborate.

Facilitation Guideline #5

HELP TEAM KEEP ITSELF ON TRACK

Situation

Think of a situation where it would have been appropriate to emphasize team monitoring. Examples may include the following

- Team was experienced, not in a forming stage.
- Team drifted off task.
- Deadlines were not met, reports were not prepared, members were not ready when the meeting started.

Develop Your Case Scenario - (Recorder - Use the back of this sheet to write the team's chosen case scenario.)

What was the topic of the situation?

What happened?

How to deal with a team that falls away from its goals.

Discuss the following ideas and decide how you as facilitator would deal with this specific situation in the future. Check one that your entire group agrees with.

- Stick to process (refocus team) with reflective feedback.
- Clarify that goals are still desired and important (validate the purpose of an intended improvement).
- Clarify timelines.
- Clarify individual and team responsibilities.
- Make things visible (use flip chart).
- Summarize where team has been and is going.
- Ask team members to advise how they would get back on track.
- Allow distracting discussions to go on only for about 5 minutes and then call team to task – use the “secret signal” with the team leader to encourage the leader’s role in taking action to get back on track
- Other, please elaborate.

Facilitation Guideline #6

EXPECT A GREAT DEAL OF PAIN

(i.e. even if you know the answer, let team handle the problem)

Situation

Think of a situation in which you wanted to take charge. Examples might include

- You know the answer and the group is stumbling.
- The team has taken the work in a direction you did not anticipate.
- The team asks you for answers.

Develop Your Case Scenario - (Recorder - Use the back of this sheet to write the team's chosen case scenario.)

What was the topic of the situation

What happened?

How to deal with not taking over.

Discuss the following ideas and decide how you as facilitator would deal with this specific situation in the future. Check one that your entire group agrees with.

- Let group work out answers.
- Stick with group process.
- Endure, endure, endure.
- Trusts in the process – for example, if you selected an approach to developing an action plan, and it works, don't change the approach! Stick with it.
- Let group try longer.
- Other, please elaborate.