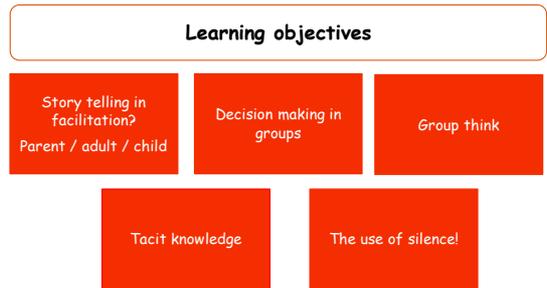


Facilitation Skills Session 6



1



2

Once Upon a Time

So as all good stories begin...

Once upon a time - or let me tell you a story...



3

Story telling in facilitation

Using storytelling to work with groups in facilitation and education can greatly enhance participants' learning experiences and lead to powerful insights.

As natural as storytelling is for human beings (perhaps as Irish we are lucky) adults in general do not engage in it with ease and willingness in group settings.

It requires careful and appropriate facilitation to bring out narratives that will indeed serve the learning.

4

Why do we use Stories?

To help groups share knowledge through sharing stories from the **past**.

To help groups visualise a **future** state through creating a story about it.

The one-word or one-sentence **storytelling** exercise to get whole groups involved in the telling of a **shared** story (past, present or future).

To help people make sense of **complexity** ("if you could take all of that information and tell a story about how it would look in action, what would that story be?").

Any others?

5

Pros & Cons of Story Telling

Pros	Cons
It values personal experience in a group	Can be time consuming
Can be used in a diplomatic way to challenge beliefs / opinions of group members	More likely to appeal to women than men
Can yield unexpected results	Can yield unexpected results
It is an especially powerful tool when several stories around the same theme are told by group members Insights generated can share much in common and produce a practical action plan to which the whole group can commit to	
Any others you can think of?	Any others you can think of?

6

Facilitation Skills Session 6

Strange things about Groups



7

Parent, adult, child behaviours in facilitated groups

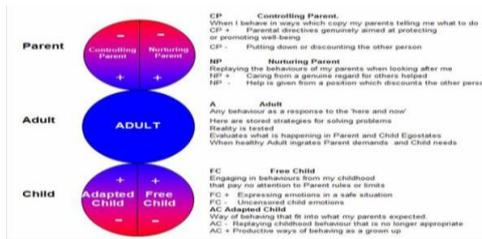
Parent, Adult, Child



Berne, E., 1968. *Games people play: The psychology of human relationships* (Vol. 2768). Penguin UK.

8

Parent, adult, child?

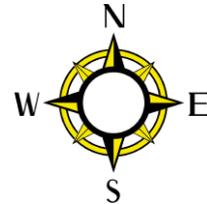


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Thinking in a Group Setting

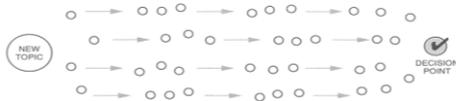
What are we as a group trying / attempting / wishing to accomplish?

Clarification on the decision the group is making is beneficial at this point



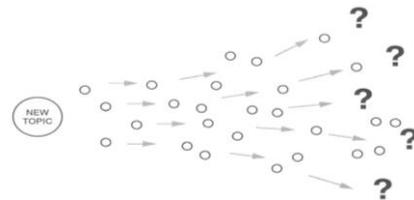
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As a facilitator - perhaps this is what you would like to happen



11

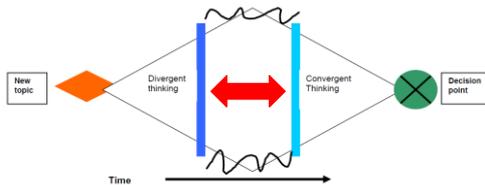
In reality this is what happens



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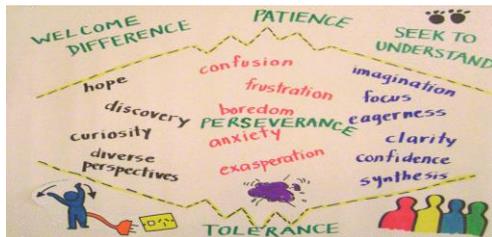
Facilitation Skills Session 6

Divergent to Convergent Zone of Decision making



13

Divergent to Convergent Zone of Decision making



14

Group Decision Making

We human beings don't always make good decisions.

Our rational judgment is influenced not only by passions and emotions but also by built-in biases such as overconfidence in our own abilities.

One big factor affecting the quality of decisions is whether a decision involves a group. Group dynamics can lead otherwise sensible individuals to make (or agree to) decisions they might not come to on their own.

15

Question	How do I do it?	Facilitation tip
How do I get the group to agree on a decision?	1. Present the problem. 2. Generate ideas for solutions. 3. Evaluate ideas. 4. Choose the best idea. 5. Implement the chosen idea.	Encourage the group to consider their own perspective on the decision. Encourage the group to consider the perspective of others. Encourage the group to consider the perspective of the group as a whole.
How do I get the group to agree on a decision when there are many options?	1. Present the problem. 2. Generate ideas for solutions. 3. Evaluate ideas. 4. Choose the best idea. 5. Implement the chosen idea.	Encourage the group to consider their own perspective on the decision. Encourage the group to consider the perspective of others. Encourage the group to consider the perspective of the group as a whole.
How do I get the group to agree on a decision when there are many options and the group is large?	1. Present the problem. 2. Generate ideas for solutions. 3. Evaluate ideas. 4. Choose the best idea. 5. Implement the chosen idea.	Encourage the group to consider their own perspective on the decision. Encourage the group to consider the perspective of others. Encourage the group to consider the perspective of the group as a whole.
How do I get the group to agree on a decision when there are many options and the group is large and the decision is important?	1. Present the problem. 2. Generate ideas for solutions. 3. Evaluate ideas. 4. Choose the best idea. 5. Implement the chosen idea.	Encourage the group to consider their own perspective on the decision. Encourage the group to consider the perspective of others. Encourage the group to consider the perspective of the group as a whole.

Handout available

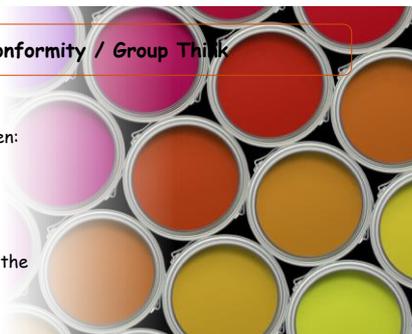
16

Conformity / Group Think

This happens when:

Conformity / Group Think

becomes part of the group?



17

What does Conformity look like in facilitation?

Generally ... "a change in belief or behaviour in response to real or imagined group pressure where there is no direct request to comply with the group nor any reason to justify the behaviour change"

How does this effect facilitation?

Zimbardo, P.G. and Leippe, M.R., 1991. *The psychology of attitude change and social influence*. McGraw-Hill Book Company.

18

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Group Think - what Prevents YOU Speaking up?



Group think occurs when groups make decisions as a result of group / peer (or other) pressures. Decisions have the absence of common sense, any grounding in reality or moral compass

Group think coined by Janis, I.L., 1972. Victims of groupthink: a psychological study of foreign-policy decisions and fiascos

19

Symptoms of groupthink - perhaps in facilitation?



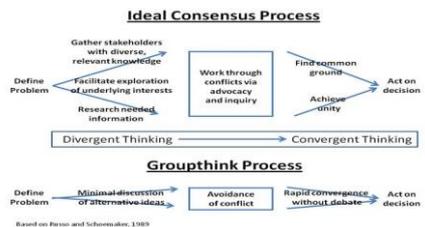
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Symptoms of Groupthink - Janis 1971

<p>Type I: Overestimations of the group</p> <ul style="list-style-type: none"> • Illusions of invulnerability of the group • Unquestioned belief in the morality of the group and its decisions 	<p>Type II: Closed-mindedness</p> <ul style="list-style-type: none"> • Rationalizing or discounting warnings that might challenge the group's assumptions • Negatively stereotyping those who are opposed to the group 	<p>Type III: Pressures toward uniformity</p> <ul style="list-style-type: none"> • Self-censorship of ideas that deviate from the apparent group consensus • Illusions of unanimity among group members • Direct pressure to conform placed on members who question the group • Mindguards (people who serve as self-appointed members) who shield the group (and especially the group's leader) from dissenting information
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21

Groupthink Process



22

Group Think - what Prevents You Speaking up?

Groups who are vulnerable to this phenomenon have similar beliefs and a common purpose often isolated from outside opinions and have not established methods or rules of decision making

Group supports	Decision support tools
Brainstorming	Risk analysis
Six thinking hats	Impact analysis
Delphi technique	The ladder of inference (reasoning, judgement)



23

Why do we co-facilitate?

Capitalising on (your) strengths.

Co-facilitation allows one person to present while the others observe and support their partner.

Partners can divide the material in a way that lets them maximise their individual strengths

24

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25

When would you co - facilitate?

- Large group
- Complex issue
- The sessions is likely to be stormy / emotional
- If you are an internal facilitator you may want an outside facilitator to take over part of the facilitation session - or visa versa
- Do not understand that political landscape
- Gender is an issue
- Specialised field
- Interpreter is needed
- When you are asked to:
- Work with venerable adults
- When training another person



26

Co - facilitation (the good, the bad & the ugly)

Learn to love working with your co-facilitator. They can be a huge asset to you and if you share the responsibility with your co-facilitator, that means less stress for you, and a more thorough and in-depth training for the group.



27

Co - Facilitation (the good, the bad & the ugly)

Two heads are better than one. Unfortunately, this isn't always the case for co-facilitation. Co-facilitation can go horribly wrong.



28

Models of Co-Facilitation	
Models of co facilitation	Role of the (co) facilitators
Seamless	Both facilitators share responsibility for all aspects of facilitation
Equal	One facilitator focuses on the task (content) while the other focuses on the group relationships (process)
Team	Roles and responsibilities are assigned to match the facilitators skills, experience and expertise in line with group needs
Tandem	Facilitators take it in turn to work with the group. When they are not 'on' they sit quietly without intervention
Unequal	The facilitators have different levels of responsibilities
Recorder	One person facilitates the entire process. The other records the outcomes and decision
Please note that the facilitators plan the session together, both facilitators debrief after the sessions and determines the next step / direction (as in as far as possible) of the group	

29

Co - facilitation - Making it easy

1. Have a pre-meeting / a number of pre-meetings with your co-facilitator
2. Agree a mapped running order of the session if possible
3. Stay present & focused when the other person is 'on'
4. Understand & demonstrate the 'language' of co-facilitation
5. Communicate / back up each other during the facilitation process
6. Give and get feedback from each other



30

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Pros / cons of co - facilitation

Benefits of Co-Facilitation	Co Facilitation comes with a warning
Diversity: Collaboration between facilitators of different gender, ethnicity, nationality, age, etc. leads to varied insights about the value of diversity in leadership and brings a broader perspective to the group's processes thinking & behaviours	Don't co-facilitate with a stranger: If you don't know a proposed co-facilitator, try to observe them. Facilitators establish a collegial relationship before agreeing to co-facilitate. At a minimum, meet with the person in advance to get to know more about the experience and facilitation style. Documenting roles and mutual expectations can avoid unpleasant surprises for both the two of you and the group.
Help the Facilitator stress levels: Using facilitation assistance can be "tricky" exhausting for one facilitator. Relying on the facilitator's skills is a good way to care for yourself and your group.	Don't take over: If you are a very experienced facilitator working with a relative newcomer, resist the temptation to jump in and take over. Simply serve as the assistant and, if you catch the person during the meeting, do so quietly. Remember sometimes there is a lead facilitator.
Backup: If one facilitator becomes overwhelmed, ill, injured or is called away for an emergency, the meeting can continue with the other facilitator(s).	Don't trade off too often: It is important that the group have a sense of stability and continuity during the meeting. Changing facilitators too often can be confusing, especially if their styles are very different. If you are a member of the group, resist the temptation to jump out of the facilitator's work to participate in the discussion.
Build confidence: Working with a more experienced facilitator watching how they work and supporting what you can do to make her job easier is a good way to gain confidence, especially in potentially intimidating situations, such as large or conflictive meetings.	Never publicly criticize or argue with your co-facilitator during a facilitation session: The facilitator will not want to damage your relationship and lose the trust of the group. If necessary, talk to the facilitator at a break or quietly ask them to take a break so you can discuss on time.
One Leader for communications: To simplify communications, designate one person as the contact person.	
Clarify Roles/Tasks: Co-facilitators should meet well before the meeting to plan how they will work together. Who will facilitate first? What tasks will the others perform when not facilitating? How often will the exchange roles? What procedures agreed will be used to communicate our needs to each other during the meeting?	
Post Meeting Evaluation: Get together after the meeting to discuss what went well and what could be improved in the future.	

31



32

Tacit knowing or tacit knowledge

A sense of knowing - informal knowledge as opposed to formal knowledge (which is learnt)

Tacit knowledge can be defined as skills, ideas and experiences that people have in their minds and are, therefore, difficult to retrieve / access because it is often not written down and are not easily expressed



33

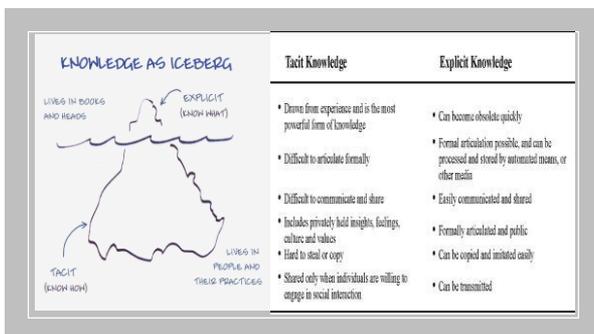
Tacit knowing or tacit knowledge

Facilitators are often unaware that they have tacit knowledge or how it can be valuable to others.

Transfer of this requires extensive personal contact, regular interaction and trust. It is usually transmitted through practice in a particular context.

Tacit knowledge may be "captured" when the knowledge holder / facilitator joins a community of practice (such as a working group)

34



35

Silence (does this fit in with the drama triangle?)

As a facilitator do you dread silence?



We as facilitators need to embrace silence

Sometimes what groups most need from facilitators is silence, the simple act of holding the space in solitude and allowing individuals time to reflect, contemplate, and gather their thoughts and feelings.

36

Facilitation Skills Session 6

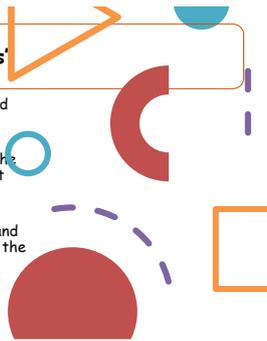
Silence 'speaks'

Silence is really powerful and can be used very effectively (in a good way).

The discomfort it creates can bring to the surface what people really think, or what really matters to them.

It's hard as a facilitator not to jump in and rescue (the drama triangle) people from the silence, but well worth it

What role does silence play in your facilitation sessions?



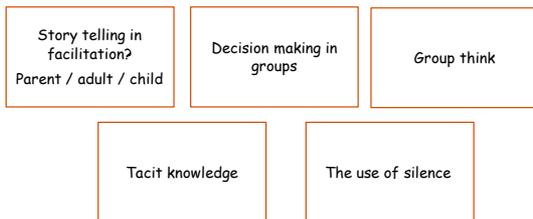
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The use of silence

Badly used	Well used
Allowing silence in a conversation can put pressure on the other person.	Silence can indicate respect
Silence can indicate hostility	Silence can indicate that you are thinking
Silence can indicate disagreement	Silence can be the creation of a listening space.
Silence can indicate alarm, awe or horror	Silence can be an indication of empathy.
Silence can be intentional rudeness.	

38

Learning from this session



39

Trainer's details

Trainer: Maeve Finch of Total Focus
 Address: Suite 2179, 26 Upper Pembroke Street, Dublin 2
 Email: support@totalfocus.ie
 Website: www.totalfocus.ie

40