

# Advanced Facilitation

Presented by:

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***Public Health Performance Management  
Centers for Excellence***

[www.doh.wa.gov/phil/perfmgtcenters/index.htm](http://www.doh.wa.gov/phil/perfmgtcenters/index.htm)

# Public Health Performance Management Centers for Excellence

## Learning Objectives

1. Discuss and learn strategies to tap into the collective wisdom of groups using models like emergent and systems thinking, appreciative inquiry, and emotional intelligence
2. Learn and practice strategies to handle and facilitate conflict and tense situations
3. Identify strategies to ensure inclusion and the capture of all voices in the group
4. Discuss and learn durable decision-making through substantive, procedural and psychological satisfaction among group members

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## Introduction Exercise

Think about a time when you were facilitating/leading a meeting and things started going sideways and you did something to manage it and it turned out better than you had ever expected.

- (1) Describe the situation
- (2) What were the cues that informed you things were going sideways?
- (3) What did you do to turn things around?
- (4) As you think about this experience, what are you most proud of?
- (5) What lessons can you take from this experience?

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What patterns  
emerged?



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## Appreciative Inquiry

- Early 1980's - doctoral student David Cooperrider (Case Western University) and faculty mentor Suresh Srivastva - challenged original problem diagnosis and feedback mechanisms
- Instead of “intervention” - they sought “inquiry” - to learn, discover and appreciate what gave life to organizations and people



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How can we modify  
and use  
appreciative  
inquiry in our  
facilitation work?

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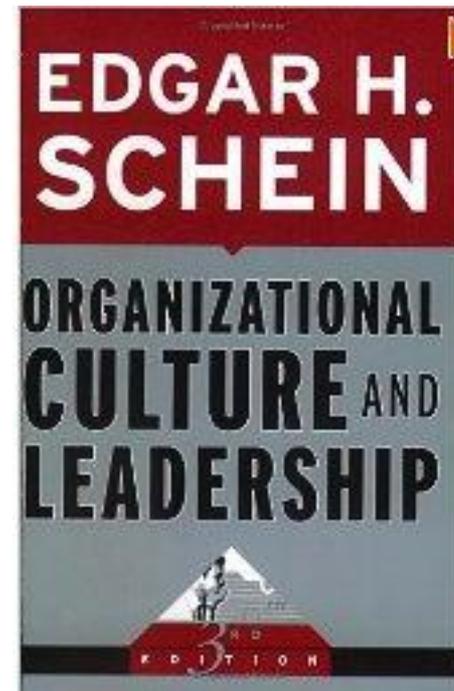
## Group Wisdom

- What makes a team more intelligent has more to do with the group's interactions.
- More **equal participation** and greater **social sensitivity** on the part of its members are the key factors in predicting a group's intelligence, according to the study, published online in September 2010 by the journal *Science*.

*Here's the question...can YOU influence this?*

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## Understanding and Assessing Culture



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## Culture Clues



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## Culture is multi-dimensional

- Occupations have culture
  - E.g. police officers, nurses, engineers, academics
- Organizations can have several sub-cultures
  - Different groups within one organization have their own culture and still connect with the larger culture as well



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## Schein's Levels of Culture



- **Artifacts** - visible, organizational structures and processes
- **Espoused Beliefs and Values** - strategies, goals, philosophies (espoused justifications)
  - “We believe customers are always right.”
  - “We value our employees”
- **Underlying Assumptions** - Unconscious, taken-for-granted beliefs, perceptions, thoughts and feelings...(ultimate source of values and action)
  - Customers have to fill out lengthy forms to return an item because the company “assumes” fraudulent intent
  - Employees who are taken care of will take care of the work

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Each one of us approaches  
looking at culture through  
our own set of **lenses**,  
**experiences**, and **biases**.

How clear are you about yours?

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“We bring culture with us from  
our past experiences.”

(Schein p. 63)



We will resist any changes or  
challenges to our thinking  
or perceiving if it will  
interfere with our group  
membership. This is mostly  
unconscious.

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## How Leaders Embed Culture

- What leaders pay attention to, measure, and control on a regular basis
- How leaders react to critical incidents, crises
- How leaders allocate resources
- Deliberate role modeling, teaching, and coaching
- How leaders allocate rewards and status
- How leaders recruit, select, promote and excommunicate



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## How Leaders Embed Culture - Secondary reinforcement mechanisms



- Organizational design and structure
- Organizational systems and procedures
- Rites and rituals of the organization
- Design of physical space and buildings
- Stories about important people
- Formal statements of organizational philosophy, creeds, and charters

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How can we use our  
knowledge of culture to  
help us facilitate at a “real”  
level?



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## Emotional Intelligence Dimensions

### Personal

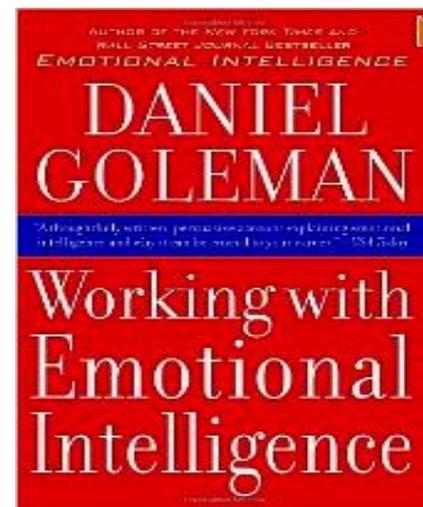
- Self-awareness
- Motivation
- Self-regulation

### Social

- Empathy
- Social skills



Emotional  
Intelligence -  
Based of the  
work of Daniel  
Goleman



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## Self-Awareness (Personal)

- Emotional Awareness - Recognizing our emotions and their effects
- Accurate Self-Assessment - Knowing our strengths and limits
- Self-Confidence - A strong sense of one's self-worth and capabilities

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## Self-Regulation (Personal)

- Self-Control - Keeping disruptive emotions and impulses in check
- Trustworthiness - Maintaining standards of honesty and integrity
- Conscientiousness - Taking responsibility for personal performance
- Adaptability - Flexibility in handling change
- Innovation - Being comfortable with novel ideas, approaches, and new information

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## Motivation (Personal)

- Achievement Drive - Striving to meet a standard of excellence
- Commitment - Aligning with the goals of the group or organization
- Initiative- Readiness to act on opportunities
- Optimism - Persistence in pursuing goals despite obstacles and setbacks



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## Empathy (Social Skills)

- Understanding Others - Sensing others' feelings and perspectives, and taking an active interest in their concerns
- Developing Others - Sensing others' development needs and bolstering their abilities
- Service Orientation - Anticipating, recognizing, and meeting customer's needs

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## Relationship Management (Social Skills)

- Influence - Wielding effective tactics for persuasion
- Communication - Listening openly and sending convincing messages
- Conflict Management - Negotiating and resolving disagreements
- Leadership - Inspiring and guiding individuals and groups
- Change Catalyst - Initiating or managing change

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## Relationship Management (Social Skills)

- Political Awareness - Reading a group's emotional currents and power relationships
- Leveraging Diversity - Cultivating opportunities through different kinds of people
- Building Bonds - Nurturing instrumental relationships
- Collaboration and Cooperation - Working with others toward shared goals
- Team Capabilities - Creating group synergy in pursuing collective goals

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## Emergent Thinking

- Struggle stems from 17<sup>th</sup> Century science - Sir Isaac Newton
  - The universe was a machine - made up of separate things only casually connected
  - Predictability, analytic thinking shaped our reality
- Shift our worldview
  - Learn to utilize and integrate emerging sciences (quantum physics, complexity theory, etc)
  - Parts are connected (systems thinking)
  - Seek harmony with the natural flow of the universe

For more information: Mel Schwartz

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## Systems Thinking

- “A system is a group of interacting, interrelated, or interdependent components that form a complex and unified whole.” (Anderson & Johnson, 1997)
  - Physical components - like parts that make up a restaurant kitchen
  - Intangible components - like relationships, process steps, information flow, policies, interpersonal interactions
    - Internal states - such as values feelings and beliefs



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## More about systems...

- Systems thinking looks at the whole, the parts, and the connections between the parts...studying the whole in order to understand the parts
- Interconnecting parts - behavior depends on how the parts are connected - rather than what the parts are
- Emergent properties - unpredictable, surprising (life, temperature, emotions, morale, well-being)

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## Leverage

- Systems can suddenly change if you find just the right combination of actions.
- This comes from understanding the system and is known as the principle of leverage



Knowing where and when to intervene = leverage

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## Mental Models (Belief Systems)

- Guide all our actions - they are deep-rooted assumptions, strategies, and ways of looking at whatever we do
  - They have worked in the past - therefore we expect them to work in the future



- Different people can have the same experience - yet explain it in very different ways and attach very different meanings to it

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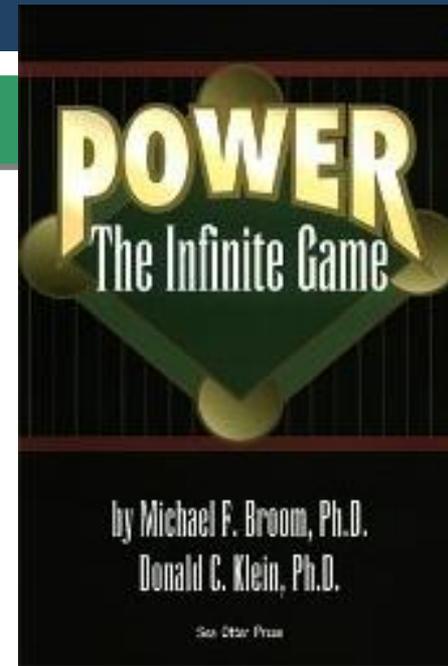
## Example: Power

### Finite Thinking

- Power is scarce
- Win-lose attitude
- Differences are used to define who is the winner and who is loser
- Differences are threatening - conformity is safe

### Infinite Thinking

- Power is abundant
- Win-win proposition
- Differences are valued and safe - they are a source of learning.
- Differences stimulate curiosity, creativity and synergy



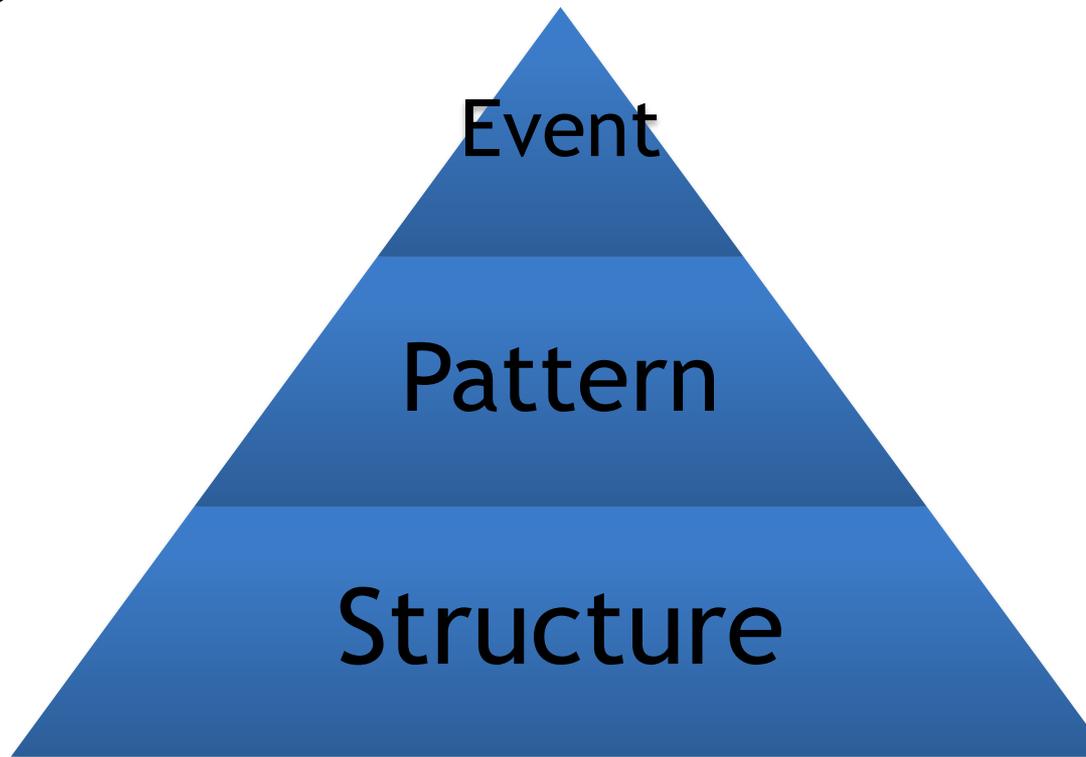
Power is one belief system that is very strong – it often impedes progress because of scarcity thinking

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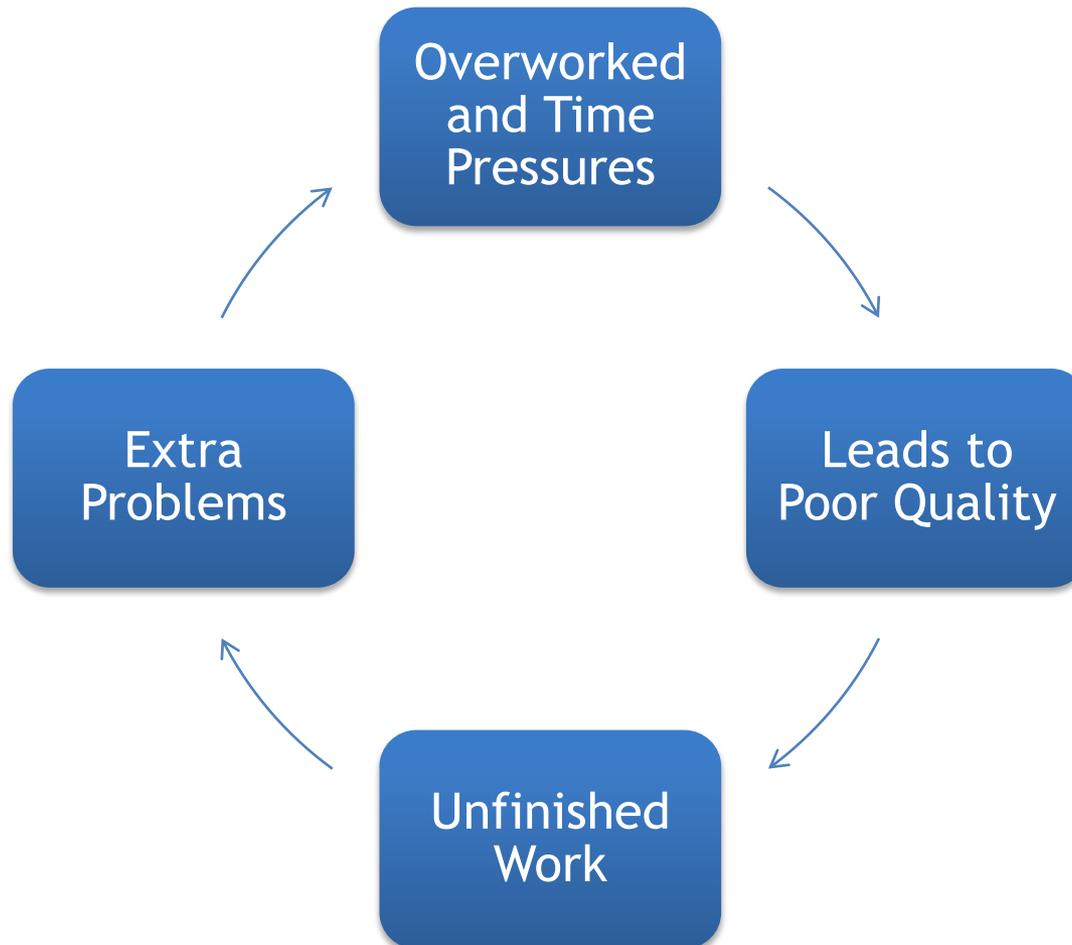
## As Facilitators...

- We need to look for events, patterns and structure the reinforce the client's system and mental models



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## Feedback Loops



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Time to Reflect and Digest

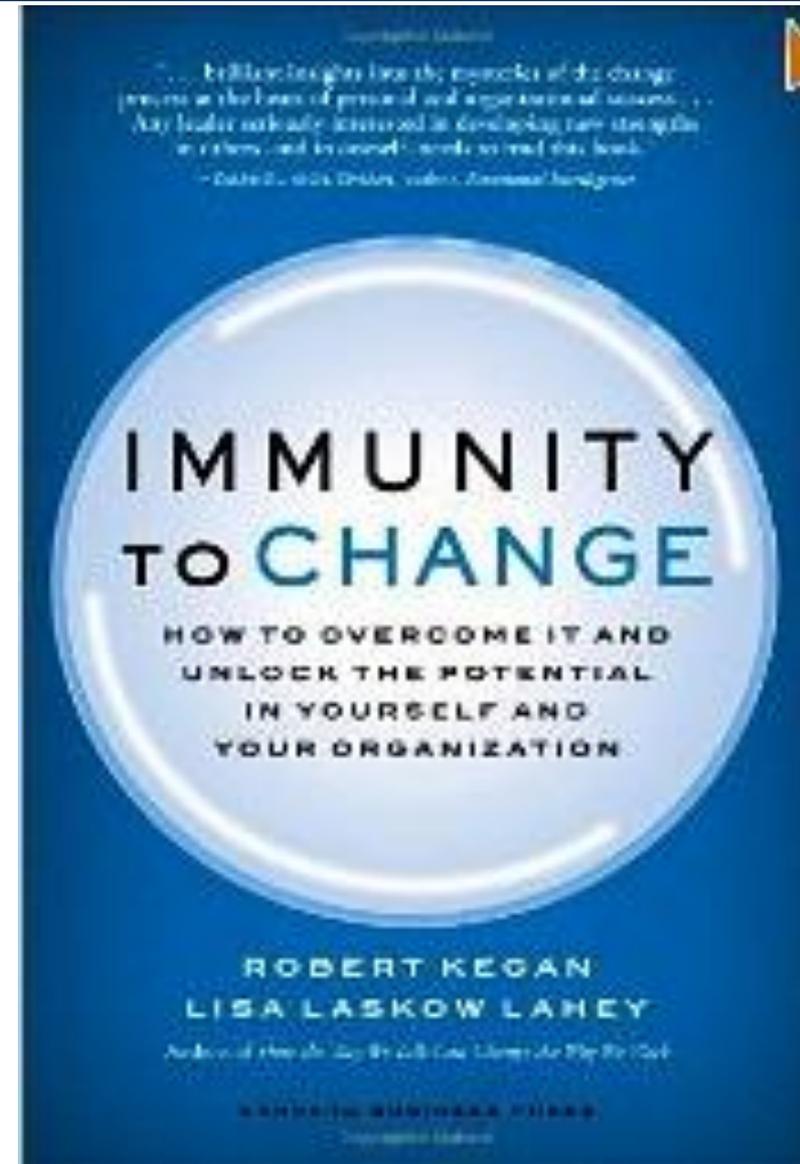


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Why do groups and individuals have difficulty in changing?

Two Harvard researchers focused on the **gap** between intention and ability



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## The Immune System

An immune system is, most of the time, is a beautiful thing  
Extraordinarily intelligent force that elegantly acts to protect us and save our lives.

Every immunity to change can be seen as an asset and a source of strength for that person.

But, in some instances an immune system can threaten our continued good health.



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## When the Immune System Becomes Part of the Problem



When it rejects new materials, internal or external to the body, that the body needs to heal itself or to thrive, the immune system can put us in danger.

The system is intending to continue to protect us...it is just making a mistake.

It must alter its code

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So, can we do something about this? YES

- Overcoming immunity does not require the eliminating of all anxiety-management systems
- It is not change that causes anxiety; it is the feeling that we are without defenses in the presence of what we see as danger that causes anxiety

Tavistock - There is risk and anxiety inherent in every piece of work

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## Check in

At the most practical level, an immunity map gives us a picture of how we are actively preventing the very change(s) we wish to make.



- It shows us how we get in our own way both knowingly and unknowingly.
- And, it shows how we keep it in balance so that it can be preserved in order to maintain our way of thinking and being in the world.

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## Peter's BIG Assumptions

### Improvement Goal

- Be more receptive to new ideas
- Be more flexible in my responses
- Be more open to delegating and supporting new lines of authority

### Doing/Not Doing

- Giving curt responses
- Not asking open-ended questions
- Expecting others to touch back with me
- Being too quick to give my opinion

### Hidden Competing Commitments

- To have things done my way
- To experience myself as having a direct impact
- To feel pride of ownership
- To preserve my sense of myself as the super problem solver; the one who knows best

### Big Assumptions

- I assume that if I am not in charge or do not know all details, my company will fail
- I assume that my identity as a leader is compromised as others take charge
- I assume that my identity is intertwined with my company

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## Uncover and Test Assumptions

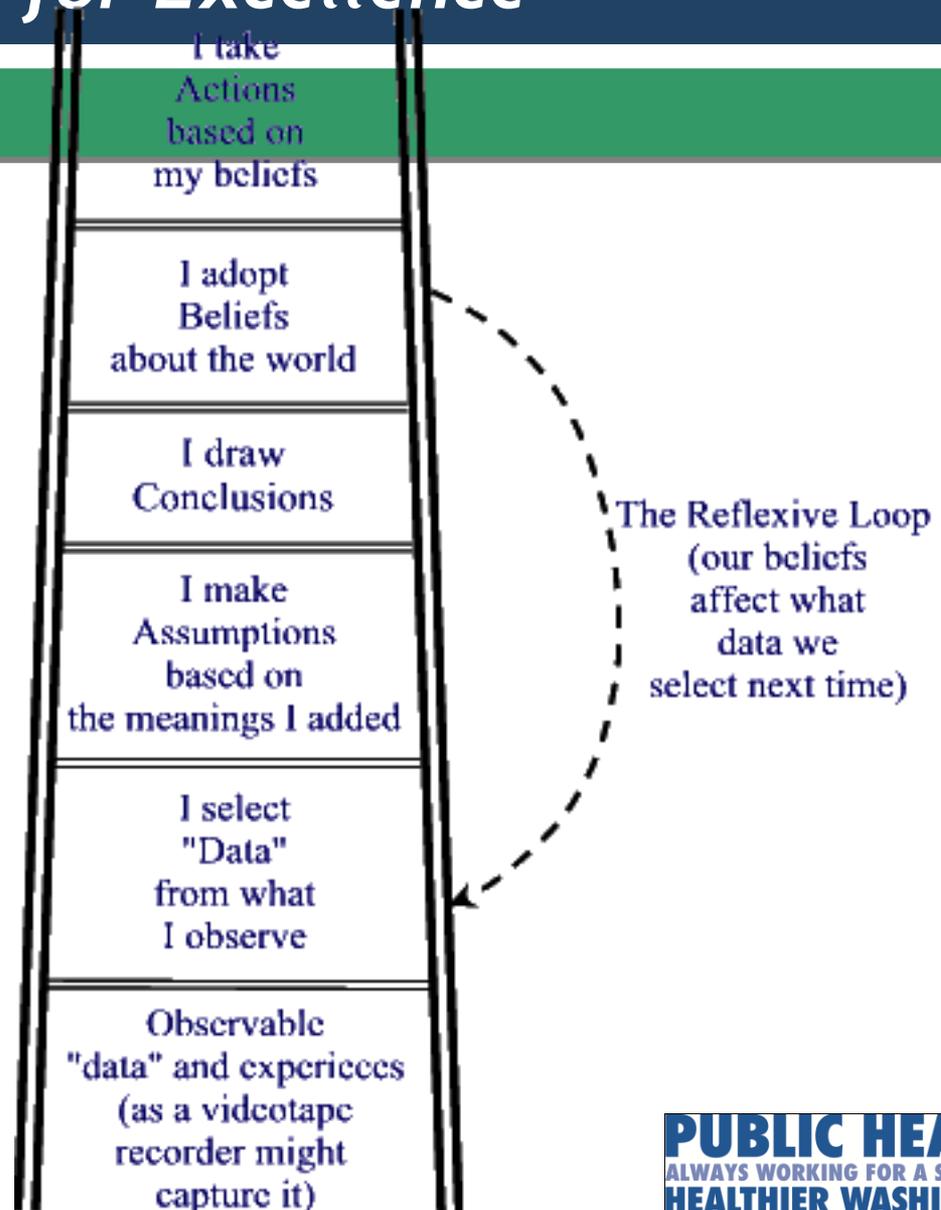
- Talk to others
- Reflect
- Tools like “5 Why’s”
- Ladder of Inference (Senge, Argyris)
- Create tests or simulations



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## Ladder of Inference

Source: Peter Senge, *Fifth Discipline* and Chris Argyris



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## Groups and Organizations Immunity to Change

- Leadership groups, work teams, departments, and organizations also **unknowingly** protect themselves from making the very changes they desire



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## Client Group Immunity Map

### Improvement Goal



- Committed to determining and entering the financial information correctly and quickly

### Doing/Not Doing



- Did not expect the new system code to get it right
- Complexity was too great to write code
- We were not talked to specifically, so we withheld information and delayed testing
- Continued to do things manually

### Hidden Competing Commitments



- We are committed to honoring what works
- To keep what is familiar
- To not work ourselves out of a job
- To preserve the sense that what we do cannot be done by computer

### Big Assumptions



- We assume that if this computer program works, we are not needed any more
- We assume that our process cannot be improved
- We assume that if we ignore the new system we can continue to do what we want to

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## Middle Manager Immunity Map

### Improvement Goal

- Committed to developing and supporting our middle managers so they thrive

### Doing/Not Doing



- We load them up with too many extra assignments
- We tell them everything is important - no clear priority list
- Expect them to manage operations well with little budgets
- We give mixed messages

### Hidden Competing Commitments



- We are committed to serving on every committee that needs our representation
- As leaders, we are committed to not over-extend ourselves
- To preserve our image as a group that can handle the extra things that need to be done

### Big Assumptions



- We assume that our middle managers can handle both daily operations and new priority assignments
- We assume that our organization status will be adversely affected if we say no to projects or committee requests

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## Use of Self

- Use of Self is the **conscious** use of one's whole being in the **intentional** execution of one's role for effectiveness in whatever the current situation is presenting. (Jamison, Auron, & Shechtman, 2010)
- Two critical process skills that promote the effective Use of Self are **reframing** and **giving/receiving feedback** (Seashore, Seashore, & Weinberg, 2001)



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Our use of self shows up in several ways:

- In how we appear, talk and present ourselves
- In the invisible, but operable, parts of ourselves and our personalities - such as attitudes, values, motivations, biases, fears, assumptions, anxieties, feelings, habits, self-esteem, and hidden selves.
- In the actions we take, decisions we make, choices we pursue, and styles and preferences we use
- In the strengths, experience, intelligences, knowledge, and skills we bring to each situation.

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## Social Constructionism

- Social Constructionism is the creation of meaning through our collaborative activities (Gergen&Gergen, 2004)



- We each construct the world in a different way - and the difference is rooted in our social relationships and viewpoints
- Social constructionism **free**s us from the task of trying to decide which tradition, set of values, political ideologies, or ethics is ultimately true or right...all may be valid for some group of people
  - Constructionist ideas invite a radical pluralism - that is an openness to many ways of naming and valuing

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## Think about this...

- What kind of world is constructed by a news report, a political speech, or a body of scientific writing? Who is favored; who is marginalized?
  - We are becoming increasingly sensitive to how various groups are portrayed
- Each person has the capacity to create reality.
- For constructionists, most human conflict can be traced to the processes of meaning making.
  - Therefore...encourage multiple methods of expression to expand knowledge and meaning making

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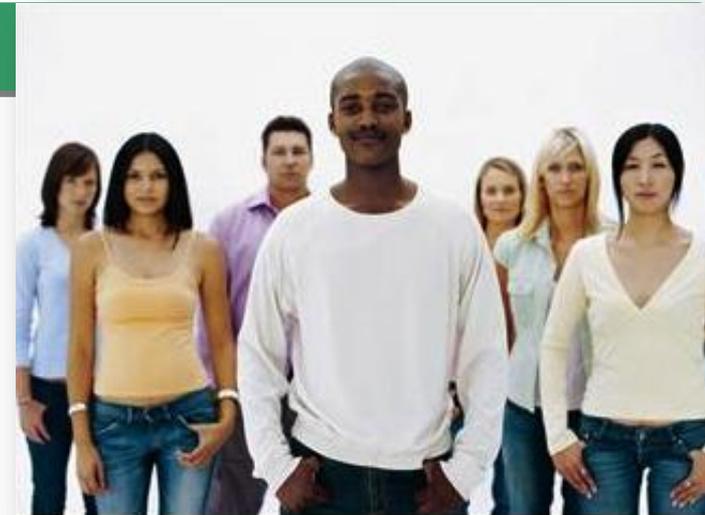
## Inclusion

### Environment

- Layout
- Location
- Time

### Pre-work

- Reach out to stakeholders
- Include ideas on agenda



### Structural Inequality

- Be mindful of stereotypes and other “isms”
- Cautious use of language “you, them, all”
- Meritocracy - mindset that things must be equal for others if it is for me

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## Inclusion - Ensure **All** Voices are Heard

- Multiple ways to gather feedback and generate dialogue
- Make it safe
  - Write everything down somewhere and use the person's words - not your interpretation
  - Whenever possible, partner with people in the agenda from different groups (e.g. race, age, gender, occupation)
  - Are interpretation services needed? Language, persons with a hearing-impairment
  - Size: individual, pairs, small groups, large groups
  - Modality: Paper handouts with written response - individuals and groups; computers; chart paper on walls; audio or video tape; oral responses

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Inclusion - Ensure **All** Voices are Heard

## Multiple ways to gather feedback and generate dialogue - Facilitation Techniques

- Manage airtime (who gets to speak and how much matters)
- Call on certain people or groups if needed
- Partner people up - to maximize learning together and as a means to help them “hear” a different perspective
- Classic - “Round Robin” or “Let me hear from people that I haven’t heard from yet”
- Others:

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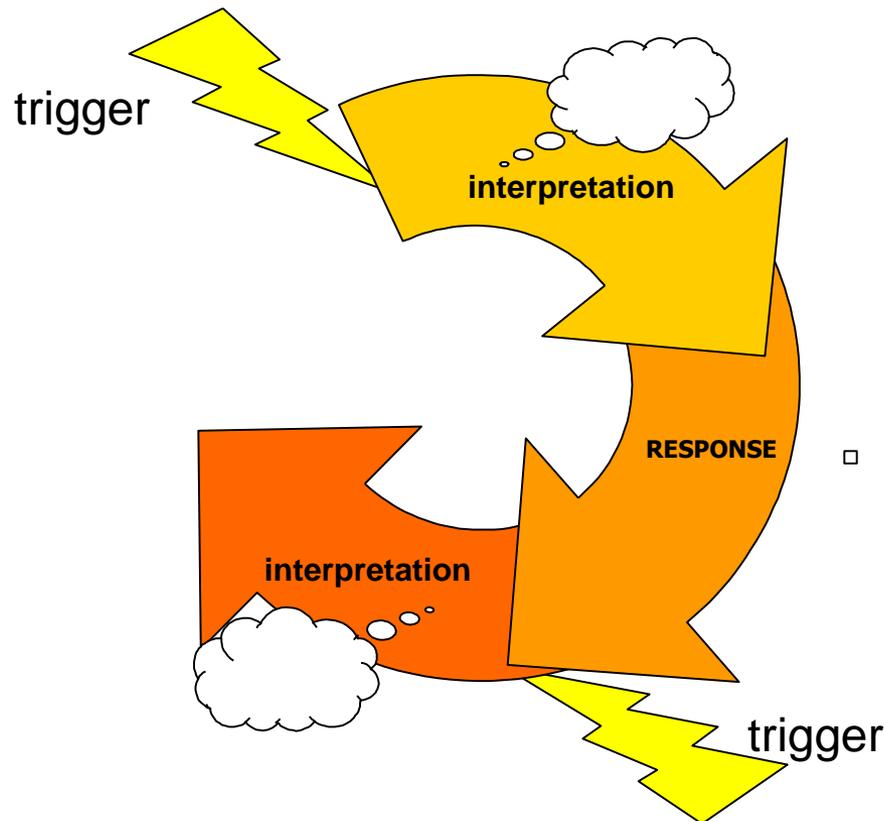
## Maslow and Good Facilitation



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Conflict Model - provided by Mary Campbell

## Trigger Response Cycle

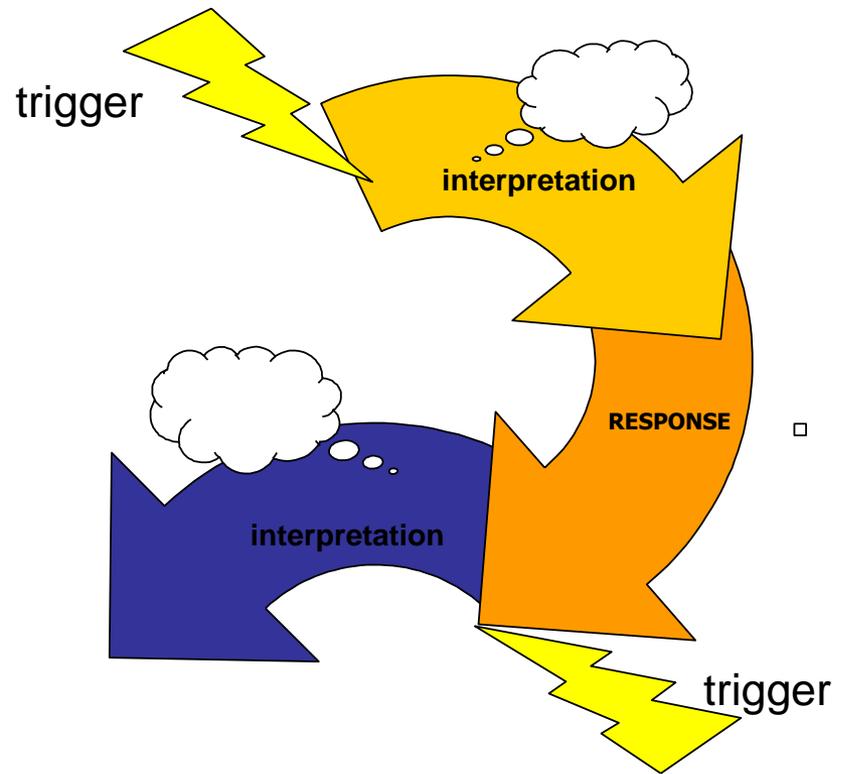


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## We can Re-Frame the Interpretation

- Use of Self
- Finite/Infinite power
- Social Constructionism
- Intersectionality
  - Personality
  - Race, age, gender
  - Culture
  - Education
  - Etc.

## Trigger Response Cycle



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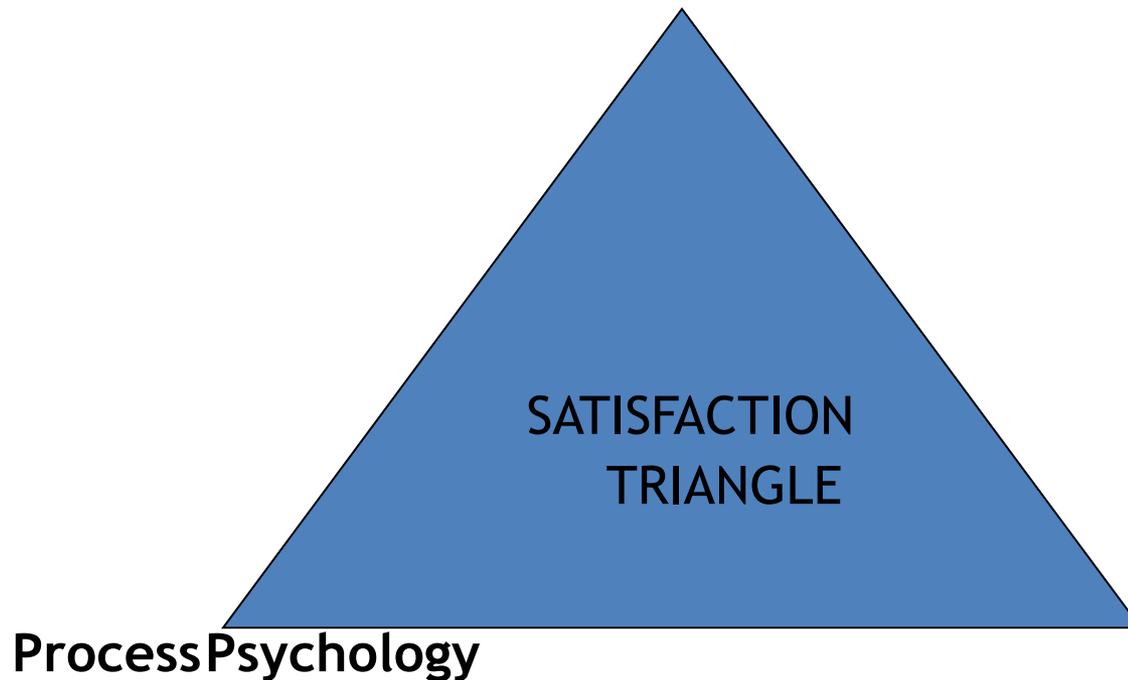
Be mindful... during conflict and tense situations

- First story syndrome
- Commonalities - people who look like you, similar personality, job history, approach
- You don't own it...leave ownership where it belongs
- Let some tension in...that is where creativity can emerge
- Remember stakeholders

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## What is a Durable Resolution?

Substance



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## Satisfaction with Substance

*What was the resolution?*

- Facts/Objectives
- Terms/Conditions
- Price/Pay
- Date/Deadline
- Who/What/When/How



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## Satisfaction with Process

*How did the group get there?*

- Who was involved
- Who had a say
- What process was used
- How power was balanced
- What was considered



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## Psychological Satisfaction

*How were people treated during the process?*

- Respect
- Recognition
- Validation
- Safety
- Acknowledgement

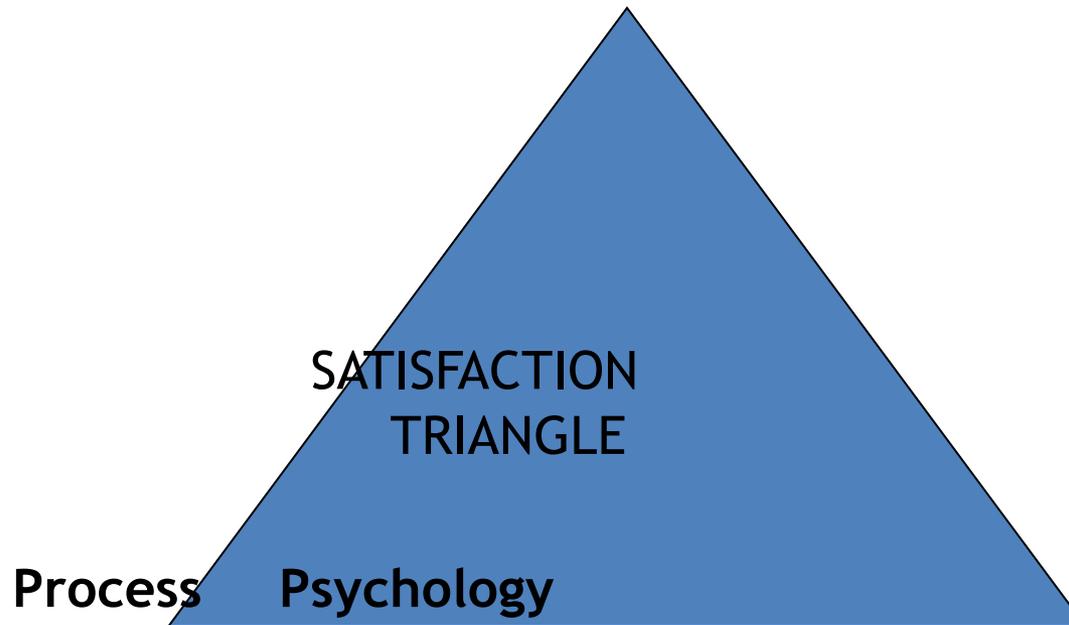


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Think about a time...

When a resolution (an answer, an agreement, etc.) fell apart...  
What part of the Durable Resolution Triangle didn't hold?

Substance



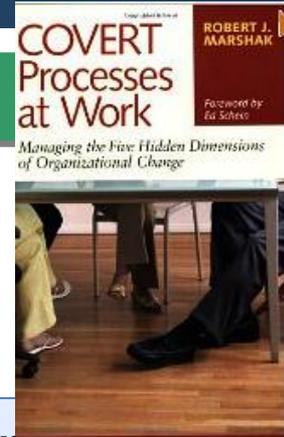
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## Covert Processes at Work

- There will always be topics that are “on the table” (overt) and “under the table” (covert)



(Marshak, 2004)



Covert Processes are:

- Mindsets
- Things denied - such as negative emotions and politics
- Secret hopes and wishes (optimism)
- Repressed or unconscious (fears, anxieties)

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## Clues and Cues - Marshak Diagnostic Formula

### Patterns

- Sequence, relationships, symbols, repetition, shapes

### Context

- Purpose, players, pecking order, place, phase, past, procedures, part of system

Covert  
Process Clue

### Emphases

- What is played up, pursued, in-depth, proclaimed, loud, pointed out, prominent

### Omissions

- What is played down, avoided, glossed over denied, ignored, soft

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## Major Modalities of Communication

### Metaphor

- Stories, figures of speech, myths, parables, word imagery (“This place is like a prison”)

### Music

- Voice, tone, tempo, volume, speed, rhythm, harmony, beat, tune

### 4M's of Symbolic Communication

### Movement

- Gestures, facial cues, posture, position, stance, spatial relations, body language

### Media

- Pictures, paintings, drawings, photography, and other representational media

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## 5 Keys to Handle Covert Issues

Create a safe environment

- Establish psychological safety to allow dynamics to be revealed
- Establish trust, safety, a sense of control, avoid threats

Be selective and seek movement, not exposure

- Be alert and non-judgmental
- Clarify outcomes
- Measure success by movement

Assume people are trying their best

- Signal your support
- Empathy and further inquiry
- Develop hunches

Look in the mirror

- Be self aware
- Know what is you...and what is them

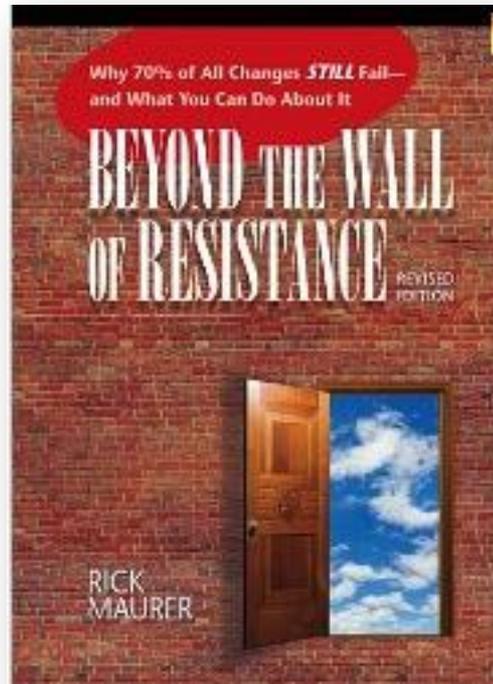
Act consistent with expectations of you and your role

- Ensure clear understandings
- Re-negotiate expectations

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## Beyond the Wall of Resistance

Brick Walls:  
Understanding  
Resistance



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## Three Levels of Resistance

Lack of information  
Disagreement with the idea itself  
Lack of exposure

INFORMATION

Loss of power                      Made to seem incompetent  
Loss of status                      Disrupts a well-ingrained status quo  
Loss of face or respect          Mistrust in those leading the change  
Fear of isolation                  Worn out - too much change

EMOTIONAL  
RESPONSE

Personal history  
Cultural, ethnic, racial, gender  
Significant disagreement over values

DEEPLY  
ENTRENCHED –  
BIGGER THAN THIS  
CHANGE

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## Resistance Default Reactions

- Confusion
- Immediate Criticism
- Denial
- Sabotage
- In Your Face
- Manipulation
- Malicious Compliance
- Easy Agreement - Give in too soon
- Deflection
- Silence
- Force of Reason
- Ignore It
- Play Off Relationships
- Kill the Messenger
- Make Deals

These automatic reactions usually:

- ✓ Increase resistance
- ✓ Fail to create synergy
- ✓ Create fear and suspicion



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There is no shot so simple  
that it can't be messed up.