

# Module 8: Facilitation

**Assistants:** Instructor and assistant, as required

**Estimated Time:** 2 hours

**Space required:** Classroom

**Method of Instruction:**

- Interactive lecture
- Discussion

**Participant Materials:** Student Guide

**Training Aids:** Viewgraphs 8-1 through 8-14

**Equipment and Supplies:**

- Overhead projector
- Chartpack
- Marking pens

# Module 8

## Facilitation

Upon completion of this module, you will be able to:

- Define facilitation
- Describe the diagnosis-intervention cycle
- Decide when to intervene
- Determine how to intervene
- Recognize other intervention considerations
- Describe effective facilitation skills
- Help the team improve

10/95 Team Skills and Concepts - Module 8, Viewgraph 1

### Module 8: Facilitation

You have now learned all of the basic elements of teamwork that you need to know to be an effective quality advisor or team leader. But there is one more aspect of effective teamwork that is especially important to quality advisors or more skilled team leaders: facilitation. In this module, we will explore what this word means and how it fits into the quality improvement team concept.

**Upon completion of this module, you will be able to:**

- **Define facilitation**

Here you will learn what the word "facilitation" means and how to describe the two basic types of group facilitation. We will also talk about how these two types of facilitation relate to the roles of the team leader and quality advisor.

- **Describe the diagnosis-intervention cycle**

This cycle will provide you with a model for understanding intervention in the group process.

- **Decide when to intervene**

You will learn some guidelines to follow for deciding when you should intervene in the group process, and when you should delay or not intervene at all.

- **Determine how to intervene**

We will discuss some general "how-to's" and provide you with a step-by-step technique for intervening.

- **Recognize other intervention considerations**

We will also review some basic things you should consider before stepping in.

- **Describe effective facilitation skills**

In order to be an effective facilitator, you need to know what skills are required and develop them as needed. We will identify and describe them.

- **Help the team improve**

We will discuss what steps you can take as the quality advisor to help your team improve its effectiveness.

# Definition of Facilitation



- A process
- Improves problem solving and decision making
- Increases team effectiveness

10/95 Team Skills and Concepts - Module 8, Viewgraph 2

## Definition of Facilitation

Facilitation is a process that improves problem solving and decision making and increases team effectiveness. There are some key points you should recognize in this definition:

### ■ A process

By now you are all familiar with the term "process." You should realize that facilitation is, in fact, a process. It has

- An input—the facilitator, team members, task
- Specific steps—interventions
- An output—effective teamwork

In addition to these attributes, it is something that can be continuously improved. You won't necessarily get it right the first time or every time, and there's always room for learning and improvement.

- **Improves problem solving and decision making**

This is the goal of facilitation: to help a team improve the way it goes about solving problems and making decisions to improve processes.

- **Increases team effectiveness**

The output of a facilitation effort should be a more effective team.

The word "facilitate" means "to make easier" and "to help forward." Both of these meanings are especially apt when we are talking about facilitating the group process. In his book *The Skilled Facilitator*, Roger Schwarz provides this definition:

"Group facilitation is a process in which a person who is acceptable to all members of a group, is substantively neutral, and has no decision-making authority intervenes to help a group improve the way it identifies and solves problems and makes decisions, in order to increase the group's effectiveness."

## A Facilitator is . . .

An acceptable, neutral, non-decision-making person whose intervention helps the group.



10/95 Team Skills and Concepts - Module 8, Viewgraph 3

### **A Facilitator Is . . .**

**An acceptable, neutral, non-decision-making person whose intervention helps the group.**

To be a true facilitator, you must be someone whom everyone in the team accepts. Remember when we talked about contracting, and we said that eventually all of the team members have to accept the role of the quality advisor. If team members don't accept you as the facilitator, you can't help them. We also learned that the quality advisor's focus is on the group's process issues, not the content issues. So it stands to reason that you have to be neutral, and you don't take part in team decision making.

Your actions to intervene should always be for the purpose of helping the team. You should never evaluate or observe for some self-serving motive or for the purpose of helping someone outside the team. For example, when you facilitate a QMB, you are working for the QMB, not for the ESC.

# The Facilitation Continuum



10/95 Team Skills and Concepts - Module 8, Viewgraph 4

## The Facilitation Continuum

There are two types of facilitation which Mr. Schwarz calls "basic" and "developmental." It's best to think of them as being on a continuum because sometimes you may operate somewhere between the two types rather than exactly as one or the other.

- **Basic**

In basic facilitation, your goal is just to help the team through a particular project or task. The team members only expect you to guide them in the process.

- **Developmental**

We call the second type "developmental" because the team wants to do two things: accomplish the task effectively *and* permanently improve the way it works together. They expect the facilitator to teach them the team process skills they need to work independently.

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**INSTRUCTOR NOTE**

Relate the "types of facilitation" continuum to the Continuum of Power Sharing discussed in Module 3.

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This discussion of a "types of facilitation" continuum should remind you of another continuum we talked about earlier in the course. Does anyone remember what I'm talking about?

That's right, in Module 3 we talked about a "continuum of power sharing" between the team leader and quality advisor. When a team first starts working together, the quality advisor is performing a "basic" type of facilitation: helping the group accomplish its job and taking full responsibility for the group process. As the team matures, we expect the team leader and other team members to take on more and more of the responsibility for how the team operates, or team maintenance. As a quality advisor, your goal is to help the team (beginning with the team leader) to move along the continuum of power sharing and responsibility until they don't need active leadership from you any more. When you do this, you have moved from basic to developmental facilitation.

A lot of you may have already had opportunities to facilitate process improvement teams or to watch others facilitate. You've probably seen a wide variety of styles used. What was it like? What did you or the facilitator you watched do and not do?

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**INSTRUCTOR NOTE**

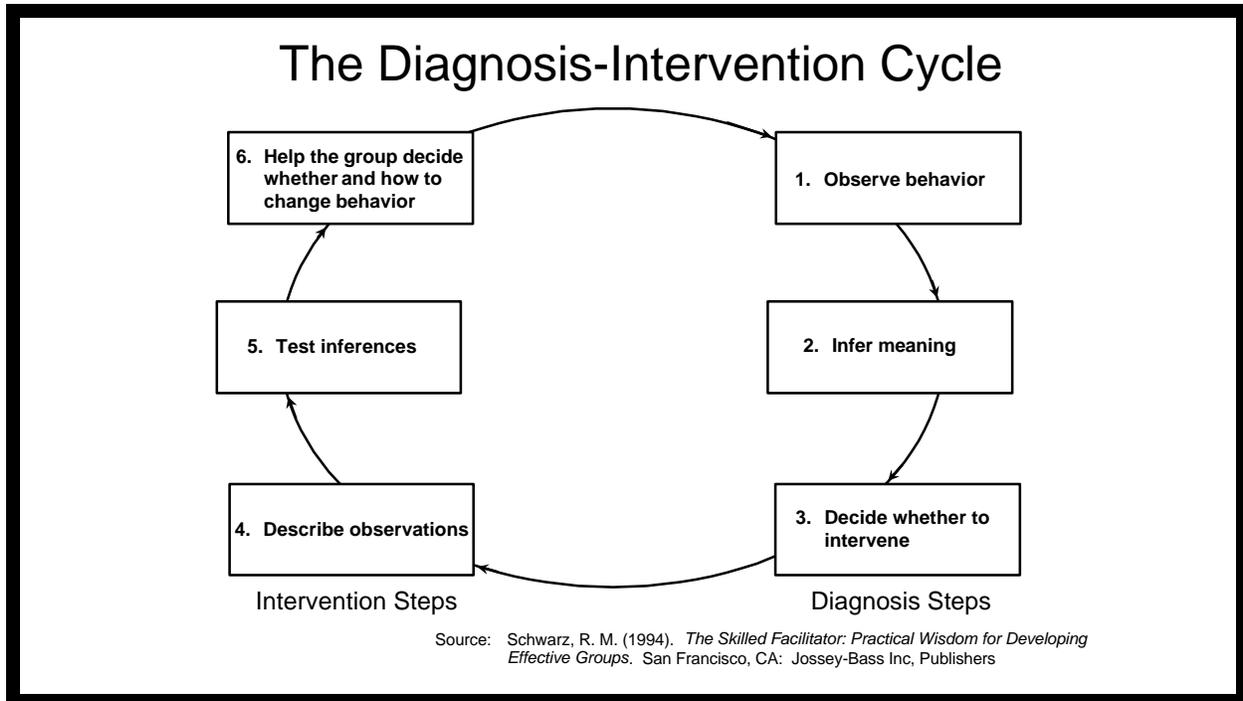
- Ask the class to share any experiences they may have already had in facilitation, either doing it or watching someone else.
  - Point out the distinction between a quality advisor and a facilitator.
- .....

Sometimes, as in strategic planning, the facilitator seems to be up front a lot guiding the team through the process. In other situations, you may have seen the facilitator or quality advisor quietly watching the team from the sidelines, and not saying very much. Which way do you think is the "right" way to facilitate?

The answer is, "It depends." By now you should be getting the picture that there are different ways of helping a team. As facilitation expert Ruth Noller put it, the true facilitator is a "guide by the side," not a "sage on the stage." But we know that quality advisors are not exactly the same things as facilitators. Your job as a quality advisor is to guide the team process *and* to provide technical guidance in the use of tools and TQL concepts. So you may find yourself being on stage more than a lot of facilitators in other situations, and it may be a long time before you move into developmental facilitation.

It is important for you to keep the continuum in mind as we talk more about intervention and facilitation because a lot of what you will do depends on where the team is on that scale.

Now that we have some basic terms under our belts, let's look at the model you will need for facilitating the team process.



### 10/95 Team Skills and Concepts - Module 8, Viewgraph 5

## The Diagnosis-Intervention Cycle

The Diagnosis-Intervention Cycle model illustrates what happens in the facilitation process. It may look complicated or cumbersome at first. But, if you think about it, you have probably completed some or all of this cycle quickly in your mind when you have worked in your teams over the last week. Let's look at each step.

### 1. Observe behavior

The first step in intervention is observation; you have to collect some data. This is why we emphasized "group process observation" throughout the earlier part of this course. You are looking for several things:

- "Problem" behaviors such as we talked about in Module 4 (dominating participants, etc.)
- How members interact, especially patterns that are repeated
- Events or issues that you contracted to be responsible for
- Violations of or adherence to the team's ground rules

## 2. Infer meaning

What we mean by "infer" is that you will reason out a conclusion from the evidence you see. For example: you drive your car up to a railroad crossing; the red lights start flashing; the gate lowers; you hear a loud whistle. You *infer* that a train is coming, even if you don't see it yet. When you are facilitating, you will infer meaning for the behavior you see. Follow these guidelines:

- Don't infer too much. Depend on your observations as much as possible.
- Check your inference with the group because you could be wrong. You might infer that the team is quiet because they don't know what to do next. But it could be that they're just thinking; many ideas could be in their heads.

## 3. Decide whether to intervene

It won't always be appropriate for you to step in. It is important to pause and ask yourself a few questions before you intervene. In other words, don't just jump in whenever it occurs to you. Make it a conscious decision.

Notice that the three steps we just talked about in the cycle are the steps you take to diagnose what's going on in the team. You should be familiar with the idea of diagnosis from the work we did with conflict management. The next three steps are the ones you will take to intervene.

## 4. Describe observations

Once you have decided to intervene, the first thing you need to do is test your observations with the team members. Make sure that you saw or heard what you thought you did by using the feedback techniques we discussed earlier in the course. You might say to the team, for example, "I've noticed that you have been talking about delays in the mailroom for the last hour, but I don't think I heard you make any decisions about what to do next. Am I right?" This gives them the chance to tell you whether they did make a decision and you missed it, or you're on the right track with your idea to intervene.

## 5. Test inferences

This step is critical because you don't want to take action based on a bad inference. If you do, you will lose credibility with the team and you may cause them to flounder. You need to ask them if your inference is correct. Let's suppose your inference about the mailroom QMB is that they are floundering over the issue of delays because they are questioning the ESC's decision to have them study the mailroom process. If you acted on that conclusion (by suggesting a call to the downward linking pin, for example) without checking with the team, you could irritate and confuse them. Maybe their

holdup is just not knowing what data they need to collect. You should test your inference by saying something like, "Are you having a hard time deciding whether this is the right process for you to study, or is the problem simpler than that?" Or you could just ask them an open-ended question like, "What do you think is causing you to hesitate?"

## 6. Help the group decide whether and how to change behavior

After you have tested your inference with the team, you should help them decide what action is right for them. How you do this depends on where you are in the basic-to-developmental continuum. If the team is still very dependent on you, you'll probably help them decide what data to collect. If they are a little farther along the continuum, you may want to ask them to examine the underlying issues that caused them to hesitate, and how they might avoid that kind of floundering in the future.

Now that you have a feel for how this model works, let's focus in on how to decide when to intervene.

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### INSTRUCTOR NOTE

- Ask: "What are some situations you have seen in a team meeting that you think called for an intervention?"
- List participants responses on a chartpack. Some appropriate responses are:
  - The team talks in circles for an hour without taking any action.
  - One member constantly hogs the floor.
  - Another member doesn't talk at all.
  - Ideas are criticized during a brainstorming session.
  - The group is divided over an issue, and neither side seems willing to budge.

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# When to Intervene

- The behavior is having an undesirable impact.
- An undesirable behavior is repeated.
- Waiting to intervene will not be effective.
- The team seems able to handle the intervention.
- You have the skills to intervene.

10/95 Team Skills and Concepts - Module 8, Viewgraph 6

## When to Intervene

Before you jump in and start trying to apply principled negotiation, you need to consider these guidelines; intervene when:

- **The behavior is having an undesirable impact.**

If the behavior is having a strong adverse effect on one or more members of the team, it's probably important for you to intervene if no one else takes action to remedy the situation. If, on the other hand, they seem to be caught up in wanderlust, let them "wander around" for a while. A lot of team building may be taking place. Also, during the "storming" phase, some conflict is to be expected and is healthy as the members work through issues and truly become a team.

- **An undesirable behavior is repeated.**

If an undesirable behavior occurs only once, it might be more distracting for you to intervene than to just let it go. Often, members recognize when they have broken a ground rule and you can almost see the recognition on their faces. You know they won't do it again, so there's no point in saying anything. On the other hand, if one member's ideas are repeatedly discounted, you should act before a pattern develops and that member loses interest in participating.

- **Waiting to intervene will not be effective.**

Ask yourself, "If I don't intervene now, what are the chances that I can do it at another time and still help the team avoid a problem?" If you know that not stepping in will cause serious damage to the team process or that they need immediate feedback in order to learn from the incident, then it's time to intervene. Remember, though, *that most issues which are important enough to require action by the facilitator will happen again.*

- **The team seems able to handle the intervention.**

You need to be sure the team is "up to it" when you decide to intervene. This is especially true if you plan to bring up an issue that has to do with interpersonal relationships, or some aspect of working together that's likely to generate some emotion. A team that is at the end of a long meeting in which there has been a lot of conflict might not be ready to talk about how Joe kept pursuing his personal agenda, and what the team should do about it. They may need a cooling off period before you ask them to confront that situation as a team. When heated discussions begin to get personal, or the same issues are rehashed, it is sometimes effective to call a "time out."

- **You have the skills to intervene.**

We like to think we can handle anything that might come up in a team meeting, but you could get into a situation that you just aren't prepared to handle. It's important to recognize when this happens. For example, someone in the team might be so emotionally unstable that your intervention would drive him or her into a serious crisis. Know your own strengths and weaknesses, and make sure that you have the interpersonal or technical skills you need to carry through any intervention you start. Remember, you are not a guidance counselor running an encounter group. You are there to help guide the team, and your focus should be on the process as it relates to the work of the team.

As important as when to intervene is the issue of how to do it. We've already talked about these steps in the model: describe observations, test inferences, help the team decide whether and how to change their behavior. But exactly what methods should you use?

## How to Intervene

- Exploration
- Asking for specifics
- Diagnosing
- Giving feedback
- Using structure
- Making suggestions about content
- Just-in-time training
- Off-line interventions



10/95 Team Skills and Concepts - Module 8, Viewgraph 7

## How to Intervene

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### 👉 INSTRUCTOR NOTE

After you define each type of intervention, provide an example and then ask the class to provide examples from their experiences.

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### ■ Exploration

As the name implies, this method of intervention calls for a searching, open-ended, "Colombo" type of question or statement that is designed to get the team thinking and talking, or to clarify what's been said.

Example: "I wonder why you haven't been able to decide whether or not you need a PAT to collect some data on delays in the mailroom?"

### ■ Asking for specifics

A very direct, straightforward question to the team will bring out information that you and they need to assess the situation.

Example: "LT Smith, exactly why do you disagree with Chief Jones when he says that staffing is a root cause of problems in this process?"

### ■ Diagnosing

You are generally testing your inference on the team when you use diagnosis to intervene. You may also intervene in order to diagnose a situation.

Example: "It seems to me that this team is having a hard time coming to agreement on this issue because you can't quite let go of your loyalties to your departments. Am I right?"

### ■ Giving feedback

A good format for this is the constructive feedback model you learned about in Module 2.

Example: "Petty Officer Roberts, when you give in to everyone else's view on every issue, I feel that the team isn't getting the benefit of your expertise on how mail is sorted in the mailroom. What the team needs you to do is let them know when you have a strong opinion about something based on your process knowledge, so the team can make an informed decision. Would you be willing to do that?"

### ■ Using structure

In Module 5 you learned a lot of good techniques for running effective meetings. Use the ground rules, agenda, assigned roles, or other structural tools to help you intervene.

Example: "You said in your ground rules that everyone should 'suspend assumptions.' I have noticed that some of you seem to be unwilling to consider Paul's idea because there are some command policies about handling mail that you think won't allow the idea to work. Could you set aside that assumption long enough to evaluate the potential of Paul's suggestion?"

### ■ Making suggestions about content

Although you normally shouldn't get involved in the content of the team's discussions, sometimes the team is really stuck, and you may want to "throw in your two cents" just

to re-energize their thinking. When you decide to intervene in this manner, it doesn't really matter whether your idea is valid or if you agree with it. You're just providing a point for them to piggyback off, or opening a door they didn't even see.

Example: "I'm no expert on how to distribute mail, but couldn't you look at who handles the mail when the clerk is on leave as a possibility for improvement?"

### ■ **Just-in-time training**

This is a good technique to use when you sense that the team may not be ready to confront a group process issue. It gives you an opportunity to interrupt a dysfunctional behavior and redirect the team's focus without direct confrontation.

Example: The team has enough data to make a decision, but two members have been feuding over their different perspectives. You sense that if you intervene directly to resolve the feud, the team will not have enough energy to bring the task issue to closure. Call a "training time out" to outline the steps for reaching consensus. It will divert their attention from the feud, give the team a "breather," and set the stage for the two feuding members to actively listen to each others' arguments.

### ■ **Off-line interventions**

You may occasionally encounter situations that require action or discussion outside the team setting. If the team leader does something that is not in keeping with the quality advisor-team leader contract, you need to meet with the leader apart from the team to determine what has changed or to renegotiate the contract. It is a good idea, in fact, to have a prearranged signal for situations like this.

Example: You are facilitating a strategic planning session in which the CO had agreed ahead of time not to state an opinion during subgroup sessions. But while observing a subgroup writing the vision statement, the CO starts injecting new ideas. You give the CO a "time-out" hand signal to exit the room and discuss the incident.

Off-line interventions may also be appropriate when you recognize that a one-on-one discussion is required, such as for a deep interpersonal issue.

A final word about how to intervene: remember to choose your words carefully; oftentimes it's not what we say that's important, but how we say it. The guidelines you learned for constructive feedback work very well. For example, use language that is nonjudgmental; be descriptive, use action verbs, and be specific.

## Recognize Other Considerations

- Team needs
- Basic versus developmental facilitation
- Level of intervention
- Where to direct your intervention
- Timing



10/95 Team Skills and Concepts - Module 8, Viewgraph 8

### Recognize Other Considerations

There are some general things you need to keep in mind whenever you facilitate for a team.

#### ■ Team needs

As we have said previously in this course, it is sometimes difficult to stay out of the content of the team's discussions. One of the most difficult things about facilitation is not letting your own thoughts or opinions about the process affect the way you guide the team. Since many of you will be facilitating teams at your own commands, you are likely to have some knowledge of or interest in the group's tasking. But to be a really effective facilitator, you have to continually remind yourself that your responsibility is limited to managing the team process and providing technical guidance in the use of tools, etc.

#### ■ Basic versus developmental facilitation

The examples we have talked about throughout this lesson have shown you that sometimes you'll be dealing with group process issues and sometimes with task or technical issues. You have to take care of both areas when a team is new. Think about where your team is on the continuum, and base your intervention on the kind of facilitation they need at the time.

For DON process improvement teams, the type of facilitation you use may depend in part on the type of team you are working with. PATs are, by definition, temporary teams which are most likely to need only basic facilitation. ESCs, on the other hand, imply a more enduring relationship that lends itself more to developmental facilitation.

■ **Level of intervention**

Some issues that you have to address will be at a task level, while others will be at a very intense interpersonal level. Before you step in, think about how "deep" your intervention will be. Consider what it will take to resolve the issue and whether or not the team has the time, energy, and skill to work through it.

■ **Where to direct your intervention**

What we mean by this is "Who is your target?" Usually you will direct your question, observation, or feedback to whoever contributed to the behavior. But you want to be careful not to put anybody on the defensive. This is why you sometimes address the whole group as a way of reaching one particular person.

■ **Timing**

Timing is crucial. One of the biggest mistakes new facilitators make is jumping in too quickly. *If your goal is to help the team learn how to take responsibility for the team process, you have to give them a chance to do their own interventions.* You may be surprised at how quickly they learn to question, clarify, and give feedback, especially when you've done a good job of role modeling.

We have talked a lot here about interventions that are aimed at correcting undesirable behavior. It's also true that you should intervene to reinforce positive group process actions. This is another way of helping the team to grow and mature. Don't jump in every time someone practices active listening or helps team members find common ground. Occasional positive feedback from you helps members recognize for themselves the behaviors that facilitate effective teamwork.



 **INSTRUCTOR NOTE**

- Bridge into the next topic by suggesting how challenging facilitation can be.
- Ask participants what skills they think are needed to be a good facilitator.
- List their ideas on a chartpack and discuss each one briefly.



As you can see, facilitation is not an easy job. It requires you to judge a lot of information at one time. People who have a lot of experience with this consider it an art and constantly work on their skills. They also know that this job isn't for everyone. What skills do you think it takes to be a good facilitator?

# Facilitation Skills



- Active listening
- Group process observation
- Effective communication

10/95 Team Skills and Concepts - Module 8, Viewgraph 9

## Facilitation Skills

### ■ Active listening

We have mentioned active listening quite a few times in this course because it is one of the fundamental skills that anybody involved in teamwork should practice. It is at the heart of working effectively with people.

### ■ Group process observation

We started out early in our learning here with exercises that required you to practice observing and reporting on what you saw going on at the group process level in your teams. We did this deliberately because it is a new skill for a lot of people and, as you now know, it is the first step in the process of intervention to help groups function more effectively. You have to start with data.

### ■ Effective communication

In order to test your observations and inferences, you have to be able to express yourself clearly to the team. There is no room for misunderstanding here. Can you imagine a "Who's on first?" scenario with you as the facilitator trying to find out "what's" happening in the group?

## Facilitation Skills (cont.)

- Ability to maintain objectivity
- Conflict management
- Deductive reasoning



10/95 Team Skills and Concepts - Module 8, Viewgraph 10

### Facilitation Skills (cont.)

- **Ability to maintain objectivity**

This is part of the definition of facilitation. You aren't going to be able to help the team if you have a biased view of team members or their tasking. You have to be objective in both of these areas in order to provide sound guidance.

- **Conflict management**

We spent an entire module learning about conflict management, and for a good reason. This is one of the most difficult tasks of group maintenance for the team to handle themselves. It very often takes an "outside" party, a mediator if you like, to help the team manage conflict.

- **Deductive reasoning**

You don't have to be a Sherlock Holmes, but you do need to be able to make some inferences about what is happening based on what you have observed in the group process. And remember that good detectives always check their assumptions.

# Facilitation Skills (cont.)

- Good judgment
- Interpersonal skills
- Self control



10/95 Team Skills and Concepts - Module 8, Viewgraph 11

## Facilitation Skills (cont.)

### ■ Good judgment

Whenever you make inferences and decide to intervene, you are using judgment to guide your actions. You need to check frequently to ensure that your judgment is sound and your decisions are on target. You can do this by asking the team or team leader for feedback, as we discussed when we talked about contracting. You might need to go to an outside person, such as another quality advisor or the TQL coordinator.

### ■ Interpersonal skills

Interpersonal skills imply more than just effective communication. You need to be good at dealing with people: understanding them, having empathy when it's appropriate, accepting individual differences, and being aware of your body language. We have given you some tools to help: a constructive feedback model, the Keirsey-Bates temperament concept, and practice exercises in a team setting.

## ■ Self control

As we observed several times before, it can be a real challenge sometimes *not* to intervene in the team process or in the content of the team's discussion. Some people may have a hard time staying quiet when it appears that intervention is what the group really needs. Others may hesitate too long before speaking up. It is important that you know your own preferences and how they may be strengths or weaknesses for you in a facilitation situation.

## Facilitation Skills (cont.)



- Organization
- Flexibility
- Sense of humor

10/95 Team Skills and Concepts - Module 8, Viewgraph 12

### Facilitation Skills (cont.)

#### ■ Organization

Facilitation is similar to a juggling act. Keeping track of content and group process issues at the same time requires you to organize your thinking. There are some tools to help. Many of the techniques you learned for running effective meetings will make the job easier. There are also tools specifically designed to help you manage the group process. Some of them, like a meeting skills checklist and the sociogram, are described very well in Chapter 7 of *The Team Handbook*. One caution about using these tools. Don't get too carried away. Your facilitation techniques should be relatively transparent to the group; otherwise, they may think you are studying or evaluating them, and you may lose some of their trust.

#### ■ Flexibility

Some facilitators compare themselves to "Gumby," the bendable, rubber child's toy and cartoon character. When you are working with a team, you have to be sensitive to the group's needs above all else. You must be willing to adapt to changes in direction, attitude, tasking, or team "wants." The agenda will inevitably shift, teams will change their minds about what they want to do, and chartering teams may alter the game plan. As a facilitator, you must remember that your job is to help the team regardless of whether things go as planned. Effective facilitators work to "stretch" their behavior as needed, using both ends of the preference scale, just as they use both hands.

- **Sense of humor**

As with any job that deals with people and uncertain events, you have to keep your sense of humor in order to facilitate a team. If you can learn to laugh or joke at appropriate times, it will help you to relieve the stress of your job, and it will help the group maintain the open atmosphere and esprit de corps that we know is important for effective teamwork.

When we defined facilitation, we said that it includes helping the team improve its effectiveness, and we discussed the concept of helping teams become independent of the quality advisor. Now let's talk about how to help the team improve.

# Helping the Team Improve



- Be a role model
- Teach the tools
- Teach team maintenance skills
- Facilitate team self-evaluation
- Provide opportunities

10/95 Team Skills and Concepts - Module 8, Viewgraph 13

## Helping the Team Improve

### ■ Be a role model

Role modeling is the most important thing you can do to help teams learn how to work together effectively. We know that, even as adults, we learn more from what we see people do than from what they say. When the team sees you asking questions to clarify issues, exploring different options, and providing constructive feedback, they will see the positive outcome of your actions and realize how helpful they are to the group. The team considers you the expert on group process and will use your behavior as a guide for their own.

### ■ Teach the tools

As quality advisor, you are the team's resident expert on the application of process improvement tools. But as the command's TQL efforts expand, you may have more and more teams to work with, and you need to get them started on being able to do some things for themselves. The tools you learned in Module 5 are a good starting point. They are easy to learn and generally don't require a lot of group process facilitation because they add structure to what the team is doing.

### ■ Teach team maintenance skills

Once the team members begin to catch on that you're doing something different, and you see them moving along the continuum of power sharing, you should start to teach them some of the skills of team maintenance. For most teams, these might include ice breakers, group process observation, constructive feedback, and principled negotiation. Make sure the team is ready for this step, or you'll find them wondering why you're spending their valuable time talking about things that have nothing to do with their task. Use just-in-time topics, and keep the lessons brief. You aren't trying to turn them into facilitators, just effective team members.

### ■ Facilitate team self-evaluation

Beginning with the first meeting, you should encourage the team you are working with to reserve some time at the end of each meeting to evaluate how they did as a team. Some of the things they should evaluate are behaviors, progress on the task, and use of effective meeting techniques. You might use the simple format of what went well, and what didn't, or try some of the more formal techniques provided in Chapter 7 of *The Team Handbook*. You can assign an observer, or make group process observation a standard task for everyone. This will depend, as you know, on the stage of team development. You might occasionally suggest that they bring in an outside observer for a fresh perspective. Whatever method the team chooses, the important thing is to make it a regular habit.

### ■ Provide opportunities

Finally, people learn new skills by practicing. It is your responsibility as the facilitator/quality advisor to give them the opportunities. As we suggested earlier, sometimes you may want to delay an intervention to see whether the team handles it themselves. Use your good judgment to decide when they are ready to do this, and be sure to reinforce the behavior by complimenting them at the end of the team evaluation.

# Summary

- Define facilitation
- Describe the diagnosis-intervention cycle
- Decide when to intervene
- Determine how to intervene
- Recognize other intervention considerations
- Describe effective facilitation skills
- Help the team improve

10/95 Team Skills and Concepts - Module 8, Viewgraph 14

## Summary

### ■ Define facilitation

You learned what the word "facilitation" means and how to describe the two basic types of group facilitation. We talked about how these two types of facilitation relate to the roles of the team leader and quality advisor.

### ■ Describe the diagnosis-intervention cycle

This cycle provides you with a model for understanding intervention in the group process.

### ■ Decide when to intervene

You learned some guidelines to follow for deciding when you should intervene on the group process, and when you should delay or not intervene at all.

### ■ Determine how to intervene

We discussed some general "how-to's" and provided you with a step-by-step technique for intervening.

- **Recognize other intervention considerations**

We reviewed some other issues you should consider before stepping in.

- **Describe effective facilitation skills**

In order to be an effective facilitator, you need to know what skills are required and develop them as needed. We identified and described each of them.

- **Help the team improve**

We discussed what steps you can take as the quality advisor to help your team improve its effectiveness.