

Blakemore Consulting International

Facilitation and Leadership

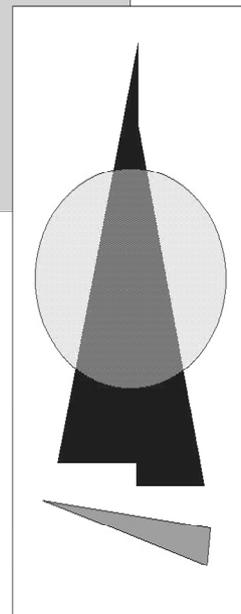
Philosophy of BLAKEMORE CONSULTING

Innovate

Create

Facilitate

Leading Edge Initiatives



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INTRODUCTION

This Facilitator's Guide is designed as an adjunct to the Blakemore Consulting Training Manual with special emphasis on ways of ensuring that the change process is successful.

The Facilitator is a key to the success of a change implementation program.

This manual is designed to be a basic reference tool for the facilitator. Eventually it is hoped that everyone in an enterprise will be a facilitator.

FACILITATION OF THE CULTURAL CHANGE

The Facilitator's Role

OBJECTIVE: **To turn the organisational unit where he/she works into a cross functional team based unit** – eventually everyone in the organisation becomes a facilitator

MAIN TASKS: **Help develop the strategy for introducing change;**

- Provide general training in change management;
- Assist in the identification of appropriate initial projects and project teams (important but not *too* hard – three/six months payoff – quality improvement and waste avoidance;
- Develop a vision;
- Train project teams in improvement philosophy, concepts, and tools;
- Evoke enthusiasm;
- Assist in the establishment of project methodologies;
- Assist Project Teams overcome obstacles;
- Arrange ongoing self education in all aspects of continuous improvement by reading, study attending courses, exchanging experience with other practitioners, and all other means available;
- Identify trouble spots and fix them;
- Identify trouble spots and call for help;
- Celebrate achievements;
- Communicate results

THE ROLE:

- In small companies, may be the Chief Executive.
- Communicating and convincing:
 - Management
 - Workers
 - Unions
 - Other divisions
 - Head office
- Planning:
 - Establishing strategy
 - Establishing objectives and methods of measuring progress
 - Timetabling
 - Resources and materials
 - Facilities
 - Budgeting
- Consulting:
 - Management
 - Workers
 - Teams
 - Project leaders
- Administrator:
 - Training programs
 - Team Management
 - Adherence to timetables
 - Reporting
- Advocate:
 - Spokesperson for the concept within the organisation
- Problem Solver:
 - Competition for resources
 - Guidance to teams
 - Conflict between departments, supervisor and workers etc.
- Educator:
 - Self-education
 - Knowledge of courses and resources
 - Visiting companies, library
- Trainer:
 - Trainer in principles, techniques

- REQUIREMENTS:**
- Commitment and enthusiasm
 - Good knowledge of change management and its application
 - Ability to communicate well at all levels
 - A reliable confidante
 - **Sensitivity in personnel relations**
 - Patience and firmness
 - Some quantitative skills
 - Good administrator

Facilitation is different from enforcement!

FACILITATION	ENFORCEMENT
<ul style="list-style-type: none">• Tries to improve the sources of resistance	<ul style="list-style-type: none">• Puts pressure on people to conform
<ul style="list-style-type: none">• Makes the change as acceptable as possible	<ul style="list-style-type: none">• Does not allow people to express concern
<ul style="list-style-type: none">• Believes a good process well implemented is better than a super process forced in	<ul style="list-style-type: none">• Creates tensions on both sides• Creates frustration
<ul style="list-style-type: none">• Does not require ongoing strict enforcement	<ul style="list-style-type: none">• Requires ongoing strict enforcement
<ul style="list-style-type: none">• Is gradual and continuous	<ul style="list-style-type: none">• Is sudden and hard to accept
<ul style="list-style-type: none">• Is successful change	<ul style="list-style-type: none">• May not be successful or permanent
<ul style="list-style-type: none">• Is coaching, motivating and encouraging	<ul style="list-style-type: none">• Is commanding
<ul style="list-style-type: none">• Is success!	<ul style="list-style-type: none">• Is failure!
<ul style="list-style-type: none">• New leadership and management	<ul style="list-style-type: none">• Old style management

The Major Steps in Change (Deming [1986] and Shewhart [1931])

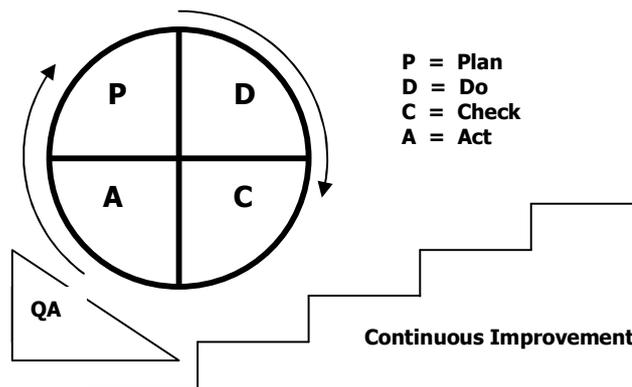
1. Recognise the **need** for change.
2. Actually **decide** to change.
3. **Plan** the change.

(Plan, Do, Check, Act)

4. **Sustain** the change.

(Standardise, Do, Check, Act)

Shewhart – Deming Wheel



Tyre = *Service Industries* **Axle** = *Manufacturing*

Successful Change

Change is successful when people:

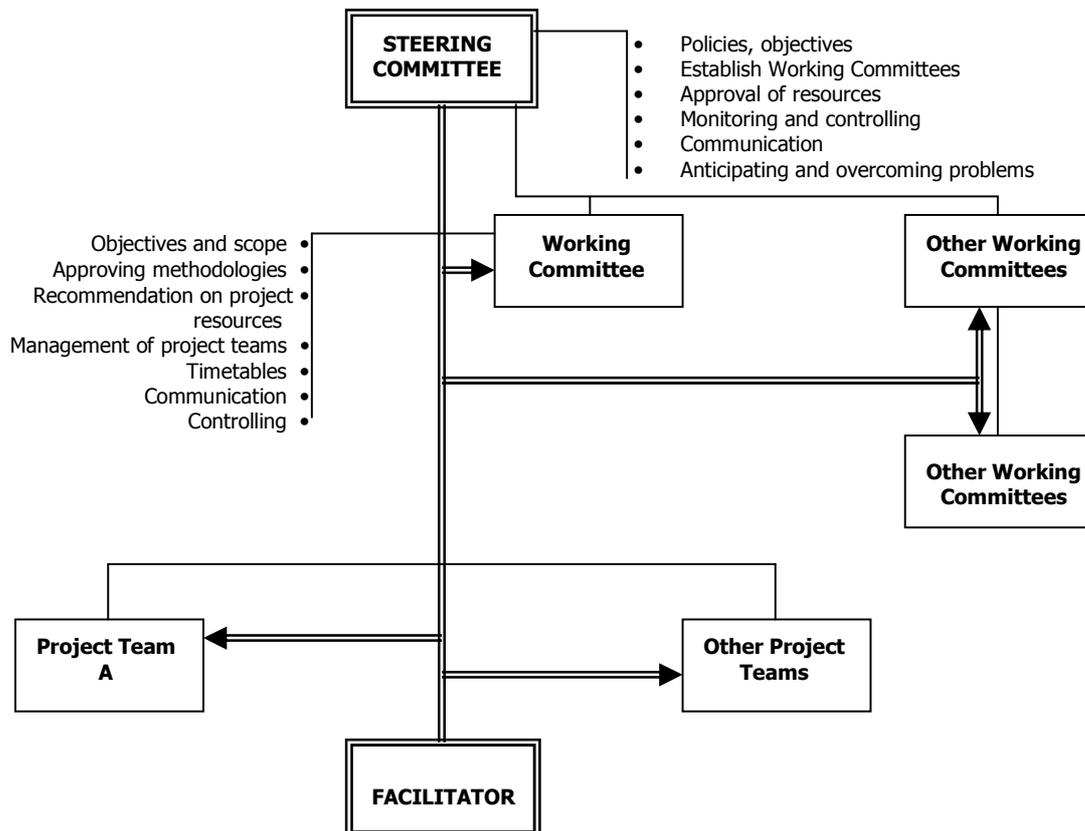
- Understand the reasons for the change.
- Understand
 - how the change will work
 - what their role in it will be
 - the anticipated consequences
- Influence the planning, implementation and control of the change.
- Trust that the initiator of change is acting in their best interests.
- See that top management genuinely supports the change and acts in the same way.
- See the benefits are worth the cost paid.
- See it as being gradual with team members becoming leaders.
- Use good communication skills.
- Encourage participation in change.
- Use pilot studies to demonstrate benefits.

CHANGE

"The dogmas of the quiet past are inadequate to the stormy present. The occasion is piled high with difficulty and we must rise to the occasion. As our case is new, so we must think anew and act anew"

Abraham Lincoln

A CHANGE ORGANISATION



Project Team Leaders

- Lead
- Help train
- Help monitor
- Participate
- Develop members

Leader Training

- Facilitator trains leaders
- Techniques
- Group dynamics and communication

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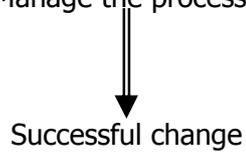
- Motivation
- Goal setting
- Leader trains members

The Consultation Phases

- 1. Initiate contact and make appropriate entry**
 - Who takes the initiative for the first contact?
 - What are the needs and the wants?
 - Are they ready for change?
 - What is the potential for working together
- 2. Agree the assignment**
 - The outcomes or objectives
 - Who does what
 - Duration
 - Accountability
- 3. Plan thoroughly**
 - Identify problems and opportunities
 - Plan the steps, actions, documentation and evaluation
 - Plan for involvement – who and how?
- 4. Implement well**
 - Quick, visible successes
 - Client must **"own"** the change
- 5. Check regularly**
 - Regular review
 - Get feedback
 - Do not hide problems
- 6. Take quick corrective action**
 - Revise plans and actions
 - Mobilise additional resources
- 7. Pull out properly**
 - Thorough plan
 - On-going support

Steps in an Effective Change Process

1. Gather information and measure climate and culture.
2. Interpret results
3. Plan ahead
4. Prepare the soil
 - Customer focus
 - Participation
 - Support
5. Establish objectives and set principles
6. Develop strategy to implement change
7. Participate via teamwork
8. Manage the process



TEAMWORK Lost at Sea

A Consensus-Seeking Task*

GOALS

- To teach the effectiveness of consensus-seeking behaviour in task groups through comparative experiences with both individual decision making and group decision making.
- To explore the concept of synergy in reference to the outcomes of group decision making.

GROUP SIZE

- Five to twelve participants. Several groups may be directed simultaneously. (Synergistic outcomes are more likely to be achieved by smaller groups, eg, five to seven participants).

TIME REQUIRED

- Approximately one hour

MATERIALS

- Pencils
- Two copies of the *Lost at Sea* Individual Worksheet for each participant.
- A copy of the *Lost at Sea* Group Worksheet for each subgroup.
- A copy of the *Lost at Sea* Answer and Rationale Sheet for each participant.
- Newsprint and felt-tipped markers

PHYSICAL SETTING

- Lapboards or desk chairs are best for privacy in individual work. Tables may be used but the dynamics involved are likely to be different.

LOST AT SEA

Individual Worksheet

Name:	Group:
<p><i>Instructions</i></p> <p>You are adrift on a private yacht in the South Pacific. As a consequence of a fire of unknown origin, much of the yacht and its contents have been destroyed. The yacht is now slowly sinking. Your location is unclear because of the destruction of critical navigational equipment and because you and the crew were distracted trying to bring the fire under control. Your best estimate is that you are approximately two thousand kilometres south-southwest of the nearest land.</p> <p>Below is a list of fifteen items that are intact and undamaged after the fire. In addition to these articles, you have a serviceable, rubber life raft with oars large enough to carry yourself, the crew and all the items listed below. The total contents of all survivors pockets are a packet of cigarettes, several books of matches and five, five dollar notes.</p> <p>Your task is to rank the fifteen items below in terms of their importance to your survival. Place the number 1 by the most important item, the number 2 by the second most important and so on through number 15, the least important.</p>	
	Sextant
	Shaving mirror
	Twenty five litre can of water
	Mosquito netting
	One case of Australian Army food rations
	Maps of the Pacific Ocean
	Sea cushion (flotation device approved by the Coast Guard)
	Ten litre can of oil-petrol mixture
	Small transistor radio
	Shark repellent
	Ten square metres of opaque plastic
	Two litres of 160 proof Puerto Rican rum
	Eight metres of nylon rope
	Two boxes of chocolate bars
	Fishing kit

LOST AT SEA

Group Worksheet

Name:	
<i>Instructions</i>	
<p>This is an exercise in group decision making. Your group is to employ the group consensus method in reaching its decision. This means that the prediction for each of the fifteen survival items must be agreed upon by each group member before it becomes a part of the group decision. Consensus is difficult to reach. Therefore, not every ranking will meet with everyone's complete approval. As a group, try to make each ranking one with which all group members can at least partially agree. Here are some guides to use in reaching consensus.</p>	
<ol style="list-style-type: none"> 1. Avoid arguing for your own individual judgements. Approach the task on the basis of logic. 2. Avoid changing your mind if it is only to reach agreement and avoid conflict. Support only solutions with which you are able to agree at least somewhat. 3. Avoid "<i>conflict-reducing</i>" techniques such as majority voting, averaging, or trading in reaching your decision. 4. View differences of opinion as a help rather than a hindrance in decision making. 	
	Sextant
	Shaving mirror
	Twenty five litre can of water
	Mosquito netting
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TEAMS

Introduction

To compete in a global economy, Australia must tap the resources of a **team**. Mobilising human resources strengthens results in all areas of a company. The team concept is about strengthening participation by all organisation members – **vertically and horizontally**.

Computer power has now eliminated the need to send information up vertical funnels. Team performance depends largely on

LEADERSHIP And TEAM CULTURE

Teamwork results in synergy.

Using the "*Lost at Sea*" type of team building exercise, a team can lift its performance above the **best** individual team member if;

- The team can use open and candid discussion
- Each member can contribute to understanding the data and logic
- The discussion can be led to a decision by correct leadership.

Teamwork and cooperation is more than a group activity – it is also one to one. The team leader bears the ultimate responsibility for its success.

The measurements of team success are:

- Quality and productivity of process and output improved
- Individual team satisfaction and harmony
- Creative and innovative synergy.

Culture

Includes:

- Traditional
- Precedents
- Long established practices
- Customary problem solving techniques

People Characteristics

Due to

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- Inheritance
- environment

The interaction of a person and his contacts may be translated into a dialogue between **inheritance** and **environment**.

Behavioural Characteristics

People behave in a manner expected of them ie,

- sparklers!
- dunces!

First Elements (family, school)

- Security
- Integrity
- Trust
- Initiative
- Industry
- Autonomy
- Sharing

The Australian Soldier

- Patriotic
- When well led can fight as well as anyone – his keenness and performance is related to **leadership**.
- Resourceful
- Imaginative
- Has integrity, sense of humour, honour and pride.
- Most loyal to his own group – this loyalty is **a great strength**
- Tries to outwit leader; therefore leader **must have a sense of humour**.
- Australians have a very high ability to ferret out the truth. This same ability enables them to spot poor or dishonest leaders quickly. Therefore, first impressions are important.

Skills Needed in the Team (Aside from experience and personality)

- Analysing
- Reasoning
- Synthesising
- Holistic thinking
- Valuing
- Intuition

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- Memory
- Creativity
- Numeracy
- Literacy

Teamwork

Cricket

- A team game
- Intense individual duels
- Personal interest often conflicts with team goals
- Drive and personal success is vital to team
- Captain's job to coax a happy blend of self achievement, team achievement.
- Individuals must express themselves in team's interest.

Team Performance (Indices for Measurement)

- Morale (state of mind)
- Goals
- Cohesion
- Feedback
- Critique
- Objectives
- Structure
- Satisfaction

A SUMMARY OF TYPES A, B AND C PEOPLE

First Analysis

Type	A	B	C
Commitment	Positive feedback aiding security	Appreciates HR only	Guided by fear
Quality	Are a reflection of what CEO expects	Lip service to real quality issues	High quality emphasised – methods not important
Team Spirit	Encouraged to be loyal	Warm and friendly but not committed	Members worried about self preservation
Meetings	Concerned with people, process output	Concentrated on personal concerns	Top down approach
Objectives	Accepted positively	Too much concern on what members think rather than output	Considered final
Innovation	Positive attitude	Good support	Innovation resisted
Productivity	High	Valuable	Variable
Directions	Boss determines activities	Suggestions made	Come from boss
Communication	Members told what to do but in a way to encourage agreement	Discussion of work can be incidental	On a need to know basis
Job Descriptions	Outlined by boss	Members encouraged to interpret job descriptions as they please	Formalised
Conflict	Harmony – members thanked for different views	Harmony	Disagreement
Delegation	High degree of autonomy depending on performance	On the basis of preference not competence	Little delegation
Performance Appraisals	Appraise and admonishment	Complimentary, ignores problems	Concentrate on weaknesses not achievements
Process	High appreciation of process	Little regard for method	Appreciates rigid method
Willingness to learn	High	Can be high in people areas	Can be high in technical areas

TEAM BUILDING

Participation in Teamwork

- Critique not criticism;
- Handle conflict in a **constructive manner**;
- Candour and openness need time to develop;
- Experience based learning is more effective than reading or being lectured to.

Leader's Core Responsibility

- Achieving goal (task);
- Developing team and individual;
- Building and maintenance;

Teamwork is the product of good leadership

Leadership Functions

- Planning
- Controlling
- Initiating
- Managing
- Informing
- Regulating
- Evaluating
- Supporting

Leadership (Army)

The art (skill in performance) and therefore science (something that can be learned) of consistently influencing and directing people in tasks in such ways as to obtain their willingness, obedience, confidence, respect, loyalty, cooperation and trust in the manner desired by the leader.

GOAL = A Team of Stars

Process



Probability of Success Each Stage	Probability of Success of Total Process
0.95	(0.95)(0.95)(0.95)(0.95)
0.90	(0.90)(0.90)(0.90)(0.90)
0.80	(0.80)(0.80)(0.80)(0.80)
0.70	(0.70)(0.70)(0.70)(0.70)
0.50	(0.50)(0.50)(0.50)(0.50)

LEADERSHIP

Teamwork is a result of a good leader

Characteristics of a Good Leader	Outcome
<ul style="list-style-type: none"> • Exhibits trust in team 	<ul style="list-style-type: none"> • Team trusts
<ul style="list-style-type: none"> • Leads by example 	<ul style="list-style-type: none"> • Team follows example
<ul style="list-style-type: none"> • Able to represent the team to the organisation 	<ul style="list-style-type: none"> • Followers committed
<ul style="list-style-type: none"> • Shows integrity 	<ul style="list-style-type: none"> • People willing
<ul style="list-style-type: none"> • Generates good leaders 	<ul style="list-style-type: none"> • Trusted by followers
<ul style="list-style-type: none"> • Creates awareness 	<ul style="list-style-type: none"> • People respect
<ul style="list-style-type: none"> • Intelligence matching needs 	<ul style="list-style-type: none"> • Respect

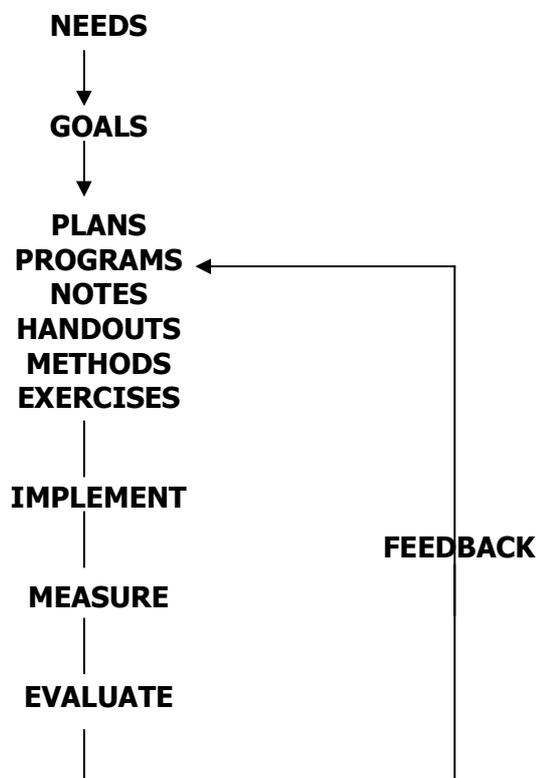
COPING WITH CONFLICT

- First Strategy** • **Depersonalise** the issue so that differences in ideas or policies become central.
- Second Strategy** • Bring issues into open and explore option
- Third Strategy** • Compromise
- Share

PERTINENT PROVERBS

- Praise is pleasant
- Praise a fool and you water his folly
- I praise loudly – I blame softly
- Too much praise is a burden
- An honest man is hurt by praise unjustly bestowed
- Be sparing in praise but more so in blaming
- Nobody's perfect but a team can be

TRAINING AND DEVELOPMENT



INDUSTRIAL RELATIONS

Needs

Management By:

- Cooperation not confrontation
- Employee involvement
- Communication

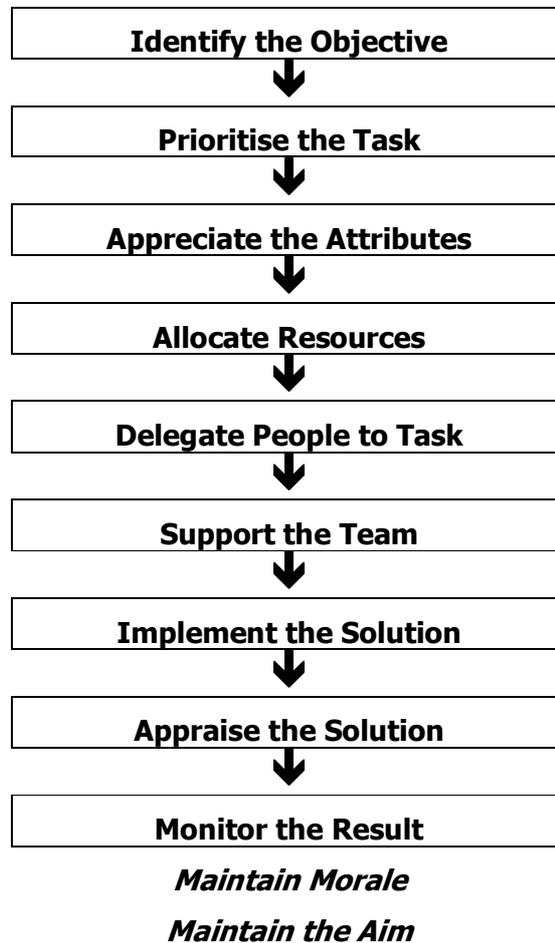
Trends:

- Ownership
- Teams

Performance Targets (People)

- Turnover
- Absenteeism
- Training
- Cultural
- Attitudinal
- Multi Skilling
- Programs/Plan

THE PROCESS FLOWCHART



The Facilitator's Process

1. Identify the Objective

- Create the vision
- Define what has to be done
- Preliminary planning Collect information about the objective

2. Prioritise the Tasks

- Break objective down if possible
- Logically set out sequence of work
- Identify needs to sub-group (if necessary)

- Collate information on the objectives

3. Appreciate Attributes

- Full familiarisation of assets (materials, machines methods, people)
- Work on best case examples
- Plan for worst case

4. Allocate Resources

- Ask yourself, what tools are at the team's disposal?
- Provide necessary items for the job
- Facilitate the acquisition of items if necessary

5. Delegate People to Task

- Brief the team on all relevant information
- Make sure members fully understand their tasks
- Provide the picture
- Select "*specialists*"

6. Support the Team

- Make sure delegated members have carried out their own appreciation
- Maintain team standards
- Support through direction if necessary
- Contribute to task
- Encouragement

7. Implement the solution

- Advise those people concerned of new procedures
- Make them feel a part of the new process
- Implement with care

8. Appraise Finished Work

- Summarise contributions
- Critique performance

9. Monitor Result

- Provide feedback
- Adjustments as required

- Celebrate achievement

LEADERSHIP

The Definition of Leadership

Leadership is the art of consistently influencing and directing men and women in activities in such a way as to obtain their willingness, obedience, respect, confidence and loyal cooperation in a manner desired by the leader – to achieve a predetermined objective.

It involves:

- Willingness to follow
- Obedience and confidence
- Clear vision
- Direction
- Respect

It is now believed that leaders are developed, not born and that leadership is a subject that can be learned. Potential leaders must develop three key attributes:

- **Skills** (manual, mental)
- **Ability**
- **Personality**

Because everyone of us possesses certain measures of these attributes, it can be assumed that everyone possesses some capability to lead.

Leaders and their Attributes

Skills

Two types:

Theoretical skill is direction and reasoning through known facts.

eg: A chemist searching for a cure in a laboratory

Practical skill is one which can be manually demonstrated.

eg: A supervisor demonstrating start-up procedure to an apprentice at the machine.

An effective leadership task is to provide a balance between the two skills to complete the job at hand.

Ability

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Potential leaders must recognise that proficiency is a result of confidence in their own ability – which is developed through:

- Experience
- Practice
- Attitudes/values

The most important aid to having confidence in your own ability is to know your

****LIMITATIONS****

Personality

Leadership should be an extension of personality. Our personality gives us our individualism. There is not just one type of personality suited to the development of a good leader.

The personality of a leader is one which is adaptable to an ever-changing environment.

- **Leadership is a function of personality**
- **Maintain individualism**
- **Adaptability** (not changing)

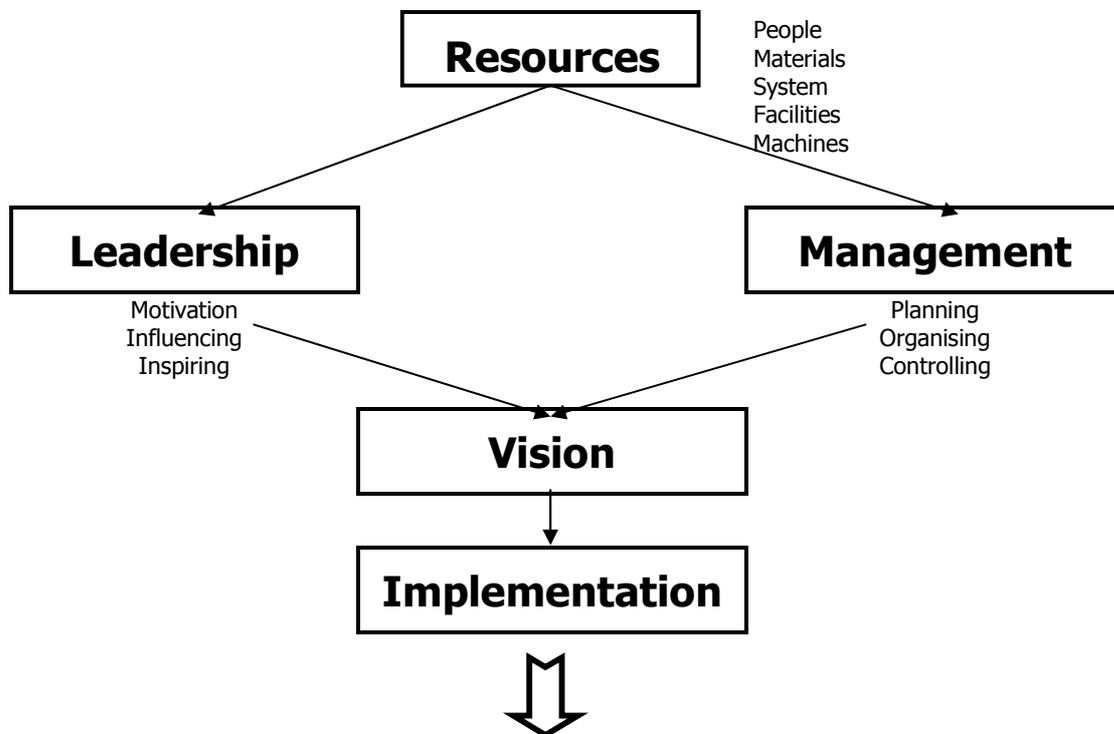
Five Core Elements of Successful Business Leaders

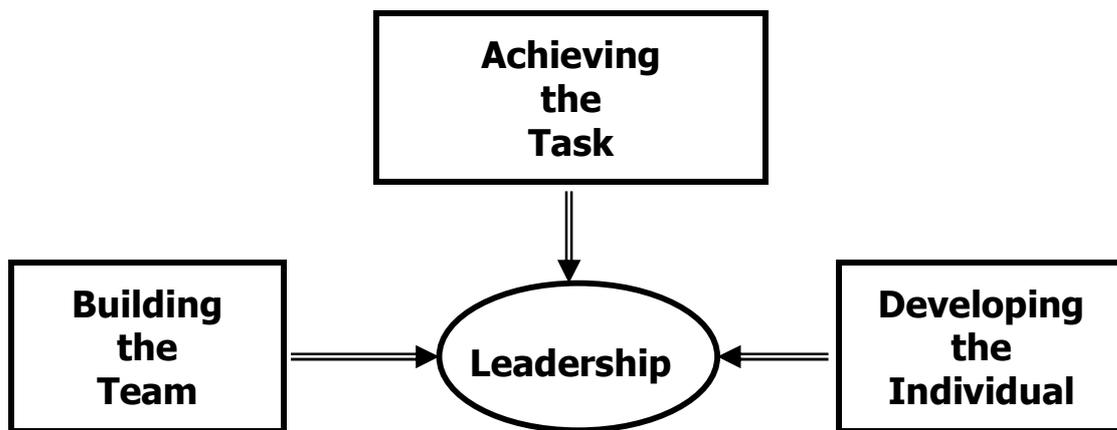
(Bennis and Nanus [1985])

Good leaders have:

- Vision
- Excellent communication skills
- Total trust in subordinates
- Good self management skills with well defined values and beliefs
- An ability to "*walk the tightrope*" with success. (Focused objectives pursued strongly despite obstacles) (The "*Wallender Factor*")

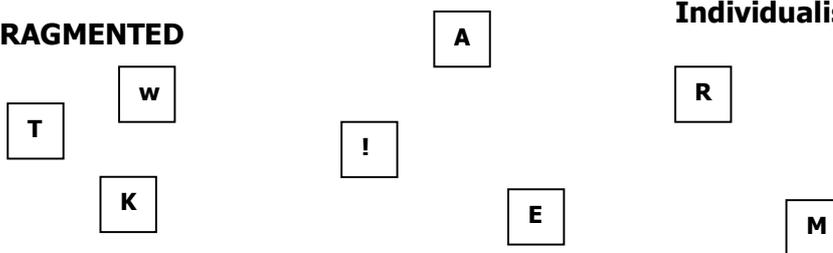
The Relationship Between Leadership and Management





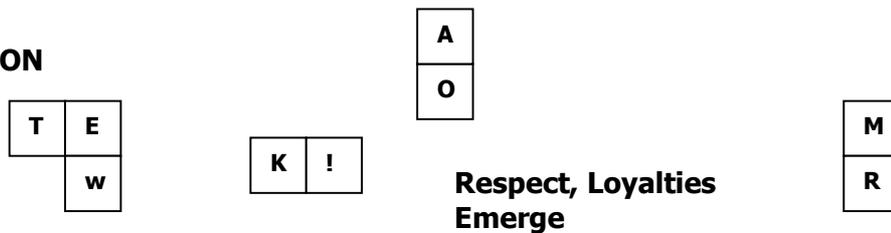
Developing the Team

FRAGMENTED



**Attitudes, Personalities,
Individualistic Values**

FUSION



**Respect, Loyalties
Emerge**

VISION

T	E	A
M	W	O
R	K	!

**Identity, Trust,
Cohesiveness**

Synergy

Synergy is a standard of performance that a team aims to attain. It is the extension of ideas, personality, intelligence, efficiency and effectiveness beyond the normal capabilities of the individuals in a group.

The result exceeds the sum of individual contributions.

eg **1 + 1 = 3**

It can only be achieved if:

- A clear vision is provided.
- The team members respect the contributions of others in their attempt to achieve the vision.
- The team is guided by a strong leader guiding the team towards the vision.
- Everyone thinks positively and has a will to achieve the vision set (pro-activity).

Ten Key Factors Determining Good Business Leadership

1. The CEO must be visible, active and committed.
2. The enterprise must have a vision and be dedicated in its pursuit.
3. The vision must be communicated and practised at all levels.
4. Leadership from all levels in the enterprise must be encouraged.
5. Allow all people to achieve their goals as the company its goals.
6. Always lead toward achieving customer satisfaction through quality as the number 1 objective.
7. Create long term leadership plans and communicate them.
8. Lead all staff in a clear, logical, highly motivated and positive way using:

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- Data
 - Accurate systems and processes
 - Continuing training and education
 - Preventive not corrective action
 - Continuous improvement
 - Quality assurance
9. Encourage continuous long term relationships with staff and suppliers and customers and be honest, trustworthy and treat all people as equals.
 10. Focus on the **long term**.

Change Leadership

1. There is not a single pattern of abilities and personality traits characteristic of all leaders.
2. The skills and attitudes essential for leadership can be **learned**.
3. Leadership is a relationship, a relationship brought about by characteristics of:
 - Leaders
 - Followers
 - The organisation
 - The social, economic and political milieu.
4. Managers must find a way to persuade people that leadership **at any level** is a precious thing.
5. Staff leadership (eg staff specialist) is just as important to the enterprise as the leadership in other areas.
6. Under Julius Caesar the Roman Empire expanded to Britain, France, Germany, Spain and extended to Asia and Africa. Julius Caesar was one of the greatest leaders of all time. Gaius Marius restructured the Roman military machine and **trained** Caesar in planning, organisation and managing. Appollonius of Rhodes **trained** Caesar to inspire and motivate troops. The result: the greatest leader of all.
7. Successful leaders:
 - Walk a tightrope
 - Have a **vision**
 - Are good communicators
 - Are good self managers
 - Are good motivators
 - Understand before seeking to be understood
 - Show trust in subordinates.

THE ADULT LEARNING PROCESS

Helping People Learn

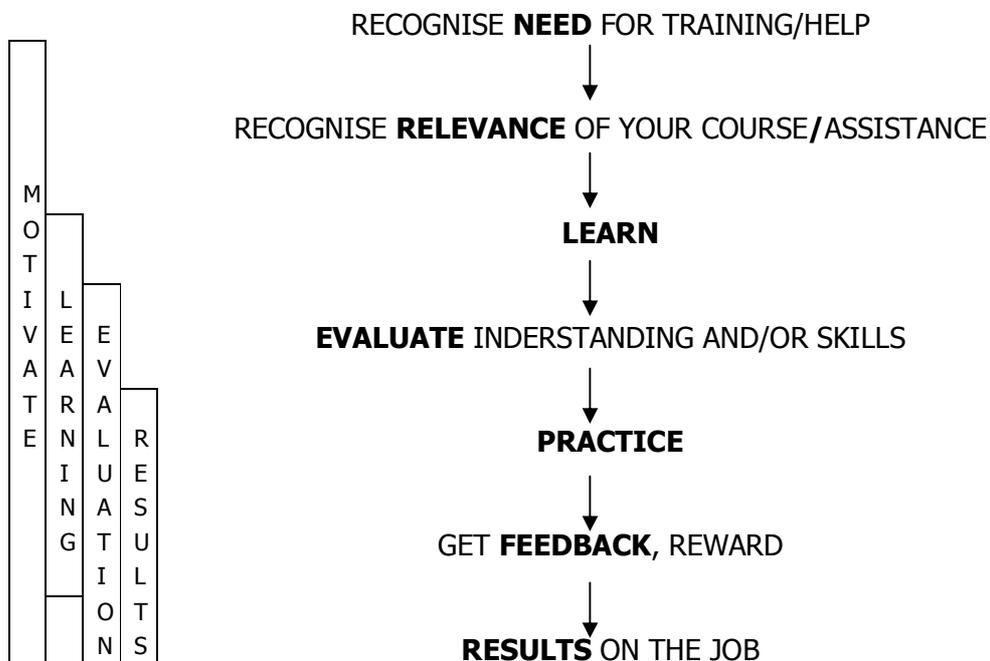
Training and teaching are commonly defined in terms of those things a trainer or teacher does; lecturing, controlling discussion, relating facts and so on. **This is the wrong focus.** Effective teaching is focused on the *needs of the learner*, so this workshop is about the **active process of helping learners learn.**

Getting learning results is the function of an effective trainer. The work is evaluated by measuring the results produced and is only effective if people actually **learn.** They learn by **doing** and being involved **not just listening.**

*"Training of individuals to perform their jobs more effectively seldom has positive impact on the organisation. The type of training I have in mind is in the area of behavioural or attitudinal change, not manual skill development. The training I am discussing does include, however **managerial skill development**, like learning to communicate more effectively interpersonally. Individual training programs which are not integrated within the context of an overall organisation improvement effort will have little if any positive impact on the organisation."*

(Malcolm Knowles [1984])

THE LEARNING PROCESS



MOTIVATION

There are two types:

Initial Motivation

- gets people started

Maintenance Motivation

- keeps them going

LEARNING

Learn by Doing

The most effective learning (ie, the longest remembered and applied) occurs when people are engaged in **doing things** which require the to **put new knowledge** to work. In other words real learning involves a **lot of practice**.

Most often, to begin to learn, people need some information however, and sometimes the only way to get the information is in some sort of briefing from you, or a discussion with you, or another expert. Usually the message will be better understood with some visual aids, pictures, charts, films, pieces of equipment, etc.

EVALUATION OF LEARNING

This usually occurs by the setting up of a 'test 'situation, it may be a question, or an exercise that tests understanding, or it may even be an exercise. The learner is usually looking for opportunities to evaluate – it keeps them focused on what they're doing and why; it motivates, provided it builds in some success. Evaluation is also important to you since it tells you whether you're succeeding in your goal of helping people learn. You also reinforce the need for results. It's important that learning evaluation is kept simple, building in small chunks towards the end goal. Practise is an important means of evaluating learning at the same time as building additional skills.

PROVIDING FEEDBACK, REWARD

People need to see the benefits of trying something new in order to change and seeing these benefits is the most powerful form of feedback. Sometimes people need assistance to see these, and want another person (particularly in a training situation) to give them *critique* or *reward*.

Critique is not criticism. It is providing feedback in order for another to improve. The focus is **improvement**, not perfection, so it needs to concentrate just on key points to achieve that improvement.

Often a simple question such as "*what would you do differently?*" after a task or exercise will generate the key points necessary to focus on improvement.

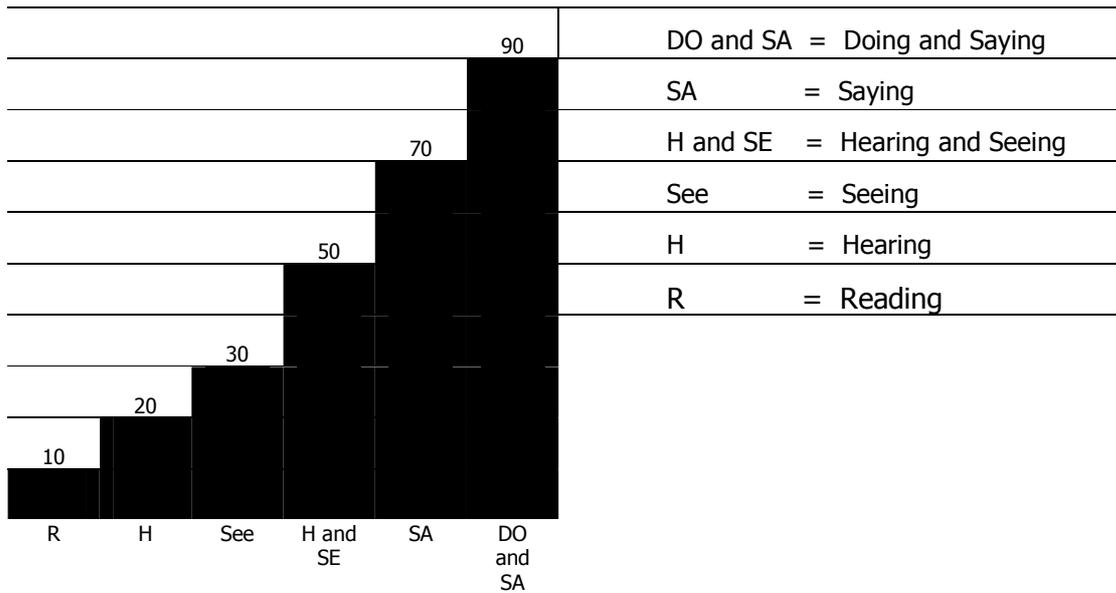
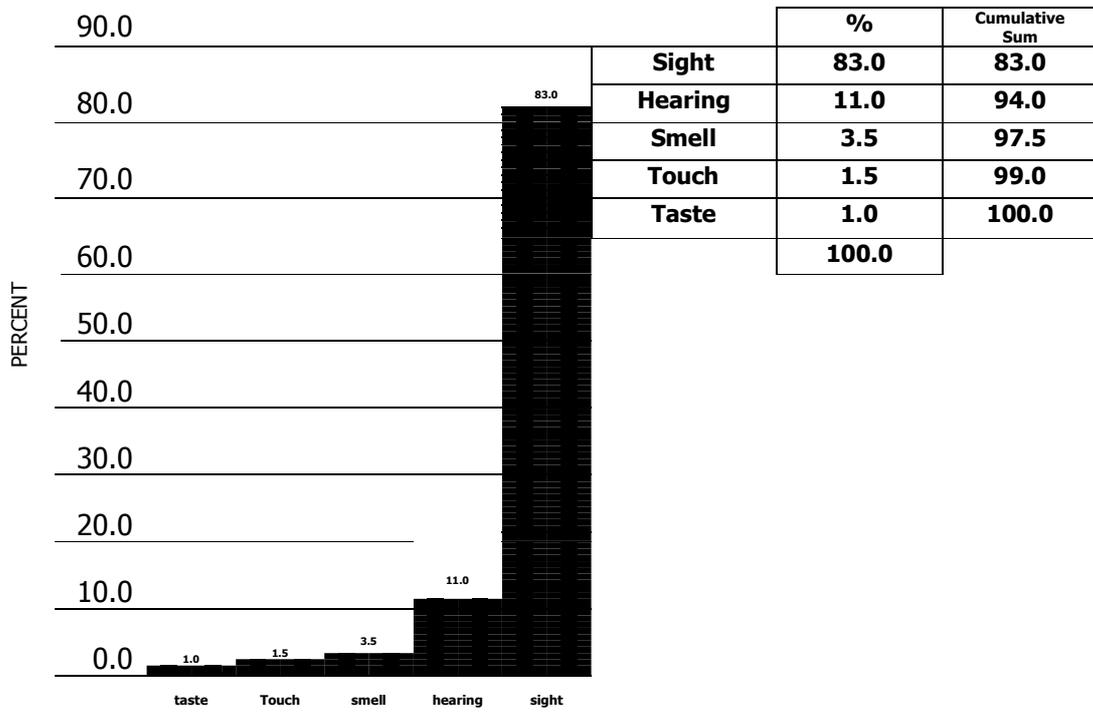
Reward If people see the need for what you teach, believe your approach is relevant, are able to apply it and get some payoff, they'll continue its use. There are at least three different kinds of reward or payoff in learning:

- **recognition** from you and others (peer recognition is most desirable)
- situational results – a **solution** to a problem that will save time, money or both, on the job

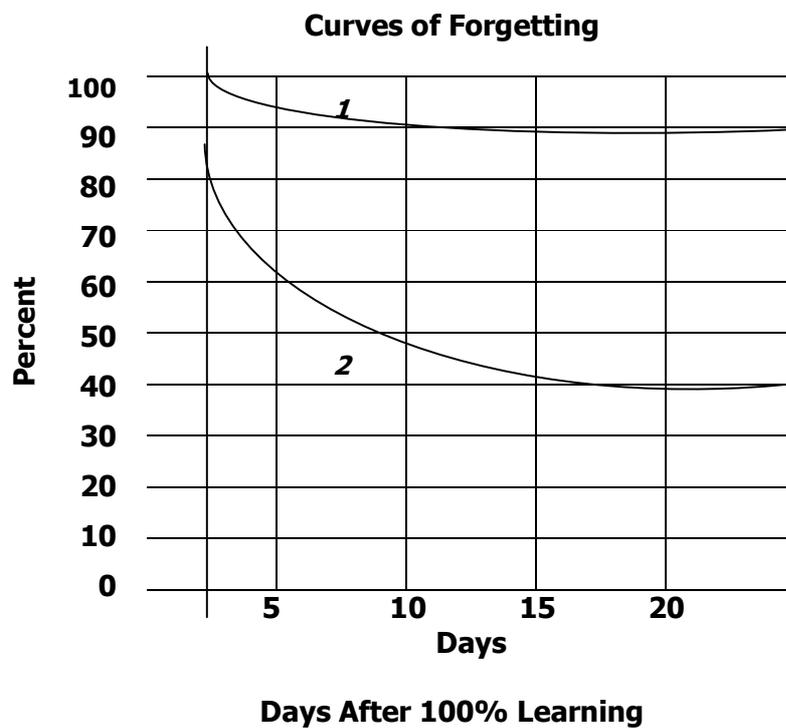
- personal payoff in the form of **satisfaction** at being able to perform a task more effectively.

COMMUNICATION

Physical Mechanisms Through Which Information is Absorbed



Doing and Saying is 9 times more effective than Reading



- | |
|-------------------------------------------|
| 1. Concepts and Principles
2. Nonsense |
|-------------------------------------------|

MAKING YOURSELF CLEARLY UNDERSTOOD

Use visual aids and careful colourful words to make words work;

- create images
- 83% of information is **visual**

Messages must be clear, logical and positive;

- people forget nonsense quickly
- positive thoughts motivate

Use visual displays conveying action;

- retention is aided by **action** and involvement

Write for results;

- define what you want and never lose sight of it

Treat reader with respect

Get attention first

Add value to words;

- an apple a day keeps the doctor away

Know how to stop;

- "Come and see me sometime" (we can discuss it further)

Use words to all as if you know them as friends;

- treat the other person as a neighbour

Say what you mean;

- **go back** you are going the **wrong way**

Get attention first;

- fly the tube
- does your baby sitter look better coming in than you do going out
- we're rich, join us
- "you are loved by me" is not the same as "I love you"
- Charlie had two places of worship: the church and the pub

ACTIVE LISTENING

"....First one to talk loses...."

INTRODUCTION

During the **listening** process the brain automatically goes through the following:

- Tunes in
- Listens for clues
- Links/compares with what is already known
- Reviews/evaluates the total message.

At each point in the process there is an opportunity for the brain to "turn off". The following eight techniques aid active listening.

ATTENDING

Attending in order to create the listening environment includes the following steps:

- First**
- Physically position yourself to listen.
 - Don't fiddle with pens etc, use good eye contact
- Second**
- Mentally prepare yourself to listen.
 - Concentrate on the subject at hand.
- Third**
- Create the right impression
- Fourth**
- Be aware of the talker's body language.

APPROPRIATE SILENCE

It is perfectly acceptable to just remain silent when a talker pauses. Although many people get nervous when there is silence, this pause will give the talker time to think and then further explain his/her thoughts.

VERBAL AND NON-VERBAL SUPPORT

Support is simply letting the other person (by a quick simple gesture) that you would like more information. There are verbal support examples and non verbal support examples.

Over 65% of communication is not verbal.

QUESTIONS

Open ended questions: seek (new) information

Closed questions: seek confirmation ("yes", "no", a choice between options in the question).

Both are useful if used appropriately.

PARAPHRASING

Paraphrasing means to reflect or bounce back the meaning of the message in the same way that a mirror bounces back light rays. This is particularly helpful in ensuring clarification and getting commitment from others.

Example: *"As I understand you, what you're saying is....."*
"Do you mean....."

Paraphrasing can be used to:

- Simply repeat the content of what was stated;
- Expose or reflect implications of what was said;
- Reflect underlying feelings.

SHARING YOUR OWN EXPERIENCES

Sharing your own experiences is not an essential step in active listening, but on occasions can be helpful. This technique lets the speaker know *"you're not alone"*, *"I've been there too and have survived"*.

EMPATHY STATEMENTS

A young girl was one hour late home from school:

Mother *"Where have you been for so long? I was worried something had happened to you".*

Young Girl *" I'm sorry I was late mother, but my friend Suzy broke her doll".*

Mother *"How nice of your to stop. Did you help her fix her doll?"*

Young Girl *"No I helped her cry".*

Often people do not want assistance in solving their problems. They only want others to **understand** what they are.

LABELLING NON VERBALS

Sometimes it is important to tell the speaker that his/her words and non verbal expressions conflict. For example, you ask someone how they are doing; they say "fine", but in a solemn, sombre tone. By labelling their non verbal reactions you may help them be more open about the inner conflict.

Body language can be more accurate than the spoken word.

BODY LANGUAGE

(After D. Morris [1968,1970,1971, 1977], A Pease [1987])

OVERVIEW

Body Language is the language that **everyone** speaks. Our bodies often express openly, feelings we're not aware of conveying. These messages most often come directly from the subconscious part of the brain. In fact, current research around the world seems to indicate that face to face human communication is only about 35% words and about 65% actions and movements. The **actions and movements have nearly twice as much influence on the messages we receive as the words.....**which is one of the reasons why television has so much more impact as an advertising medium than, say, radio.

THREE TYPES

Some body language is thought to be **instinctive**. It seems we're born with the expressions for;

- Fear
- Sadness
- Hate
- Joy

And consequently, these expressions seem to be common to all races.

Some of the language is **consciously** learned through parents and teachers, and others who taught us - to wave, cuddle, embrace, shake hands. Some developed **unconsciously** through imitating others as we grew up - shaking your finger, putting hands on hips, leaning on a wall.

KEY AREAS

In trying to interpret body language it is important to remember that some areas are more expressive than others. The main areas to watch are the:

- Eyes
- Head
- Chest and abdominal area

- Hands.

QUESTIONING TECHNIQUES

Introduction

When we think of verbal communication most of us think of speaking, or presenting an idea to someone. We often overlook the value of posing questions.

The main **benefit** of good questioning techniques is that it;

- Encourages two-way communication and therefore better understanding
- Saves time by quickly getting to the point of an issue (and time is money)

Effective questioning is something that can be learned. The main thing to remember is to think about your objective in asking a question and then make sure the type of question is appropriate to your objective.

TYPES OF QUESTIONS

- **Open**
- **Closed**

Closed questions are questions that can be answered in one or two words and generally ask for a "yes" or "no" answer. For example:

- *"Does preparing a plan come before setting objectives?"*
- *"Is the first step in problem solving to get the facts?"*

The questions generally start with "Do....?", "Are....?", "Is....?"

Some more tricky examples are:

- *"How many of you feel that closed questions are better than open questions?"*
- *"Who is tight, the controller of the sales supervisor?"*

This type of question is appropriate in 'closing' or 'confirming' situations, as the name suggests. It is an effective question style to use when checking understanding of an issue. However, it is not an effective means of eliciting new information, or of encouraging participation on a discussion.

EMOTIONAL IMPACT

In addition to matching the type of question to the objective, we must consider the emotional impact.

- Does the question **encourage** an answer?
- Is the question likely to be perceived as threatening in some way?
- Is the question poorly phrased or worded? (Put yourself in the other person's shoes)

- Is the question too complex to be put all at once? (Do I need to give some information first, or are there too many questions loaded into one?)
- Is the question likely to create mental blocks because of the audience?

Of course, we must listen to the answer

QUESTIONING TECHNIQUES

- **Decide** what information you want
- **One Question** for one idea
- **Open Questions** gather new information
- **Closed Questions** confirm/get agreement
- Ask for an **Example** to clarify
- **Paraphrase**
 - the content
 - to reflect implications
 - to reflect underlying feelings

MEETINGS AND DEALING WITH DIFFICULT PEOPLE

(After Kilpatrick [1987])

How to Run a Really Good Meeting

- Communicate purpose in advance
- Have agenda
- Agree on action at meeting (task, date)
- Hold meetings away from telephone calls
- Begin by saying "*We will spend five minutes on..., ten minutes on...*".
- Don't wait for tardy members
- Summarise group's decisions
- Keep number of people to a minimum
- Take notes – minutes
- Critique the meeting

Meetings are important, otherwise the company would miss the opportunity to capture the resources of a group.

The Enemies (personality clash)

Emphasise points of agreement, minimise differences

Solution

Emphasise points of agreement, minimise differences. Ask that personalities be left out. Draw attention back to point being made.

R713 Facilitation and Leadership

The Obstinate Participant (prejudiced)

Solution Throw his/her points to the group, have them straighten him/her out. Tell him/her time is short, that you'll be glad to discuss it with him/her later.

The Off-base Participant

Solution Take blame yourself. Say, "*Something I said must have led you off the subject; this is what we should be discussing.....*"

The Professional Griper

Solution Politely point out that we can't change policy here; problem is to operate as best we can under the present system. Or better, have a member of the group answer him/her.

The Whisperers (private conversation – could be related to subject, but it is distracting)

Solution Don't embarrass them. Call one of them by name, ask an easy question. Or repeat the last point and ask for comments

The Participant Who Is Clearly Wrong

Solution Say "*that's one way of looking at it, but how can we reconcile that with.....(state the correct point)?*"

The Argumentative Participant (Heckler – argues about every point being made)

Solution Remain calm. Agree, affirm any good points, but toss bad points to group for discussion. They will be quickly rejected. Privately try to find out what's bothering him/her, try to elicit his/her cooperation.

The Rambler (Talks about everything except the subject under discussion)

Solution At pause in his monologue, thank him/her, restate relevant points of discussion and go on.

The Eager Beaver (Show-off, don't embarrass or shut him up, you made need him later)

Solution Toss him/her a difficult question. Or say "*That's an interesting point. Let's see what the group thinks of it.*"

The Quick Reactor (Can be valuable later, but can keep others out of the discussion)

Solution Thank him/her; suggest we put others to work.

The Silent Participant (Could be shy, bored, indifferent, insecure or he just might be listening)

Solution Depends on what is causing silence. If bored or indifferent, try asking a provocative question, one you think he might be interested in. If shy, compliment when he does say something and then him direct questions from time to time.

SUMMARY

The best way to control a meeting is to prevent it from getting out of control.

This can be done by careful preparation by the leader, including the anticipation of things that might happen to cause the meeting to get out of control. Talk to potential troublemakers in advance.

MANAGEMENT PRESENTATIONS

Rules for effective presentations

- **Decide what**
- **Make it easy to understand**
- **Decide how to get the message across**

DECIDING WHAT

What do you want the person to know Be clear in your own mind about the message you are trying to convey. Can you sum it up in a sentence?

MAKING IT EASY TO UNDERSTAND

What does the person know now? Your approach must be tailored to the knowledge of your audience

Relate new ideas to what the person already knows Sort out each idea and relate to what the person knows.

Lead from the familiar to the unfamiliar Start with minor or familiar ideas and lead to major or unfamiliar ones.

Examples first and then conclusions Lead from concrete to abstract. It is better to draw conclusions from an example than to state a principle and illustrate it by example.

Don't try to say too much too quickly The number of new ideas (eg, paragraphs per page depends on the complexity or unfamiliarity

of each idea and the leaps between ideas.

A picture can sometimes be worth a thousand words

Use diagrams in preference to text where appropriate.

Use real-life examples

People can relate to them better.

Analogies

Extremely effective (ie, think of an apple and ask what colour the audience thought of).

GETTING ACROSS

Reinforce by repetition

Repeat ideas (give different examples, restate new ways for reinforcement).

Make your audience work

Try to make the reader take an active part by posing questions and then answering them or by stating problems and then give the solutions. Use their curiosity to lead them on.

When in doubt – cross it out

Ideas, words, phrases you are doubtful about probably don't your meaning clearly. Cut them out.

Use friendly audience participation

Feedback

Feedback is an important part of both the communication process and learning process; neither is complete without feedback.

More important than what we did wrong (the learning activity) is what was done well and what could be improved. We all like to be able to see some personal benefit from a situation. Focusing too heavily on what went wrong often makes people feel negative and lowers their self esteem.

Critiquing

Critiquing = balance between "+" and "-"
focus on what could be improved and how

The purpose is to get improvement, not perfection

One danger of critique type feedback is a tendency for some people to overdo the focus on weaknesses. Make sure your comments are objective and based on what you observed, heard, etc and not conclusions you draw in the process.

Where an individual appears overly sensitive to critique, one effective approach is to ask the person:

"What would you do differently if you could have that time/opportunity over again?"

Whatever approach you use, be sure to let other persons know why another approach might be better. Add your own suggestions.

Visual Aids

What are visual aids?

- Agendas
- Blackboard
- Butchers paper and felt pens
- Build up visuals (bush baby)
- Overhead projector
- Film
- Handouts
- Action lists and minutes
- Whiteboard
- Flip charts
- Physical objects
- Slides
- Video

Where should visual aids be used?

Training Rooms - Meeting Rooms - Canteens - Offices

GOLDEN RULE

Always check the location first

Some tips

- Don't talk **and** draw
- Always rehearse
- Limit your wording
- Explain graphics first, then what they mean
- Give audience variety
- Don't read visuals
- **KISS (Keep It Simple Silly)**
- Pictures/graphs are better
- Point to the visual not the projector
- One idea at a time
- ***If it can go wrong, it will!***

CONTINUOUS IMPROVEMENT

The Ongoing Process - Kaizen



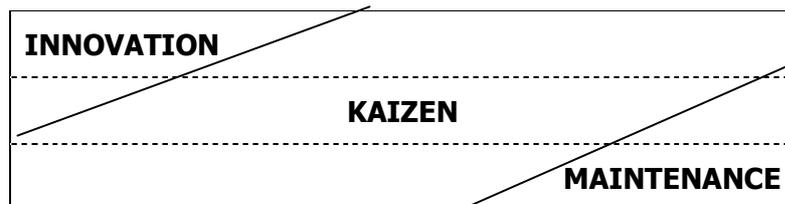
Japan versus the West

JAPAN

Top Team

Middle Management

Operations

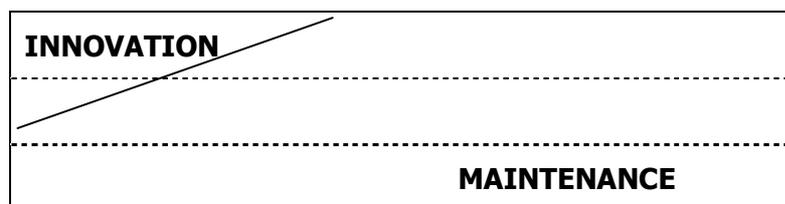


WEST

Top Team

Middle Management

Operations



A comparison of Japanese Management with Western Management

The process-oriented way of thinking bridges a gap between process and result, between ends and means and between goals and measures and helps people to see the whole picture without bias. Thus in Japan **KAIZEN** and results have been established at every level of management; between top management and division management; between middle managers and supervisors and between supervisors and workers.

When we observe the behaviour of successful managers at successful companies, we find that such managers are **process-oriented**. They ask process-oriented questions.

A process-oriented manager who takes a genuine for **KAIZEN** will be interested in:

- Discipline
- Time management
- Skill development
- Participation
- Morale
- Communication
- Lead times
- Waste elimination

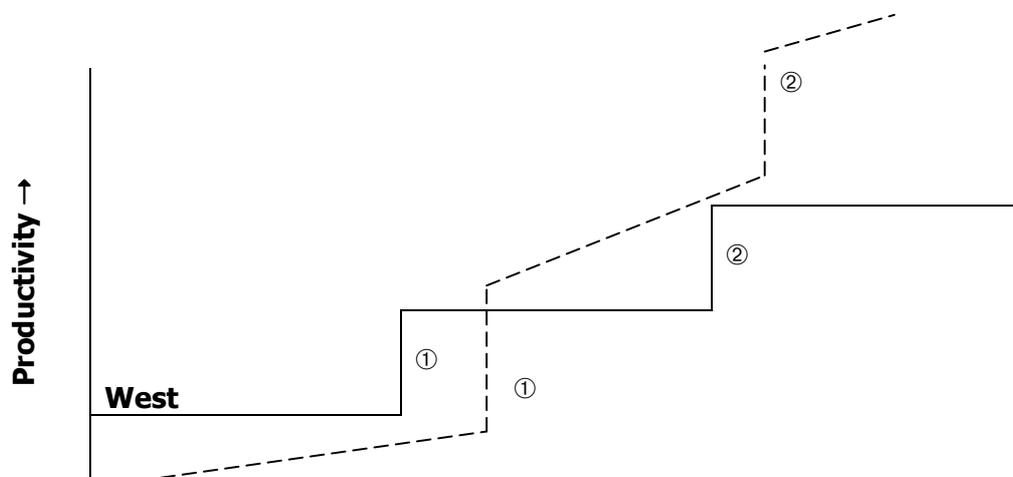
Such a manager is **people-oriented**. Such a manager is **team-oriented**.

JAPAN versus AUSTRALIA

Changes can be:

- Gradual
- Step Functions

Western management worships at the altar of innovation. This innovation is seen as major changes in the wake of technological breakthroughs, or the introduction of the latest management concepts or production techniques. Innovation is dramatic, a real attention-getter. **KAIZEN**, on the other hand is often **undramatic** and **subtle** and its results are seldom immediately visible. While **KAIZEN** is a **continuous process**, **innovation** is generally a **one-shot phenomenon**.



Kaizen

Time

- 1. Innovation 1**
- 2. Innovation 2**

**Schematic illustration of management performance in Japan and Australia
(Japan with KAIZEN)**

Cross-Functional Management

A western enterprise is organised by vertical functions, such as research and development, production, engineering, finance, sales and administrative services. Through such functional organisations, responsibilities are delegated and the profit goal pursued. An objective of TQM is greater profits and general improvements in employee education, customer satisfaction, quality assurance, cost control, volume, delivery control and new product development – in fact customer satisfaction should be No. 1.

These latter objectives may be termed cross-functional activities running horizontally through the whole organisation. Functional departments also must be involved. Cross-functional management is thus a major organisational tool to realise TQM goals.

Everyone must be involved in Quality Improvement and Customer Satisfaction.

MANAGEMENT GOALS

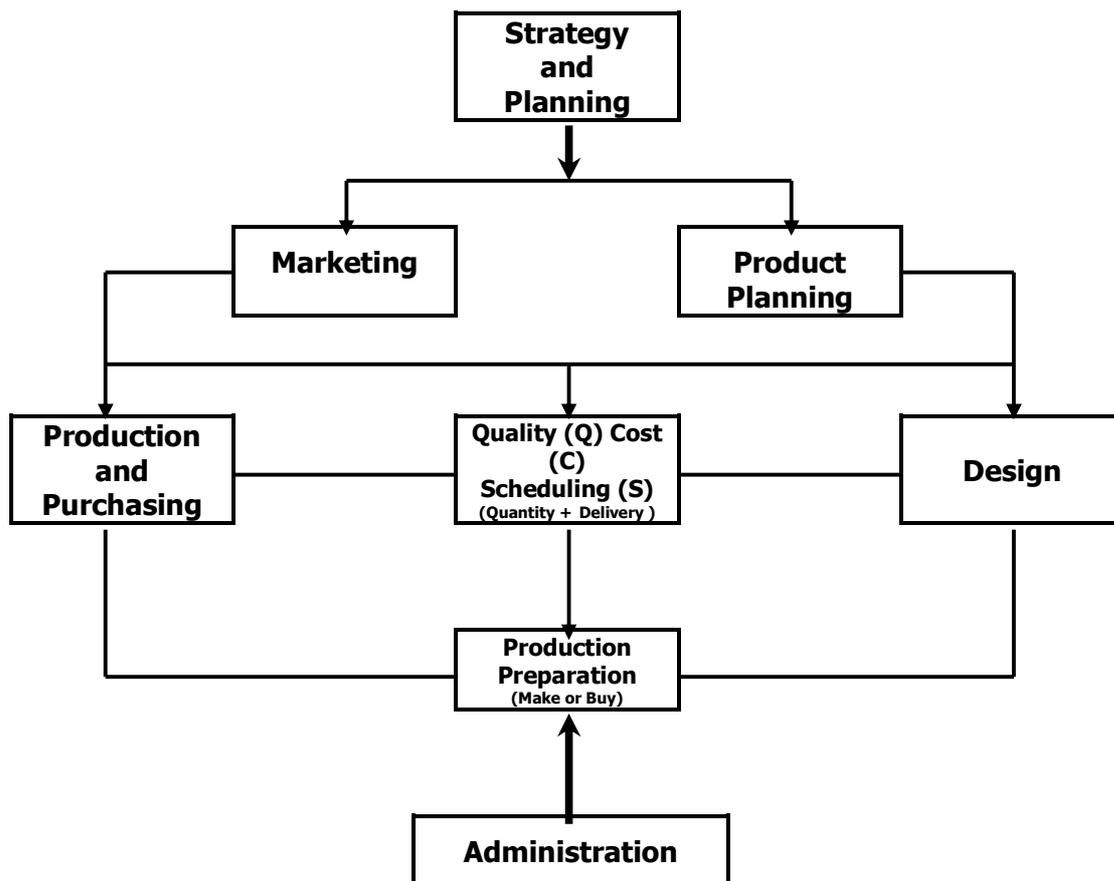
Mr. Shigeru Aoki, Managing Director of Toyota, explained Toyota's corporate philosophy as follows:

*The ultimate goal of a company is to make profits. Assuming that this is self-evident, then the next 'super-ordinate' goal of the company should be such cross-functional goals as quality, cost and scheduling (quantity and delivery). Without achieving these goals, the company will be left behind by the competition because of inferior quality and will find its profits eroded by higher costs and will be unable to deliver the products in time for the customers. **If these cross functional goals are realised, profits will follow.***

*Therefore, we should regard all the other management functions as existing to serve the three super-ordinate goals of QCS (quality, cost and scheduling). These auxiliary management functions include product planning, design, production, purchasing and marketing and they should be regarded as secondary means to achieve **QCS.***

Everyone Serves a Customer

RELATIONSHIPS BETWEEN ACTIVITIES



MANAGEMENT POLICY DEPLOYMENT

Annual goals for profit and KAIZEN in Japan are established based on the long and medium term corporate goals. Several months before top managers meet to formulate these annual goals, a preliminary process of vertical consultation is conducted between top management and division managers and between division and department managers. Information goes back and forth between the parties concerned until the details have been worked out. Needless to say the past year's performance and the yardsticks for measuring improvement are taken into consideration in formulating the new goals.

Another important aspect to be considered before new goals and measures are established each year is the list of all current problems at every business unit. The degree of success in fulfilling the previous year's goal is studied against the existing problems before the new goals are determined.

Once top management's annual goals have been determined, they are 'deployed' throughout the lower levels of management.

One of the important aspects of policy deployment is prioritisation. This is an inherent part of the application of the Pareto Principle in TQM.

Typically, the policy statement is formulated differently at various management levels.

Top Management	General statement of direction for change (qualitative)
Division Management	Definition of top management statement (quantitative)
Middle Management	Specific goals (quantitative)
Supervisors	Specific actions (quantitative)

As the goals work their way downward, top management's general policy statements are restated in increasingly specific and action-oriented goals, eventually becoming precise quantitative values. As such, policy deployment is a way for top management's to be internalised by the lower ranks.

There are several prerequisites for implementing policy deployment:

(QFD = Quality Function Deployment)

1. There must be clear-cut understanding of the role of each manager in achieving the predetermined business result target and improving the processes (KAIZEN).
2. There must be a clear-cut definition and understanding of the goals among managers of different ranks in terms of control points and check points.
3. The system of routine management (maintenance) must be well established in the company (QA).

CONCLUSIONS

1. Japanese management is characterised by continuous improvement – KAIZEN
2. KAIZEN is the driving force for TQM.

3. Dr Deming PDCA, SDCA wheels drive continual improvements.
4. Australian management can benefit greatly from implementing KAIZEN.
5. **KAIZEN** and **TQM** are probably the greatest advances in management science this century

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This manual draws heavily on the following list of published texts and papers. The fair use of any copyrighted work, including reproductions, is permissible for purposes such as criticism, consent, news reporting (including multiple use for classroom work) scholarship or research. The author believes that the work published in the manual is a fair review of the overall *'state of the art'*. To the best of the author's knowledge, the only sections where the original was not altered, developed or improved are those associated with statistical mathematical relationships including the normal distribution, poisson distribution, binomial distribution and factorial experiments. Where diagrams or figures have been reproduced from texts such as the *'Plastics Engineering Handbook'* 4th edition, due acknowledgment has been made.

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