

Group Facilitation Skills ... a workshop

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Teacher's Toolbox

September 28, 2012

Group Facilitation Skills Workshop

Introductions

Group Facilitation Skills

- Why are we here?
- What are we going to do ?
 - Future train the trainer sessions: this is a teaser!
- Is this worth my time?
 - “Cohesive Potpourri” of concepts and skills that will be reviewed in the train the trainer sessions

Group Facilitation Skills: Overview

- Introduction
- Your Experiences & Expectations
- Teaching and Facilitation
- Basic Principles of Groups
 - Safety
 - Guidelines
- Roles in Groups
- Facilitator Microskills:
 - Active Listening, Paraphrasing, Basic Empathy, Advice giving/problem solving...
- Process Skills: an introduction
- Closing

Group Facilitation Skills

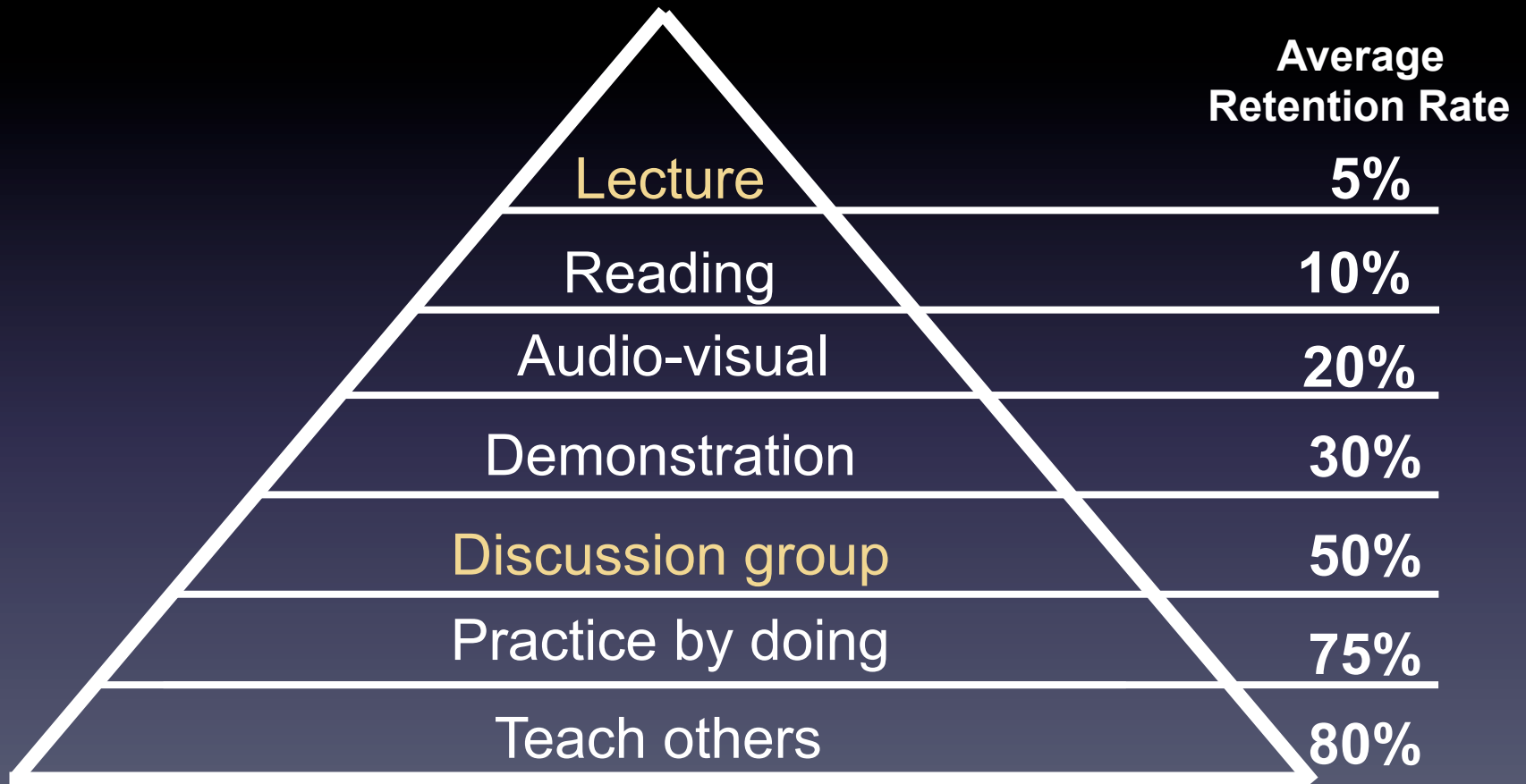
- Your past teaching experiences?
(e.g. lectures? PBL? “bedside”/office teaching)
- Why you came today/ What you hope to get from this session?

Group Facilitation Skills:

What are we doing here?

- Teaching
 - Content
 - Process
 - The Learning Pyramid

The Learning Pyramid



National Training Laboratories, Bethel, Maine, USA

Group Facilitation Skills:

What are we doing here?

- Teaching
 - Content
 - Process
 - The Learning Pyramid
 - Group Process:
 - i.e. how to optimize the learning environment ...

Satir Iceberg Metaphor



BEHAVIOUR (action, storyline)

COPING (stances)

FEELINGS (joy, excitement, anger hurt, fear, sadness)

FEELINGS ABOUT FEELINGS
(decisions about feelings)

PERCEPTIONS (beliefs, assumptions, mind-set,
subjective reality)

EXPECTATIONS (of self, of others, from others)

YEARNINGS (loved, lovable, accepted, validated,
purposeful, meaning, freedom)

SELF: I AM (life force, spirit, soul, essence)

Group Facilitation Skills:

What are we doing here?

The Challenge:

as physicians, we are often

- very task focused
- impatient with process

As a Group Facilitator

Process *is* the task...

(or, if you prefer: the task is the process)

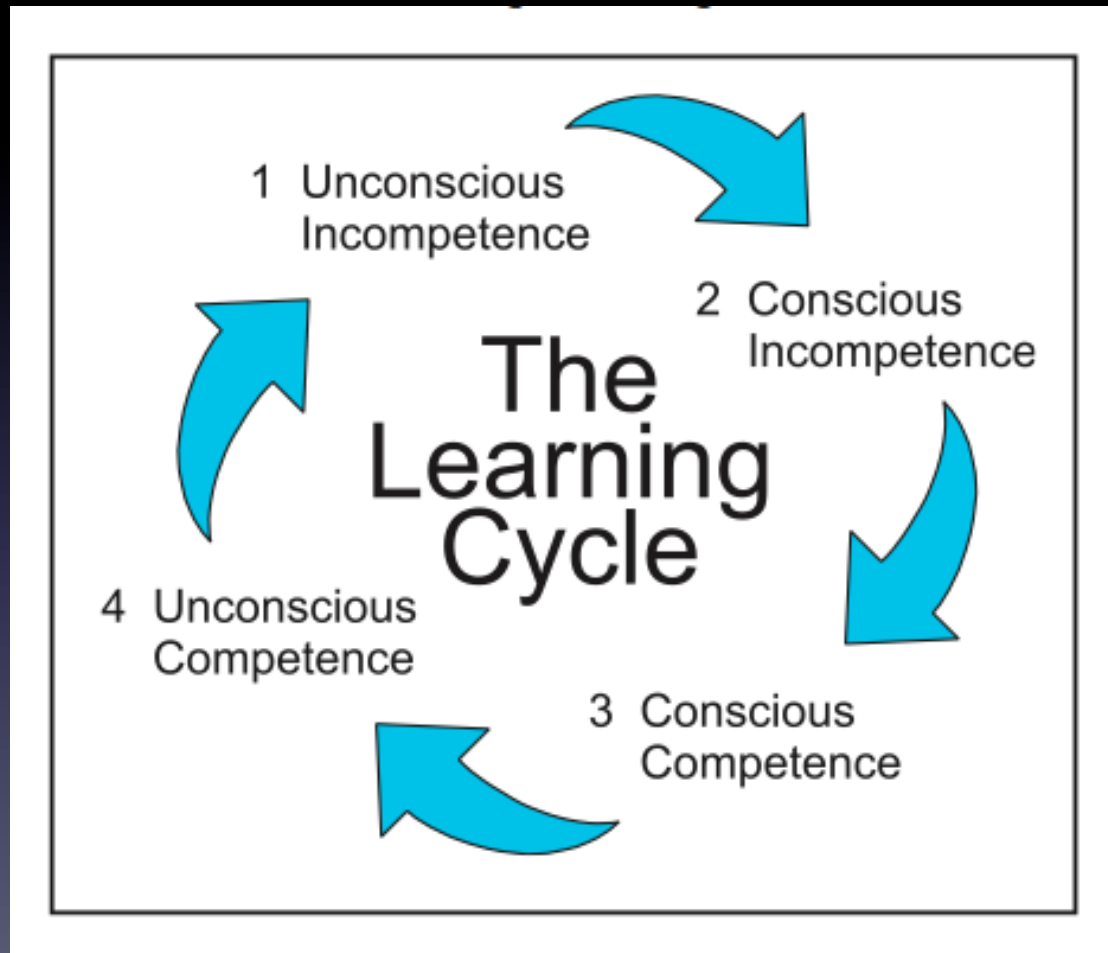
Previous Group Experiences

- What worked?
- What was challenging?

Group Facilitation: Principles

- The good news is:
 - You already know most of this
 - We've all been group members
 - You likely have much of the *tacit* knowledge
 - Today we're making things *explicit* & naming them...

... and for some of the material



Group Facilitation Skills

Facilitating & Teaching:

Commonalities ?

Differences?

Take Home Messages

- For groups to function well
 - There needs to be a leader
 - There must be:
 - Safety
 - Inclusion
 - Trust

Group Facilitation Skills: S.I.T.

Safety Inclusion Trust

- What do these mean to you?
- How do we establish it in a group?

Safety

- Recognize that there is a **range of safety**
 - much as there is a normal range for lab results
- Cannot assume it is present (or that it will be retained)
- Importance of **transparency** and **predictability**
- Consider **intent** and **impact**: may not be the same!

Safety, Inclusion, & Trust

- Norms
 - implicit
 - how the group behaves
 - norms develop over time whether you want them to or not
- Guidelines
 - explicit
 - the behaviour the group aspires to
 - mitigate the negative effects of norms

Guidelines

- ideally
 - set by the group
 - revisited regularly
- What guidelines might you suggest for any session you were facilitating?

An example of Guidelines : “CENTRE”

- Confidentiality (w/ the “usual exclusions”)
- Equal airtime
- Non-judgmental listening (i.e. withholding our judgments)
- Timeliness
- Right to pass
- Engaged (including cell phones etc.)
- + ???

Group Roles: Benne & Sheats

(1948)

Categories of group roles:

- task roles
- personal and social roles
- (dysfunctional or) individualistic roles.

Benne & Sheats: Personal & Social Roles

Each role has a “virtue”
and a “shadow”

Benne & Sheats: Personal & Social Roles

- Contribute to the positive functioning of the group
- Include:
 - **Encourager** – Affirms, supports and praises ...
 - **Harmonizer** – Conciliates differences...
 - **Compromiser** – Offers to change his or her position for the good of the group...

Personal & Social Roles

- **Gatekeeper/Expediter** – ... makes sure all members have a chance to express themselves
- **Observer/Commentator** – Provides feedback to the group about how it is functioning.../
- **Follower** – Accepts what others say and decide even though he or she has not contributed to the decision or expressed own thoughts...

Group Roles: Benne & Sheats

- ...and then there are those roles that challenge the group and the leader/facilitator

Benne & Sheats: Individualistic roles

- Disrupt group progress and weaken its cohesion.
- Include:
 - **Aggressor** – Makes personal attacks using belittling and insulting comments
 - **Blocker** – Opposes every idea or opinion that is put forward and yet refuses to make own suggestions ... The result is that the group stalls because it can't get past the resistance.

Benne & Sheats: Individualistic roles

- **Recognition Seeker** – Uses group meetings to draw personal attention to him or herself.
- **Self-confessor** – Uses the group meetings as an avenue to disclose personal feelings and issues.
- **Disrupter/Playboy or Playgirl** ...Distracts other people by telling jokes, playing pranks, or even reading unrelated material.

Benne & Sheats: Individualistic roles

- **Dominator** – Tries to control the conversation and dictate what people should be doing.
- **Help Seeker** – Actively looks for sympathy by expressing feelings of inadequacy.
- **Special Interest Pleader** – Makes suggestions based on what others would think or feel.

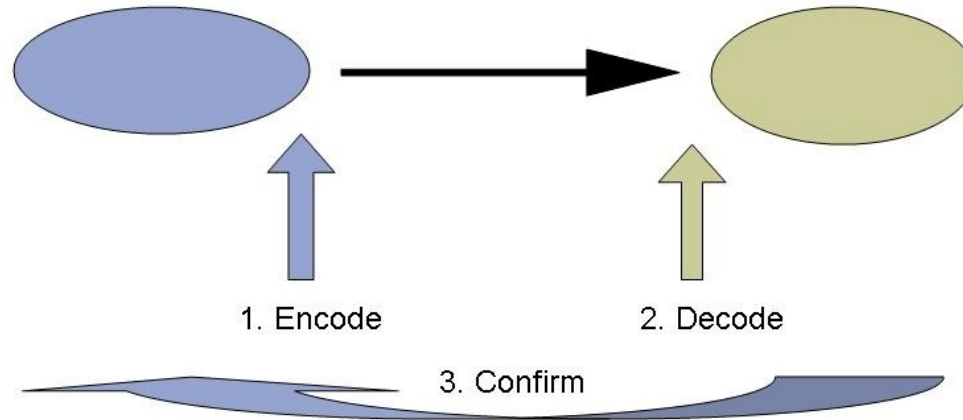
Group Facilitation Skills

- What do I do when faced with those who disrupt?
- “Diagnosis”: Consider what is happening. Go back to basics:
 - “S.I.T.”
 - The Guidelines
 - Consider group skills training...

Interpersonal Gap Model

Interpersonal Gap

The process of trying to communicate ...



Micro Skills

- Active Listening
- Paraphrasing
- Basic Empathy
- Summarizing
- Immediacy
- Linking
- Blocking
- Validating/ Normalizing
- Confronting
- Silence
- Modelling
- Advanced empathy
- Pacing
- Problem solving/Advice giving
- Psychoeducation
- Self-disclosure
- Goal setting

Microskills

Active Listening:

What does it mean to you?

Active Listening: non-verbal communication

- Sitting squarely
- Open posture & open mind(ed)
- Leaning
- Eye Contact
 - cultural issues (e.g. looking @ someone, but not directly)
- Relaxed

Microskills

Paraphrasing:

Paraphrasing vs. Parroting

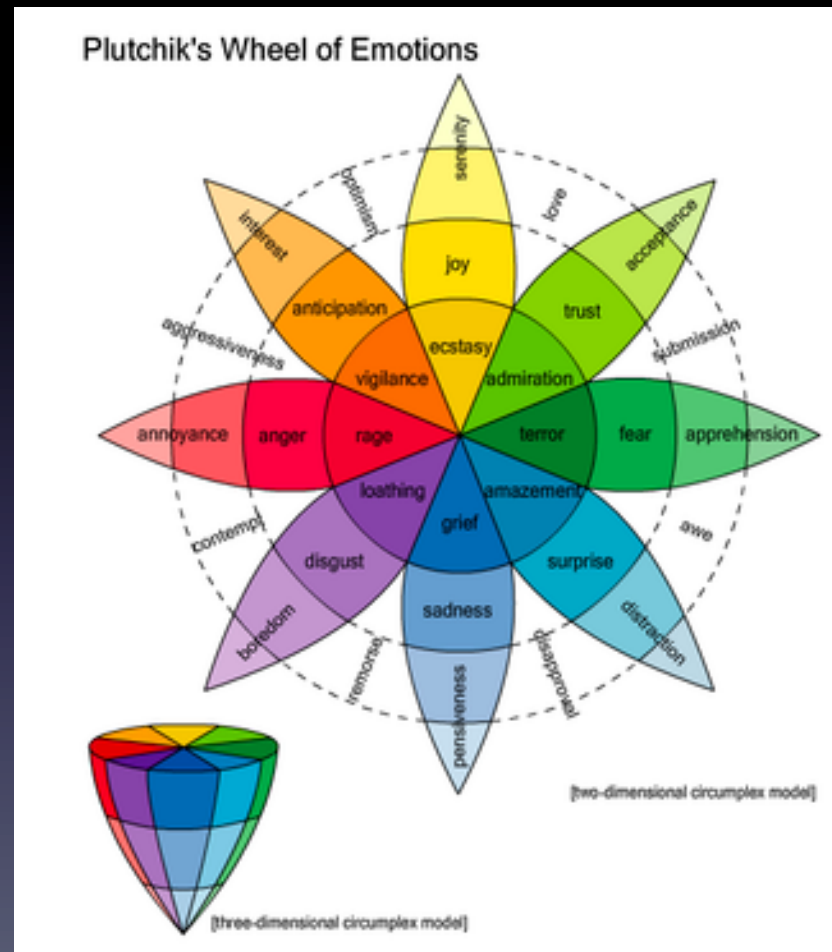
Microskills: Empathy

- Empathy vs. Sympathy
- Empathy vs. Identification
- Basic Empathy
- Advanced Empathy

Microskills: Basic Empathy

"I guess you probably
feel _____ because _____."

Empathy: language to describe emotions



Empathy: language to describe emotions

- many different classification schemes which can enhance our vocabulary re emotions
- The basics:
 - Mad
 - Sad
 - Glad

Microskills

- Empathy re
 - Emotion
 - Behaviour
 - Experience

Microskills

- Summarizing
 - Consolidation statement
 - Middle, when stuck, & (or) @ the end

Microskills

- Advice giving and problem solving
 - As physicians we are solution focused
 - Sometimes the task is to listen, rather than try to “fix it”

Micro Skills

Practice

“Case” Description

A group can be as small
as two...

Group Facilitation Skills

Debriefing

Process Skills

- Self-awareness/mindfulness
- Transference/countertransference
- Presence/"attending"
- Informed consent
- Teaching as a response to difficult emotions
- Speaking *to* the experience not *about* the experience

Process Skills

Discussion

Group Facilitation Skills: Closing

What I will take
from this session is...

Feedback

- At the beginning we asked
 - Why are we here?
 - What are we going to do ?
 - “Cohesive Potpourri” of concepts and skills
 - Is this worth my time?
- Feedback...
 - this session
 - follow -up sessions including Train- the- Trainer?

Additional Slides

Tuckman Model

(1965)

- Forming
- Storming
- Norming
- Performing
- Adjourning/Mourning (Tuckman & Jensen, 1977)

Task Roles: getting the work done

- **Initiator/Contributor** – Proposes original ideas or different ways of approaching group problems or goals. This role initiates discussions and move groups into new areas of exploration.
- **Information Seeker** – Requests clarification of comments in terms of their factual adequacy. Seeks expert information or facts relevant to the problem. Determines what information is missing and needs to be found before moving forward.
- **Information Giver** – Provides factual information to the group. Is seen as an authority on the subject and relates own experience when relevant.

Benne & Sheats: Task Roles

- **Opinion Seeker** – Asks for clarification of the values, attitudes, and opinions of group members. Checks to make sure different perspectives are given.
- **Opinion Giver** – Expresses his or her own opinions and beliefs about the subject being discussed. Often states opinions in terms of what the group "should" do.
- **Elaborator** – Takes other people's initial ideas and builds on them with examples, relevant facts and data. Also looks at the consequences of proposed ideas and actions.

Benne & Sheats: Task Roles

- **Co-ordinator** – Identifies and explains the relationships between ideas. May pull together a few different ideas and make them cohesive.
- **Orienter** – Reviews and clarifies the group's position. Provides a summary of what has been accomplished, notes where the group has veered off course, and suggests how to get back on target.
- **Evaluator/Critic** – Evaluates proposals against a predetermined or objective standard. Assesses the reasonableness of a proposal and looks at whether it is fact-based and manageable as a solution.

Benne & Sheats: Task Roles

- **Energizer** – Concentrates the group's energy on forward movement. Challenges and stimulates the group to take further action.
- **Procedural Technician** – Facilitates group discussion by taking care of logistical concerns like where meetings are to take place and what supplies are needed for each meeting
- **Recorder** – Acts as the secretary or minute-keeper. Records ideas and keeps track of what goes on at each meeting.