

FACILITATION SKILLS FOR KNOWLEDGE MANAGEMENT

Use your listening and coaching skills to
help people achieve their best

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What did you enjoy about today?

Being able to offload my problems

Talking about our issues and really being listened to

Having a plan - something I know I can do

Hearing other people's experiences

Finding out what other people do and how we can work together

Feeling safe enough to discuss issues that are important to me



Objectives

Action Learning

- Understand the principles of action learning sets

Critical Thinking

- Discover the power of questions to promote thinking and explore problems

Appreciative Inquiry

- Identifying strengths to move towards self-determined goals

Exercise

Trauma

Trivia

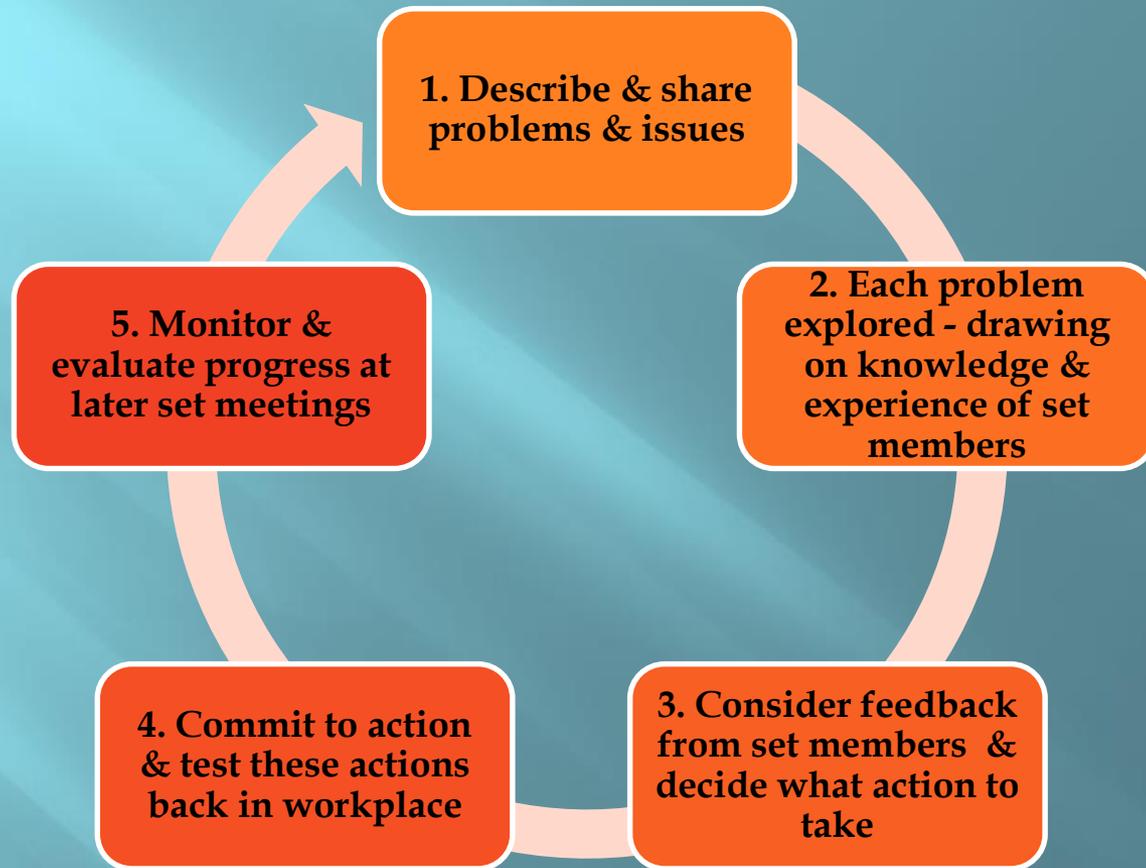
Triumph

On your table, take turns to describe something that has happened to you recently in each of these categories

15 minutes

Action Learning involves..

- ▣ A facilitated group of people
- ▣ Meeting regularly over agreed period of time
- ▣ Sharing real issues, problems or dilemmas
- ▣ Supporting each other
- ▣ Questioning and challenging each other
- ▣ Identifying and implementing action points
- ▣ Reflecting on both **learning** and **action**



Learning set process

Key intention for facilitating action learning

**Enabling participants to solve their own
problems and issues – and**

To LEARN from doing that

NOT

**Giving them your answers or solving problems
for them**

Roles – set facilitator

- ▶ **Helping establish a climate for learning & development**
- ▶ **Helping set members to focus on appropriate issues or projects**
- ▶ **Highlighting learning opportunities**
- ▶ **Focusing on the process of set working**
- ▶ **Managing the timetable & agenda**
- ▶ **Helping set members develop skills for self-facilitation**

Working together – guidelines

- ▣ **Confidentiality**
- ▣ **Really listen to each other**
- ▣ **Take responsibility for own learning**
- ▣ **Share time equally**
- ▣ **Bring issues about the set – to the set**
- ▣ **Be respectful of difference**

Socratic questions

"I cannot teach anybody anything – I can only make them think" - Socrates

Clarify:

Could you explain further
How does this relate to...
Can you give me an example

Challenge assumptions:

What else could we assume
How can you verify or disprove that assumption
What exceptions are there to this

Probe rationale, reasons, evidence:

Why is that happening
How do you know this
What evidence is there for this

Alternative viewpoints:

What alternative ways of looking at this are there
Why is it better than...
What are the strengths and weaknesses of...

Probe consequences:

What are the implications of...
What effect would that have
How does this fit with what we learned before

Question the question:

Why is this question important
Why do you think I asked this question
What else might I ask
What does that mean

Appreciative Inquiry

“The more positive the question, the greater and longer-lasting the change”

- Appreciate “What is”
- Imagine “What Might Be”
- Determine “What Should Be”
- Create “What Will Be”

AI Questions

What inspires me to work in the NHS or this service?

What motivates me to give my best in this service?

If I was a customer of this service what would my expectations be?

What does a great day at work look like / feel like?

What do we need to do more of?

What do we need to do less of?

Exercise – facilitating a discussion

- ▣ In groups of four or five
- ▣ Choose a facilitator
- ▣ Choose a speaker
- ▣ Speaker explains the issue (5 mins)
- ▣ Facilitator invites questions and discussion. Focus on:
 - asking open questions which explore a wide exploration of possibilities and reflection
 - Helping reach an actionable conclusion.

Timings:

Speaker explains (5 mins) Discussion ensues (10 mins) Feedback on the process (5 mins)

Feedback