

Facilitating for Results & Learning

“Facilitating Learning, Individuals, Groups and Teams”

What it's all about - Creating a High Performance & Learning Culture

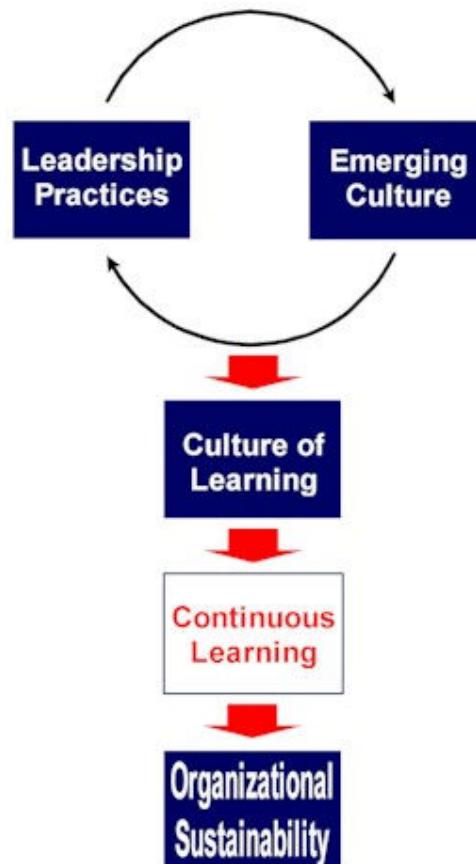
How can the long-term survival of an organization operating in a context of relentless turbulence and flux be ensured? Although no one has yet discovered the formula for success, one thing is becoming increasingly clear: A culture of continuous learning is an essential prerequisite to thriving, let alone surviving in the competitive global marketplace. Organizations that succeed in tapping the latent learning potential and creative capacity of the workforce will discover the surest path to optimal sustainability. How well equipped are you or your organization to achieve this?

Organizations are realizing that this potential lies within themselves and are recognizing the critical role that facilitating skills have in the leadership of individuals, teams and learning. In addition, they are realizing that facilitation is no longer only the domain of Human Resources practitioners, but of all who find themselves in leadership positions in a wide range of differing situations.

Attend this highly interactive and experiential workshop to discover how to tap into an individual's or team's capacity to learn and enhance their capacity for effective action.

This practical workshop is designed to assist those involved in the facilitating of individuals, groups, teams and learning to tap their capacity to create and sustain a culture of performance and learning. The workshop assists participants in making the journey away from the traditional training/instructor/command and control approaches towards a person/learner-centred approach. It helps them to gain a new level of meaning with regard to learning and the development of people.

The customized 4 or 5-day workshop is limited to 5 participants per "Lead" Facilitator. This is to ensure that each participant has adequate opportunities to practice using appropriate competencies and to receive feedback.



Learning Outcomes

- Why continuous learning is the only path to systemic sustainability
- What core competencies are required to facilitate interactions with individuals, groups, teams and learning and an enhanced capacity for effective action
- How to harness the creative and innovate capacity of individuals, groups and teams
- How to achieve individual and team commitment / buy-in to goals and objectives
- How to hold people accountable for their own performance
- How to influence the achievement of goals and objectives without the use of authority
- How to tap into the learning potential of all individuals
- How to facilitate individuals, groups, teams and learning based on the nature of the system as a "whole"
- How to facilitate the ongoing learning of individuals and teams
- How to facilitate structure processes and emerging group processes
- Why conventional "training" and command and control approaches to interactions and leadership can't achieve breakthrough results

Who should attend

- ❖ Internal Consultants
- ❖ Project Managers
- ❖ Business Improvement Consultants
- ❖ Team leaders and managers
- ❖ Facilitators of learning
- ❖ HR Practitioners
- ❖ Process and Group Facilitators
- ❖ Individuals required to influence others – individuals or groups

Workshop Content

Previous participants have discovered the answers to the following:

The Theory - The Question of Why?

- Continuous learning as a sustainable phenomenon
- The "Traditional" World View
 - The "Clockwork Universe"
 - Traditional (Scientific) Management
 - The Consequences – Potential Pathologies (mindsets)
- A "New" World View

- Organizations as "Living" systems
- Open Systems vs. Closed Systems
- Bridging the gap between learning and organizational / individual action
- Organizational Sustainability
- Leadership Practices and Emerging Culture
- Rank and Rankism
- Confronting with Care
- The importance of "Caring Why" and "Caring For"
- Learner-centred vs. intervention-centred learning

The Model - The Question of What?

Engaging - How to explore with others the meaning of must know information and /or appropriate solutions to issues in a manner that encourages increased levels of participation, consciousness and capacity for action.

These skills are key in:

- Facilitating learning interventions
- Facilitating team and project meetings.
- Harnessing the creative capacity of team members.
- Group decision making and planning.
- Agreeing team and individual performance expectations / deliverables.
- Operating without the need for rank / positional power.

Enabling – How to create a positive and supportive environment while providing direction through guiding the group process to enable achievement of agreed objectives / goals / outcomes.

These skills are key in:

- Facilitating learning interventions
- Giving individuals and teams / groups space to deliver against agreed expectations.
- Agreeing a process for monitoring performance and delivery.
- Ensuring team members take responsibility for team and individual performance / learning.
- Operating without the need for rank / positional power.

□ **Coaching & Feedback** - How to assist individuals or a team in their development as they work towards achieving agreed outcomes. It involves giving guidance and direction, and working with them on how they can go about achieving a certain objective(s) or developing a skill(s).

The Practice - The Question of How?

Engaging

- Achieving commitment / buy-in to an outcomes based purpose.
- Establishing / declaring the process / structure and indicating the transition between task events / activities.
- Providing direction without being directive.
- Building the relevance of the "must know" information to the individuals' needs, their experiences and expectations.
- Demonstrating the relevance and practical application of the "why" (theory) to the individual's or group's learning / task objectives.
- Maintaining the interest level of the individual or group and expressing your own individuality.
- Putting the "pressure" on the individual(s) / team to take responsibility.
- Consistently focusing on learning and personal development, and not just the presentation of technical / theoretical information.
- Confronting the system and individuals with care.

Enabling

- Directive vs. non-directive facilitating.
- Structured vs. unstructured facilitating.
- Providing overall direction for an interaction and developing a clear understanding of the topic or issue being discussed.
- Providing direction without being directive.
- Showing that you are actively listening to and understand the concerns and feelings of the individual (s).
- Gaining learning / task activity commitment.
- Strategies to encourage participation.
- Making appropriate process suggestions.
- Helping individuals and the system to confront with care.
- Working with individuals, groups and teams to design their own processes.
- Working with emerging and predetermined outcomes.
- Maintaining an outcomes focus to ensure that individuals, groups and teams achieve their objectives.
- Intervening into task and relationship processes for the good of the individual(s) / group.

Coaching & Feedback

- Generating ideas and suggestions on what and how to go about something.
- Reaching agreement on the best solution and tying down the details.

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- Reviewing and establishing follow-up.
- Connecting learning with the realities of work.
- Facilitating effective feedback to the individual / team which clearly reinforces the positive behaviours used and identifies the development areas against the specific criteria / behaviour of newly learned skills.

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