FACILITATIVE LEADERSHIP AND INTERVENTION IMPLEMENTATION PRACTICES

Introduction

Leadership doesn't always come with a title attached. Learning to empower employees, inspire a vision, and see and remove obstacles can be done by any project manager (with a little practice).

Consider the following: Changing the view of just one can create a ripple effect. Inspiring a shared vision will drive project execution and build a collective commitment. Therefore, the more you involve others (all levels) in the decision making process, the greater their sense of ownership, responsibility and motivation.

Best wishes for project success! Being positive and professional will go a long way, the steps outlined below should help with the rest.
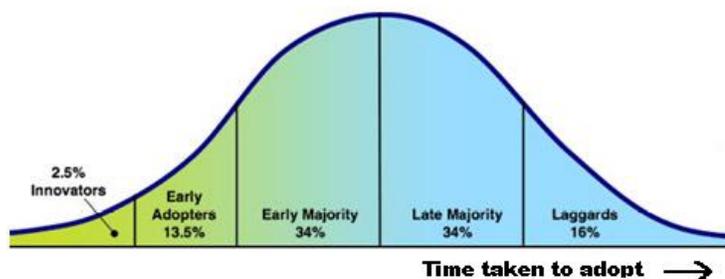
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I. HOW PEOPLE CHANGE

A. The Innovation Bell Curve

Rogers' bell curve

Characteristics: Innovators to Laggards

Innovators	Early Adopters	Early Majority	Late Majority	Laggards
Visionaries and Enthusiasts		Mainstream Adopters		Resisters
• dream realizers • drive change • aren't afraid to fail • explore in iterations • high tolerance for risk, uncertainty and ambiguity • adventurers • change initiators • internally motivated to change • respected by EAs; doubted by the mass	• evangelists • embrace change • self-efficacy • like to be first to try, use, engage, buy • try our new ideas in careful way • inspired by the new • like integrating new ideas in useful ways • influencers - like to convey ideas • respected by the majority	• pragmatists • accept change (sooner than LM) • deliberate • adopt if practical - weigh out pros & cons; think it out • go along; seldom lead • helps it gain mass appeal • wait until it has been successful in practice	• skeptics • accept change (later than EM) • adopt after proven • often adopt out of necessity, not choice • goes along w/peers • like to know rules • creatures of habit • jumps in when sees "everybody" is doing it	• change averse • value tradition • not leaders • suspicious of new innovations • often wait until forced to adopt • feel threatened or very uncomfortable by uncertainty and change • not going to buy in to new ideas

Characteristics Image by The Center for Creative Emergence 2011
Main Sources: Diffusion of Innovation by Everett Rogers
Crossing the Chasm by Geoffrey Moore

B. The Stages of Adopting Change:
1. Awareness
2. Interest
3. Evaluation
4. Trial
5. Adoption

C. How People Move from Awareness to Adoption
1. **Relative Advantage:** the degree to which an innovation is perceived as being better than the idea it supersedes
2. **Compatibility:** the degree to which an innovation is perceived to be consistent with the existing values, past experiences and needs of potential adopters
3. **Complexity:** the degree to which an innovation is perceived as difficult to use

4. **Trialability:** the opportunity to experiment with the innovation on a limited basis
5. **Observability:** the degree to which the results of an innovation are visible to others

D. Moving People Along the Curve
   1. Trying to <u>quickly</u> and <u>massively</u> convince the whole group of a new (controversial) idea is generally useless.
      - It makes more sense in these circumstances to start with convincing innovators and early adopters first. Then shift attention to bringing the rest of the curve forward.
   2. In the early stages of a project, people will usually be in shock or denial about the change, even if it has been well planned and communicated. People need time to adjust.
      - During the initial stages, people need communication & information
      - They (for the most part) want to understand what is happening and how they can be a part of it
      - Communicate often but don't overwhelm people
      - Make sure they know where to go for information (you)
      - Answer their questions as best you can and promise to get back with them in a timely manner if you can't
   3. After initial project communication, the slow to/late changers often feel concern, anger, resentment or fear of the change. They may feel the need to express their feelings and concerns or vent their anger.
      - If this isn't managed properly, the project ("the change") will either be implemented poorly or not accepted
      - This stage requires careful planning and preparation by considering the impacts and objections that people may have
      - Communicate your willingness to answer questions and offer support
      - Be on the watch and listen for issues
      - Also, be ready to take action and mitigate problems as they arise, before they threaten to derail the project
   4. As acceptance for the project grows, more people will accept and embrace it (remember the "everybody is doing it" mentality). Allow people to test and experiment.
      - As they explore what the change means, as they see it in practice, as time goes by … things will get easier and more people will get on board
      - Lay good foundations by making sure people are well trained going forward and they are given opportunities to experience the project changes

- Don't expect 100% productivity during this time, as people test and explore the changes, encourage them to learn and practice without adding additional pressure to get it perfect (within reason)

5. Once you have convinced the majority, the change should become second nature in your facility.
    - The positive effects of the change should be apparent; the team/organization should be more productive/efficient.
    - Continue to monitor and educate
    - Celebrate the success
    - Understand that there will always be a few people that do not accept the change, speak with your administrator(s) about them and take any necessary corrective actions

II. FACILITATIVE LEADERSHIP

A. Defined

A people-oriented approach to achieving the mission and goals of an organization. With clear objectives and goals in mind, the facilitative leader supports active interaction between participants to make the most of their strengths, knowledge, skills and talents to ensure the best possible outcome. They encourage team members to contribute their insights, resourcefulness and expertise to study and analyze the situation, opportunity or issue. Facilitative leadership requires the leader to have a high degree of patience and be proficient in communication and social skills.

B. Principles

1. Understands change is a process, not an event. One that requires time, energy and the resources to support it as it unfolds
2. Change is accomplished by the individual first, then by their institutions
3. It is a highly personal experience, remembering that individuals change at different rates and in different ways
4. Change facilitators need to adapt to the differing needs of individuals and their changing needs over time
5. Change entails growth in both feelings about and skills in using new programs/processes
6. Interventions can be designed to support the individual's implementation of the change.

7. Facilitator should take into account the feelings and skills of the individual when planning actions to support the change process.
8. Consider the systemic nature of the organization when making interventions, since activities targeted for one area of the system may have unanticipated effects in another.

C. Best Practices
1. Realizes the importance of *focusing on* and *balancing out* the Big 3:
   - Results
   - Process
   - Relationships
2. Encourages movement from vision (talk) to action (practice)

Results:
-Completion of the task
-Achievement of the goal

Facilitative Leadership Dimensions of Success (the Big 3)

Process:
-How the work gets done
-How the work is designed and managed
-How the work is monitored and evaluated

Relationship:
-How people experience each other
-How people related to the organization
-How people feel about their involvement and contribution

III.   INTERVENTION PRACTICES

A. Intervention Implementation Outlined

1. Establish goals and objectives for the project. Ask & define:
   - "What will success look like?"
   - "How will we measure success?"
2. Identify an intervention team/committee
   - These are the people that will help you with the execution
   - Pick wisely. Don't be afraid to pick someone from outside your "circle"
3. Identify the stakeholders *(see III, B)*
   - These are the people who will receive and/or be affected by the intervention
   - Members of the intervention team also can be stakeholders
4. Develop activities and materials (this can be done alone or with the team)
   - timeline/calendar of events
   - training schedule
   - sample policies
   - skill check-off's
   - agenda
   - training manual
   - posters
   - marketing tools
   - training memo
5. Engage your boss
   - Brief them of your intentions, goals and plans
6. Find a champion … someone to cheer you on & promote the work
7. Plant seeds … i.e. start talking about your project casually
   - Keep the conversation light, dropping hints, getting people curious & excited
   - Be positive (even if you initially get negative feedback/lack of interest)
8. Test training activities and material
   - Run the intervention activities and material by someone you respect and who will give you unbiased, actionable feedback
9. Finalize who will receive the intervention (pick from stakeholder list)
10. Promote the intervention training date
11. Conduct training
    - Communicate skills
    - Practice team building

- Explain content
- Provide timeline/dates for intervention
- Provide new documentation (training manual)
- Demonstrate or practice the skills
- Outline monitoring plan
- Outline data collection metrics
- Provide information on future training

12. Implement intervention (what day does it become effective)
13. Monitor intervention
    - Evaluate key variables and staff to see if intervention objectives are being met
    - Request feedback from stakeholders
14. Evaluate metrics for success/failure
    - What is working; what isn't?
15. Make necessary adjustments to the intervention practice, etc.
    - Is new training required?
16. Repeat monitoring, evaluation and adjustment practices per predetermined surveillance plan

B. **Stakeholder Identification**
1. Defined
    - The term "stakeholder" refers to a person, group, organization, member or system who affects or can be affected by an organization's actions and decisions
2. Think big, think small … capture them all
    - Stakeholders can be both organizations and people
    - Stakeholders will be people above and below your rank
    - Stakeholders can be people not in your facility, i.e. regulatory, other organizations, sister locations, resident families, etc.
3. When compiling a list of stakeholders, consider the following:
    - "Who will the intervention impact?" (both groups and individuals)
    - "Who is concerned in any way, either directly or indirectly, with this project?"
    - "Who holds a position of influence, directly or indirectly?"
        a. i.e. "Who can make or break this intervention?"
    - "Who may be affected by the problems addressed in the intervention?"

4. Once identified, think through and understand what your stakeholders may bring to the intervention:
    - What financial or emotional interest do they have in the outcome of your work?
    - What motivates them most of all?
    - What information do they want from you?
    - How do they want to receive information from you/what is the best way to communicate your message to them?
    - What is their current opinion of your work?
    - Who influences their opinions generally?
    - If they are not likely to be positive, what will win them around to support your intervention?
    - If you don't think you will be able to win them around, how will you manage their opposition?
    - Who else might be influenced by their opinions? Does this make them a stakeholder too?
5. Rules for stakeholder selection:
    - A good Facilitative Leader spends the time up front analyzing their stakeholders, so they know who will be early adopters
    - Build rapport. People love to talk, asking them directly – getting their views & opinions – is often the first step in building a successful working relationship
    - Realize that different people desire different types and amounts of communication. Figuring this out early will allow you to communicate with your stakeholders in a way that keeps them positive about the intervention.

C. **Meeting Facilitation**
    1. Invite the right people
    2. Do your prework well in advance
        - Proof it
    3. Have an agenda with specific times established for the meeting
    4. Set ground rules
        - Turn off cell phones, don't talk over each other, take breaks on time (if applicable), no side conversations, everyone participates, no rank in the room, be open minded (there are no bad ideas)

5. Cover roles & responsibilities
   - Facilitator (meeting leader)
   - Scribe (records notes and action items)
   - Time Keeper (they follow the agenda and remind the facilitator to move on if they get off schedule)
6. Establish consequences for breaking ground rules (if applicable)
7. Have a "parking lot" to capture other ideas that evolve out of the meeting
   - Make sure to go back over these items at the end and assign someone to follow up on them
8. During the meeting, facilitator should:
   - Kick-off the meeting with some type of introduction
   - Create a positive environment by encouraging participation and submission of fresh ideas. They should also work to correct negative or dysfunctional behavior *(see III, D)*
   - Use questions (not statements) to probe and challenge
   - Maintain a perception of neutrality
   - Teach and empower others
   - Provide feedback
   - Acknowledge failure and celebrate success
9. At the end of the meeting, the facilitator should:
   - Request "plus" (positive things) / "deltas" (things to change)
     a. Remember that feedback is a gift (but gifts can be given back)
   - Cover the "parking lot" items and assign follow up/responsibility

D. Addressing Dysfunctional or Negative Behavior
1. First and foremost, attempt to understand where the behavior originated. Does it stem from:
   - Jealousy (of participation in collaborative, of new ideas, etc.)
   - Someone else (who is talking in their ear)
   - Lack of knowledge/understanding/training
   - Taking on something new (think of additional work load)
   - Dealing with personal issues outside of work
   - Having personal issues with you specifically
2. Next take steps to intervene, if during a meeting:
   - Make eye contact
   - Stand up and walk halfway toward the person (if the space permits it)
   - If they refuse to be quiet during a presentation, try to stand closer to them

- If talking still continues, nicely ask the person to address their issue ("What do you think?")
- Confront one-on-one during a break or right after the meeting

3. Other intervention suggestions are to:
   - Set up a time to talk with the person directly.
     a. Keep your comments positive and factual … don't point fingers or accuse blame.
     b. Seek to find out what their issues are and attempt to address
     c. If necessary, you may want to brief your administrator that you will be having this conversation
   - If the one-on-one meeting did not work, involve your administrator or a mediator.
     a. If their actions are threatening to derail your intervention, then don't waste time in stopping and/or correcting the negative behavior.
     b. At this meeting, cover a timeline of events that brought you to this point, speak factually, discuss their issues.
     c. Take any corrective actions necessary per the direction of the supervisor or mediator.

IV. References

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