2018 California Higher Education Collaborative Conference

SONOMA STATE UNIVERSITY

OCTOBER 1-3, 2018
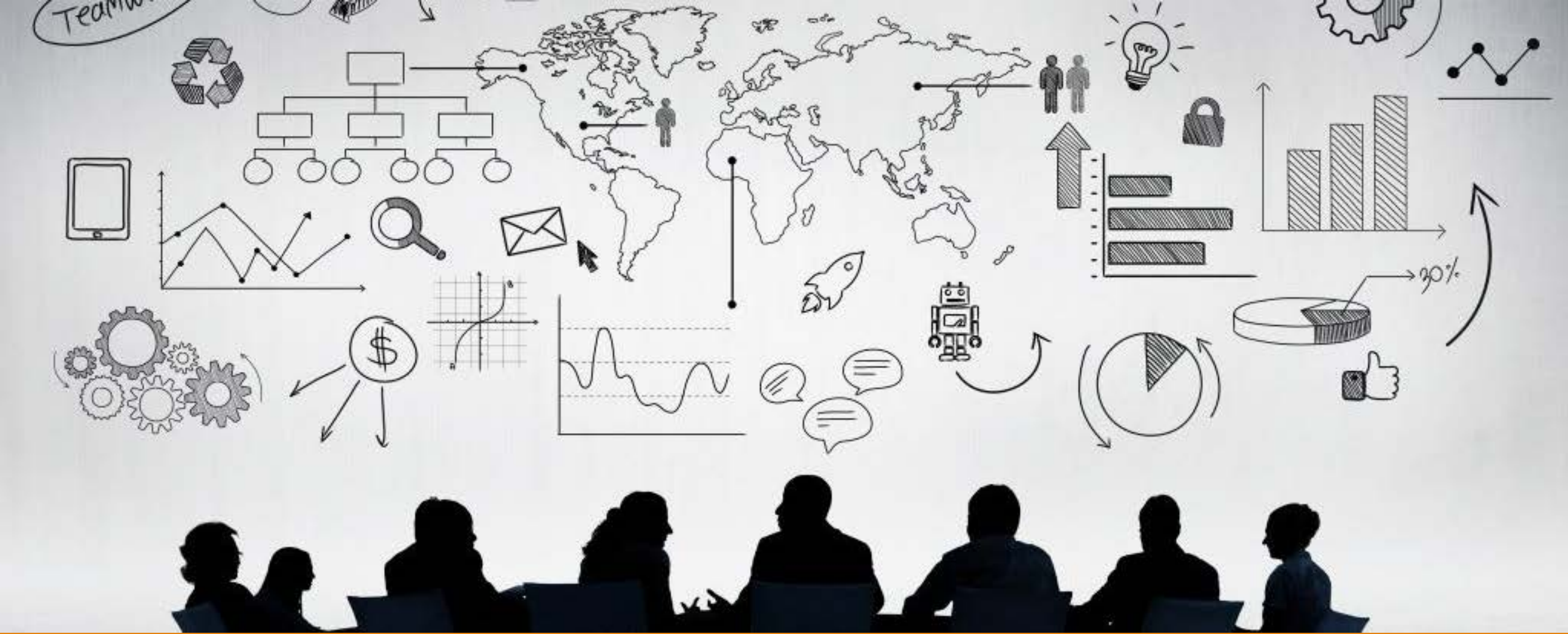
Let the Group Process Flow!

Why facilitation is a key capability in higher education regardless of your role

About Me

1. Background in finance, administration, technology, Lean, project/change manager

2. Runner

3. Key personality trait: Harmony

4. Launched Business Transformation department in 2016

5. Previous roles at Cal Poly (since 2004):
   a) Payroll Technician
   b) Administrative Analyst
   c) Information Technology Consultant
   d) Director, Payroll Services

CHANGE READINESS 2016

Leadership 25%

Bottom Up Swell 25%

Need 25%

Desire 25%
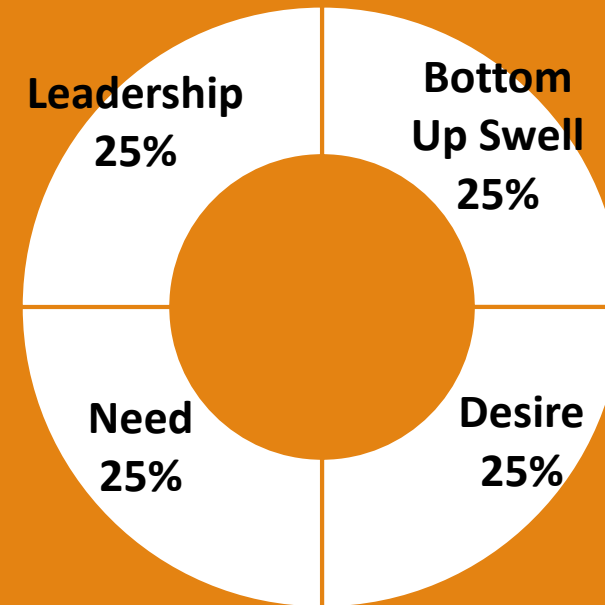
We facilitate a transformation of people and processes using a Lean collaborative approach, helping clear the path forward to the mission of our university

What is a facilitator?

"An individual who enables groups and organizations to work more effectively; to collaborate and achieve synergy. He or she is a 'content neutral' party who by not taking sides or expressing or advocating a point of view during the meeting, can advocate for fair, open, and inclusive procedures to accomplish the group's work" – Doyle

"One who contributes structure and process to interactions so groups are able to function effectively and make high-quality decisions. A helper and enabler whose goal is to support others as they pursue their objectives." – Bens

"A meeting or workshop leader who creates an environment where every participant has the opportunity to collaborate, innovate, and excel." – Metz

Differences between
Presenters vs. Trainers vs. Facilitators

Presenter
The presenter is a person delivering a message across to the "other side."

Trainer
The key feature is that the "other side" comes to the occasion prepared or expecting to learn. In addition, a trainer typically has more knowledge than the audience on the given topic.
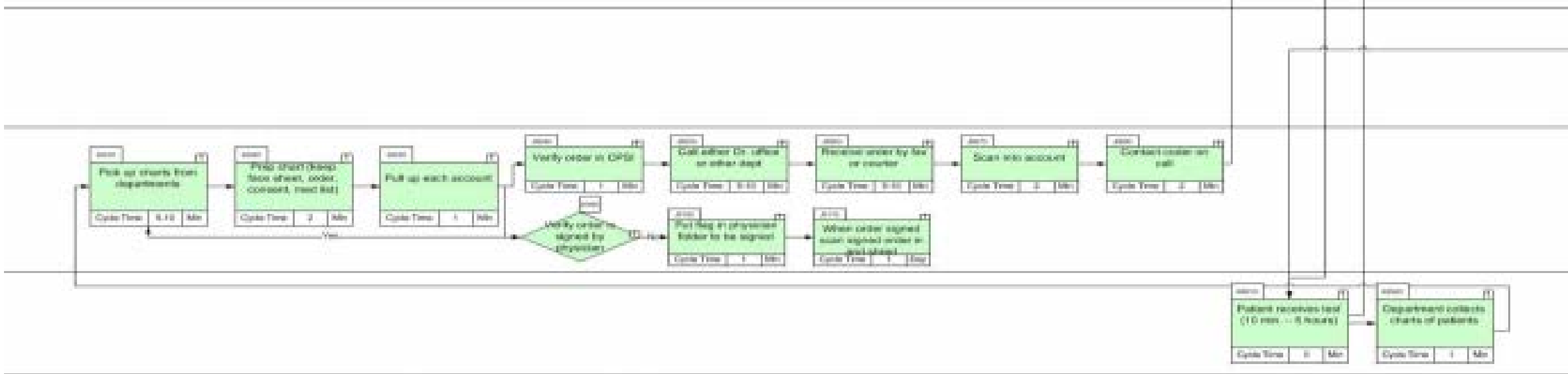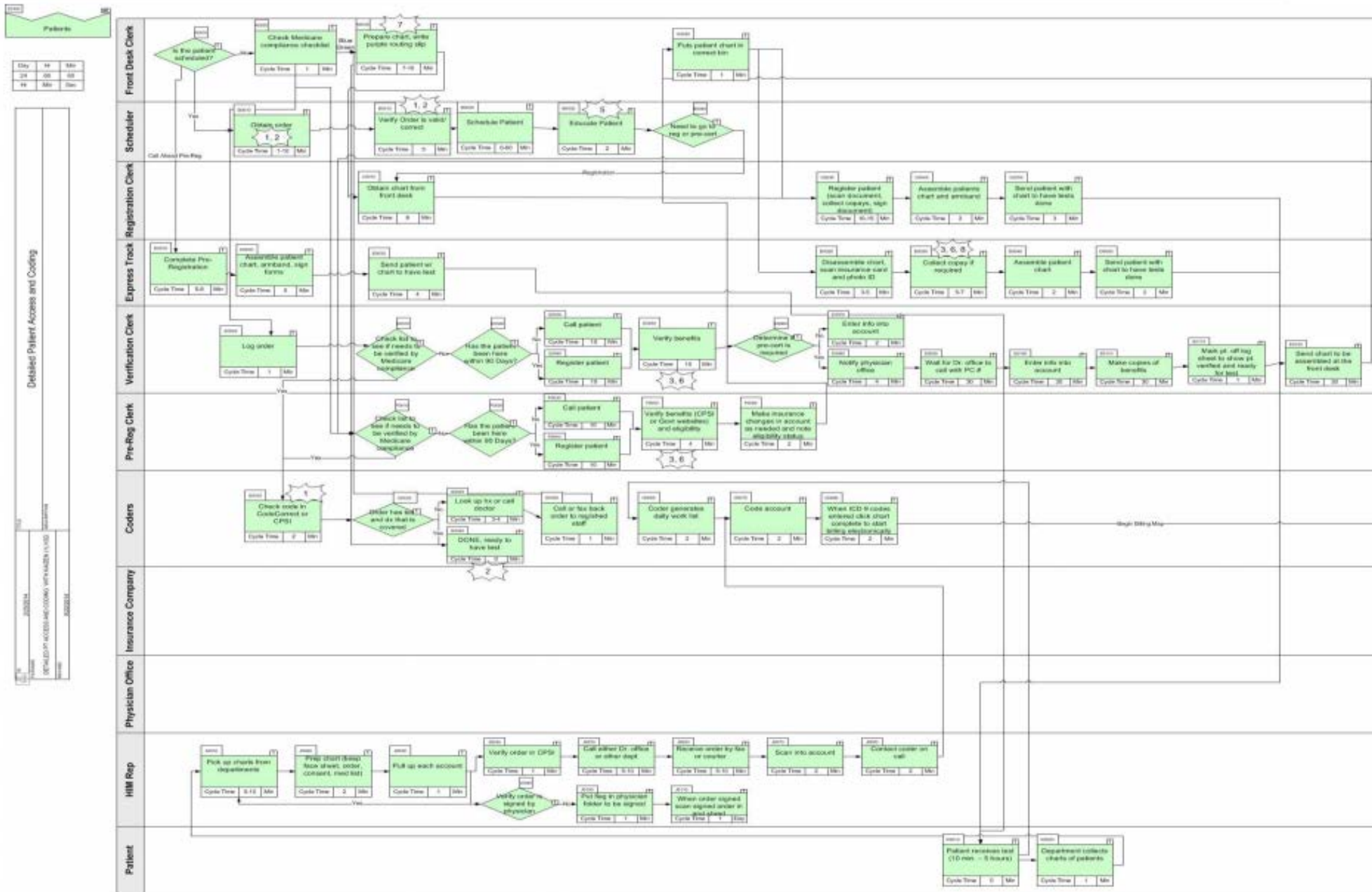
Facilitator
- Unlike the presenter, the facilitator is not a one-sided delivery of a pre-arranged speech.
- Unlike a trainer, the facilitator does not necessarily know more than the "other side."

Differences between Facilitators and Facilitative Leaders

Characteristics	Facilitator (Process)	Facilitative Leaders (Content)
Group Membership	Third Party	Leader of the group
Involvement in substantive issues	Substantively neutral	Deeply involved in issues
Use of expertise	Process expert	Content and process expert
Decision making authority	No	Yes

"The Great Web of Higher Ed Processes"

You are actually just one strand of an even bigger web

Why do we need facilitators in Higher Ed?

I SURVIVED ANOTHER MEETING THAT SHOULD HAVE BEEN AN EMAIL.

In the U.S. alone, estimated 36.5-56 million meetings occur every workday – lucidmeetings.com

Managers spend more than 55% of their time in meetings – Harvard Business Review (HBR)

71% of managers report meetings being inefficient – HBR Survey

2012 salary.com survey cited attending too many meetings as the biggest source of wasted time (47%)

*Cue Research

Understanding "Group Process"

Forming, Storming, Norming, Performing…

Norming Working with each other	**Storming** Challenging each other
Performing Working as one	**Forming** Learning about each other
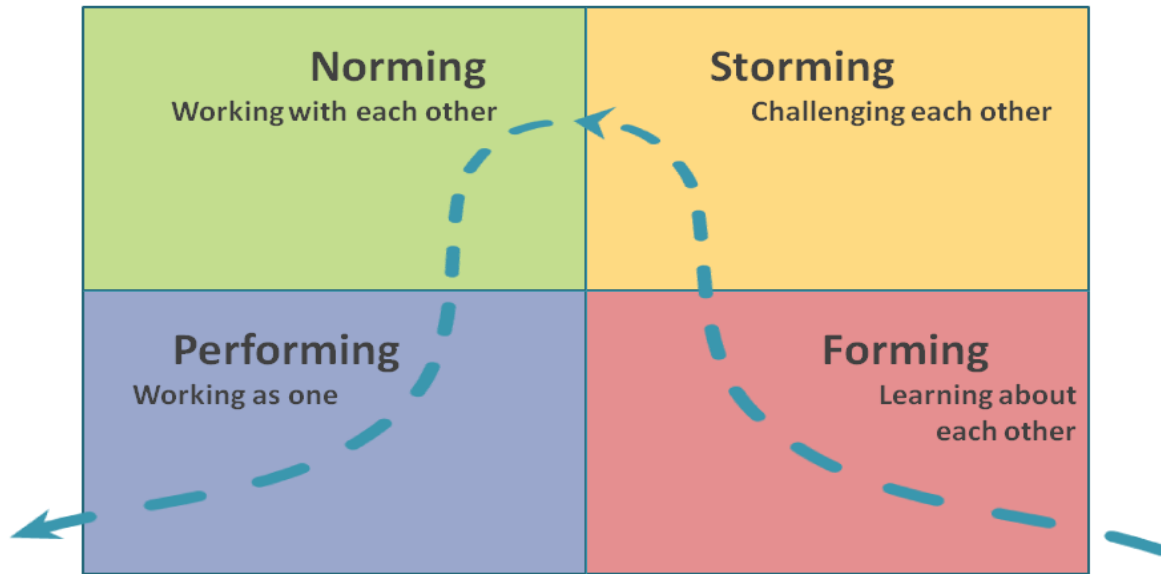
How people work together in decision-making and task performance to achieve a result

The Many Roles of Higher Ed

Channel All the Diversity of Thought

Every perspective is valuable...but there are a lot of perspectives

How can we capitalize on the collective perspective?

How can we use this to make good change happen?

How do we bridge these gaps?

Administrative

Instructional

Management

Analyst

Researcher

Students

Human Resources

Public Safety

Science

Entrepreneur

Vice President

Why do Universities enact, and stick with, policies and procedures that are plainly not achieving the desired result?

How to overcome Group Think

Intentionally set an atmosphere of critical thinking

When the message is to "just get along" staff are far less likely to express their ideas and thoughts than when you state the task needs to be solved with <u>critical thinking</u>

How to overcome Group Think

Create inquisitive leaders

Leaders can refuse to state a firm view at the outset, which creates space for others to share their thoughts more freely

Staff become emboldened to develop and elaborate their opinions

How to overcome Group Think

Focus on group and not individual success

Change the incentives so the individuals are rewarded if the group succeeds

How to overcome Group Think

Know the role of roles…it's about the people

Breakdown the issue or process you are tackling by WHO is involved and identify the expertise in the room

Everyone has different, and relevant, information to contribute

How to overcome Group Think

Introduce facilitation

Unbiased third-party

Seeks all perspectives

Challenges and questions to bring up new ideas not for personal gain

Leads the group through a structured framework of problem solving

Meetings → Problem Solving

Where do you find a Facilitator?

They are already among us

IT CAN BE YOU!

The Style of a Great Facilitator

Asks rather than tells

Builds relationships rather than always being task-oriented

Initiates conversations rather than waiting for someone else to ("just putting it out there")

Asks for others opinions rather than giving your own

Listens without interruption

Emoting but able to restrain when the situation calls for it

The Style of a Great Facilitator

Using intuition frequently rather than always having the facts

Has sufficient self-confidence

Persuasive and enthusiastic

More like a coach or a counselor

Naturally curious about people, things, and life in general

Can keep the big picture in mind while working in the weeds

The Basics of a Different Way

1. Invite a facilitator for each session

2. Select the right team and introduce roles

3. Facilitator chooses the problem solving framework

4. Set ground rules for collaboration

5. Assign homework to S.M.E.s

6. Give people individual time to brainstorm

7. Keep the sessions short

8. Always set an agenda

9. Include the "Art of Hosting"

10. Listen to all ideas

"When a group of employees are engaged with each other, the potential of the group skyrockets"

I'm ready.

Toolkit #1

A3 Problem Solving Process

This structured flow can be applied to almost any discussion or problem solving activity

Process Enablers:

- Ensure all the right people are in the room for the discussion and their voices are heard

- Problems are seen as opportunities to improve: the more we understand the better problem solvers we become

- Defining good outcomes is critical. By talking through where we want to be, the path emerges

Problem Statement: _____

Step 1: Background

Step 2: Current State

Step 3: Good Outcomes

Step 4: Root Causes

Step 5: Countermeasures AKA "How do we reach our good outcomes?"

Step 6: Here's the Plan What, Who, and by When?

Step 7: Follow-up & Lessons Learned

Toolkit #2

Kaizen Event

Kaizen is part action plan and part philosophy.

- The event is held focusing on improving a specific process or area and is carefully scoped

- The event involves teams of employees at all levels, most importantly involving those who do the work

- We must build a culture where employees are actively engaged in suggesting and implementing improvements, and then use critical thinking. It's everyone's job to improve their work!

Process Start: _____ Process End: _____

Kaizen - Process Improvement Checklist

Section 1: Build the Process Profile	
What is the process name?	
What is the start and end point of the process you will be mapping?	
Who is involved in the process? • Customer – who receives the service, output, or product • Partner – who is involved in performing the steps in the process • Stakeholder – who is responsible for the process	
What are the forms or systems involved in this process? • Names • Accessed from • Who owns them	
What is the output or deliverable that this process achieves?	
Section 2: Define the Goals and Measurements	
What are the good outcomes for the improvement of this process?	
What are the points of failure or paint points of this process?	
What are the measurements of success?	
Section 3: Map the Current State of the Process	
Start at the beginning...how does this process get initiated?	
Capture each step and decision point until it gets to the "end" • Stay concise • Track the form/widget/task as it moves through the process • Track who performs each step	
Measure how long it takes to perform each step, if possible	
Measure how long it takes between steps, if possible	
Section 4: Analyze the Current State of the Process	
Identify and calculate the lead time using "Lead Time Elements" • Queues, Delays, Moves, Assurances	

Toolkit #3

Impact vs. Effort Analysis

Process Enablers:

- Evaluate large number of solutions with the group for action planning

- Some analysis requires metrics: budget, resources, time, risk

- Clears a way to define short, medium, and long term plans

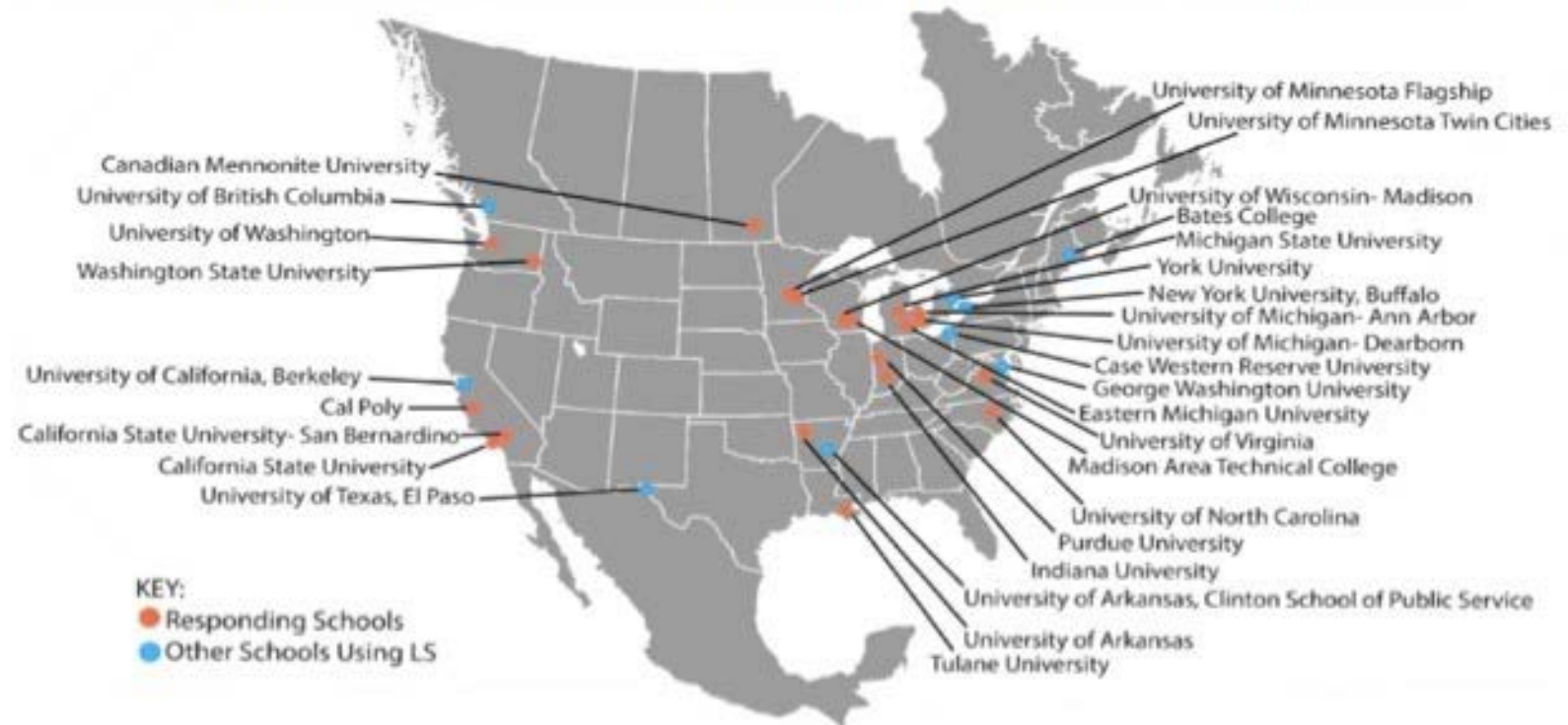|	LOW EFFORT	HIGH EFFORT
HIGH IMPACT	**GREAT** Execute these right away!	**GOOD** Can you reach the same impact with less effort?
LOW IMPACT	**WEAK** Can you combine like projects to increase the impact?	**DO LAST** Can you break these down so they aren't so complex?

Toolkit #4

Liberating Structures

Liberatingstructures.com

- Shifts everyday interactions and conversations

- Defined structured techniques you can easily introduce and practice

- Can be stringed together to create an entire event or session of creative thinking and problem solving

- Gets the groups moving physically and verbally

Beginners can use <u>1-2-4-ALL</u> and <u>Impromptu Networking</u> almost immediately


32 CAMPUSES ACROSS THE US & CANADA

Canadian Mennonite University
University of British Columbia
University of Washington
Washington State University

University of Minnesota Flagship
University of Minnesota Twin Cities

University of Wisconsin- Madison
Bates College
Michigan State University
York University
New York University, Buffalo
University of Michigan- Ann Arbor
University of Michigan- Dearborn
Case Western Reserve University
George Washington University
Eastern Michigan University
University of Virginia
Madison Area Technical College

University of California, Berkeley
Cal Poly
California State University- San Bernardino
California State University
University of Texas, El Paso

University of North Carolina
Purdue University
Indiana University
University of Arkansas, Clinton School of Public Service

University of Arkansas
Tulane University

KEY:
🔴 Responding Schools
🔵 Other Schools Using LS

LS spreading across higher education campuses across North America. Source: Darin Harris, U of Wisconsin (Madison)

Toolkit #5

Categorized Brainstorm

- Use sticky notes to capture ideas

- Create affinity diagrams to group like ideas and watch the topics emerge

- Break group into teams and assign each a topic – use teams to flush out each individual idea until the best emerge

- Ensure we captured both "Blue Sky" ideas and doable ideas
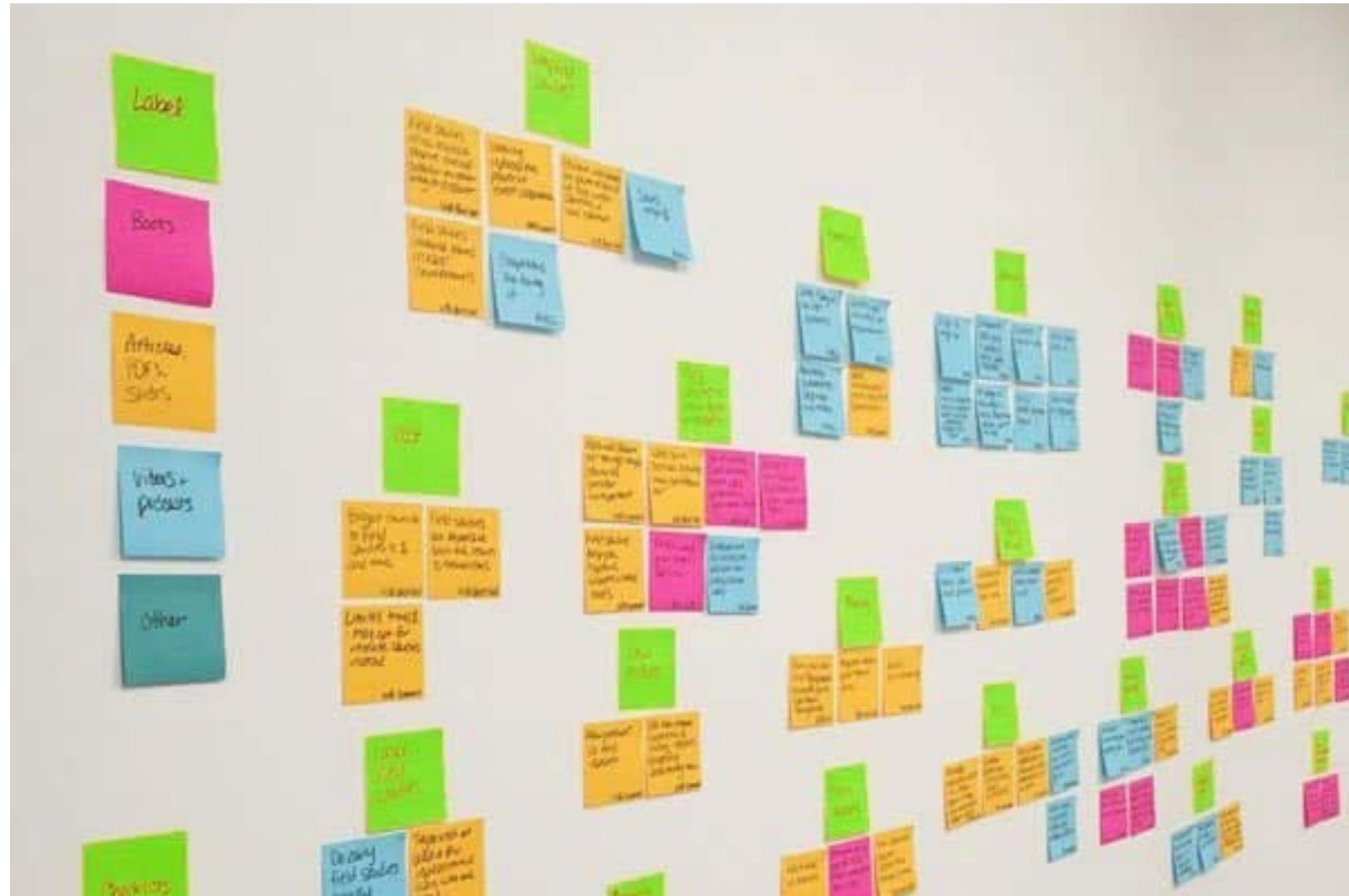
Develop your toolkit
Use every opportunity to be a bridge

Thank you!

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