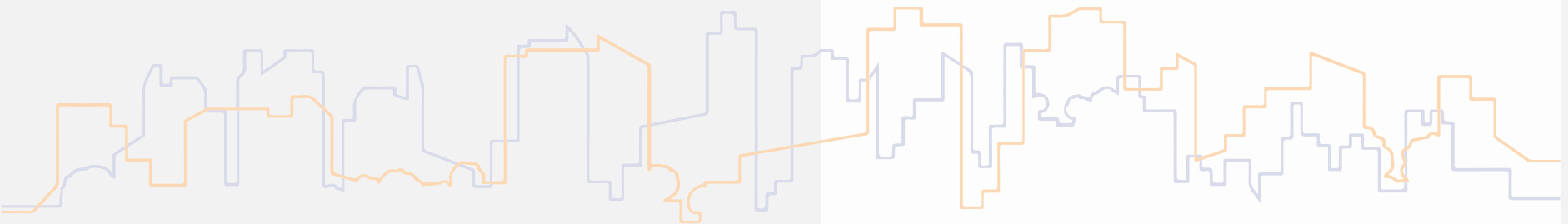




## Lean Construction School Train the Facilitator Workshop

### *Facilitating Skills*

Host Partner:  
Project:  
Location:  
Date:



- Welcome
- Communication skills for running improvement projects
  - Presentations
  - Listening and questioning
  - Getting everyone to participate
  - Dealing with difficult people
  - Coaching
- Exercise
- Reflection and wrap-up



- ...to provide training on communication skills for:
  - presentations;
  - listening and questioning;
  - participation and getting involvement;
  - dealing with difficult delegates and keeping it positive
- ...to introduce basic coaching techniques
- By the end of the workshop you should feel more confident and able to run your own Lean improvement projects.



- Take it in turns to describe a time when:
  - You've **given** a presentation or led a workshop, and
  - You've **attended** to a training session or workshop
  - What was **good**, what was **bad**?
- What are the **common themes** here?



- [illegible]

- Use your normal voice
- Have an even pace of delivery
- Be loud enough so everyone can hear clearly
- Make sure you sound interested
- Give eye contact to all delegates
- Consider your body language
- Only use jargon if you explain it
- Use your voice to stress key points
- Make sure everyone can see and read any slides you are using.
- Only use slides that support what is being said



- Do you ever think about how you **listen** to people?
- Do you think about how you **ask questions** to get the information you're seeking?
- Things we take for granted are actually important skills if we want to work effectively with other people
- In our case, running lean improvement workshops requires several people all listening properly and asking the right questions to move things forward





- We are now going to play a few games that highlight the need for listening well and asking questions in the right way
  - Game 1: Communication Skills – Communication Origami
  - Game 2: Listening Skills – Follow the Instructions
  - Game 3: Listening Skills – Closed and Open Questions





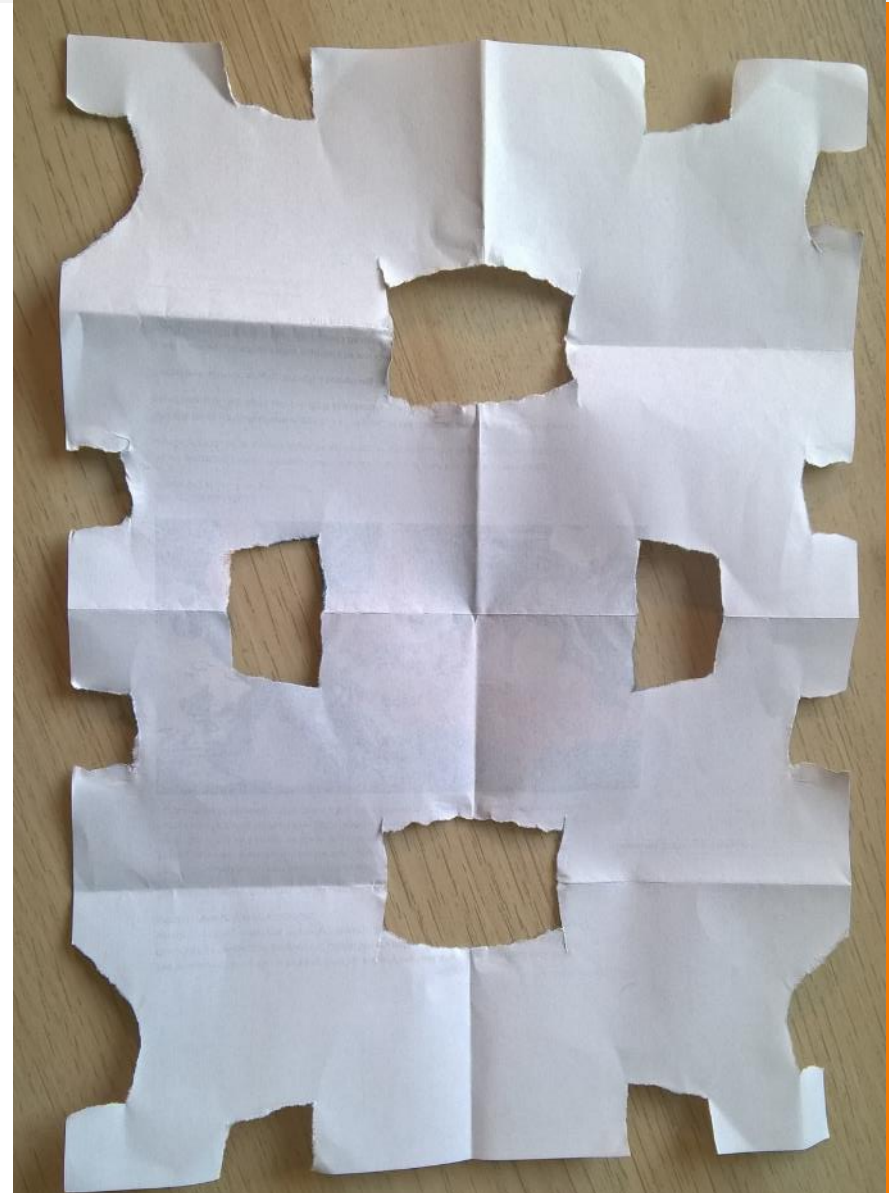
## Directions:

- Take a piece of A4 paper each
- I will instruct you on what to do with the paper
- While I give you the instructions, **you must keep their eyes closed and cannot ask any questions**



## Discussion:

- Did yours look like this one?
- Do they all look the same? If not why not?
- What would make it better so that they were correct and more consistent?



## Directions:

- Get into pairs
- Take one sheet each
- The first person in any of the teams to finish first is the winner!



BEFORE OPERATING

## Discussion:

- Who completed it the quickest?
- Who read all the instructions first?
- What does this tell us about listening?



- Face the speaker and maintain eye contact
- Be attentive but relaxed (don't stare!)
- Keep an open mind
- Listen to the words and try to picture what the speaker is saying
- Don't interrupt
- Give regular feedback
  - By summarising, reflecting the speaker's feeling, paraphrasing, and
  - Body language such as nodding, smiling etc.
  - Pay attention to what isn't said – non-verbal cues





## Directions:

- Get into two teams
- One person will think of an object but not say it
- Then the team ask closed ended questions, those that can only be answered 'yes' or 'no'
- When you guess correctly, its someone else's go



## Discussion:

- What could make it better?
- How would you get to the information you need more quickly?



- Keep answers open and not judgemental
- Develop the question wider so everyone is involved
- Ask the whole group or ask one person
- Elicit questions and comments from a quiet audience with open questions
- Use questions to test knowledge gained so far
- Use questions to elucidate reasoning and coming to conclusions
- Handle tough questions by seeing if anyone else in the room has a view
- Have questions as you go along to address them then and there

## Participation and difficult delegates:

- These people look engaged, but...
- ...we've all been in a meeting or training session with that difficult person, or
- ...someone who goes on and on and on...
- How do we handle these character types to allow everyone to participate?



## The Silent Type:

- They don't know why they're there
- They aren't interested (they're distracted)
- They feel they don't have anything to contribute
- They don't want to be embarrassed in front of colleagues
- **What do we do to include them?**



## The Silent Type – Actions:

- Make sure everyone nominated is **right for this session or meeting**
- Ensure they are **aware of the session's purpose** before they attend.
- During the session **be aware of those you think are reluctant to comment** and make sure you give them the opportunity to contribute. But don't push it or force them to talk.
- **Use first names** to draw people in by asking them direct questions rather than just to the whole group.
- **Don't use offensive or any language people will find exclusive.**
- Likewise **don't use jargon** unless you know everyone is comfortable with it, or you explain it



## The Monopoliser:

- Opposite of the Silent Type
- Either very enthusiastic, knows a lot (or thinks they do!), lots of anecdotes, wants to rush on to 'harder' topics
- Or they are opinionated and disagree with everything being said and done and just want to disrupt the session
- **What do we do to manage them?**



## The Monopoliser Actions:

- **Understand who your participants are** and what their characters are like before you start
- Emphasise that this session where **everyone can have a say**
- Play on the Monopoliser's wish to talk by getting them to summarise the activity so far
- Make sure **quieter people get chance to talk** – interrupt a monopoliser's monologue if necessary
- If someone is negative, **ask them why**, give them a chance to explain themselves.
- If they don't change their behaviour, ask them to have a quiet word with you in the break, or even to leave!





## All Quiet on the Western Front:

- Periods of the group being silent, due to
  - Tiredness
  - Not engaging on the topic
  - One person showing off with their knowledge and others being less inclined to join in
- **What do we do to increase energy levels?**

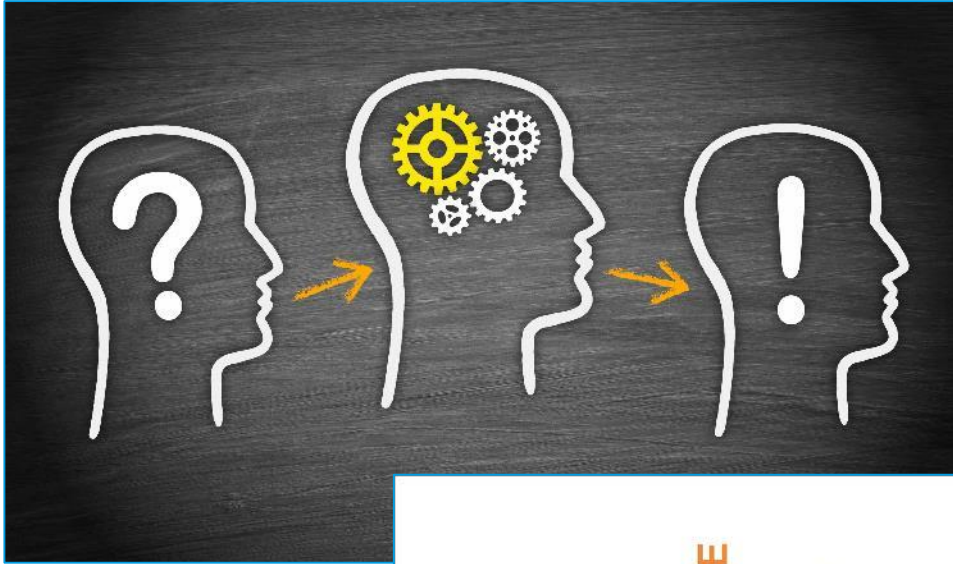


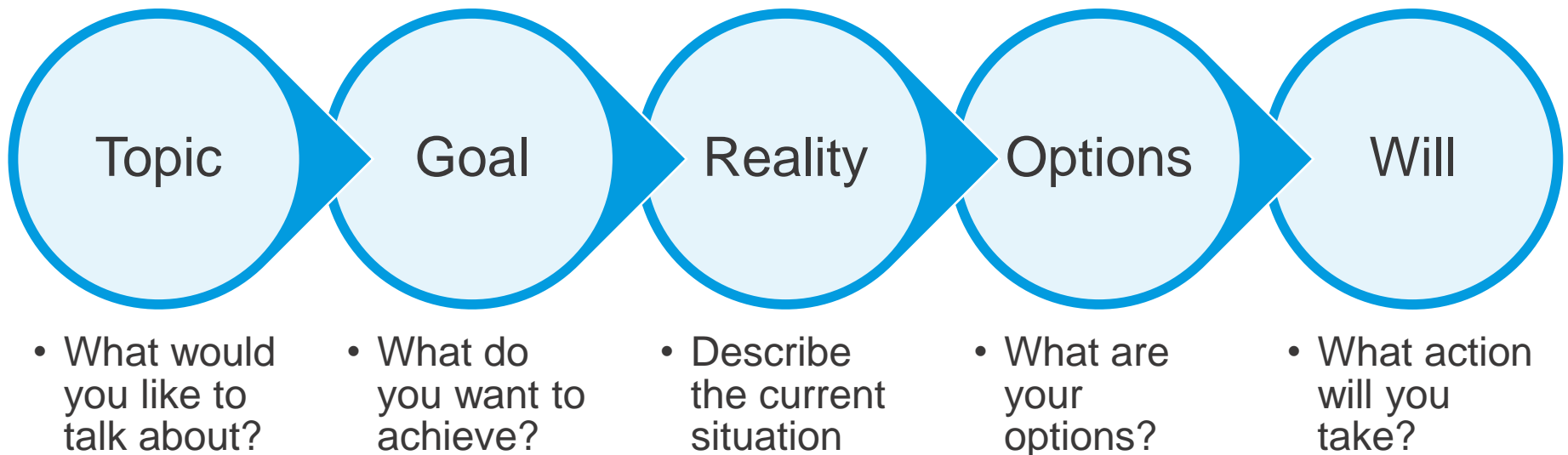


## All Quiet on the Western Front Actions:

- Set the **right tone** from the start
- Be **approachable** / informal – make eye contact
- Clearly **show your interest** in the topic and enthusiasm for a good session
- Make sure they **know the benefits** to them of participating
- **Keep up energy levels** and pace, but without letting anyone fall behind
- Ensure there are **sufficient opportunities for questions**
- Ensure there are **sufficient breaks**







## Facilitating a session

- You've just completed a site walk and have noted some areas where there is improvement
- Take it in turns to be the Facilitator and use the materials to run an action planning session
- It could be 5S, 7 Wastes, or Collaborative Planning
- Your job is to work with the rest of the team to develop an action plan
- Use your communication skills
- Receive feedback from the team



- Any final comments or thoughts?
- Do you have any questions?
- Don't forget to sign the attendance sheet and fill in the feedback form