

# National Remodelling Team (NRT)

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Remodelling Resources

## **Section 5 – Remodelling Skills**

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# Module overview

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## Purpose

- The remodelling skills module presents essential skills for individuals who are helping teams to work together effectively during periods of change

## Audience

- The module is written to assist all individuals who have a role in helping school change teams (SCT) to move through the remodelling process, for example Remodelling Consultants
- The module may also be of interest to headteachers and members of the SCT where they wish to improve their effectiveness as a team



# Remodelling skills – contents

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## Introduction

Facilitation

Coaching and feedback

Dialogue

# People who help SCTs to move through the remodelling process need to ...

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- Establish a “critical friend” relationship – offering support and encouragement whilst also maintaining the level of challenge required of a change agent
- Be concerned about the process of change that a school is experiencing, rather than the content of the remodelling results
- Ensure that ownership for the results lies firmly with the SCT
- Know how to listen well and demonstrate respect for all points of view
- Challenge a SCT in ways that they will be heard

# There are specific ways in which a “critical friend” should aim to support a SCT:

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- Investing time with schools to help everyone to fully understand the aims of the project and the change process to be employed
- Maintaining a school’s focus on the aims and change process throughout the remodelling work
- Encouraging widespread involvement of stakeholders in the remodelling effort and help the school to establish an effective SCT with agreed terms of reference
- Demonstrating empathy as individuals and teams move through the emotional curve. Inspire and encourage members of the SCT. Recognise achievements they are making and celebrate success
- Maintaining regular contact with the school – formally and informally
- Providing support at key meetings or on the use of specific tools etc

# A number of skills will support this critical friend relationship ...

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- **Facilitation**
  - Helping teams to reach their desired outcomes effectively
- **Coaching and feedback**
  - Helping individuals and teams to develop and reach their full potential
- **Dialogue**
  - Helping teams to change the patterns of their conversations

# Remodelling skills – contents

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Introduction

**Facilitation**

Coaching and feedback

Dialogue

# Facilitation helps a SCT to achieve better results

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- A facilitator helps a team by helping people to **voice, listen, make decisions** and **take responsibility**

... facilitation is about managing the **process** of a group to achieve these aims

# Effective facilitation requires a number of beliefs:

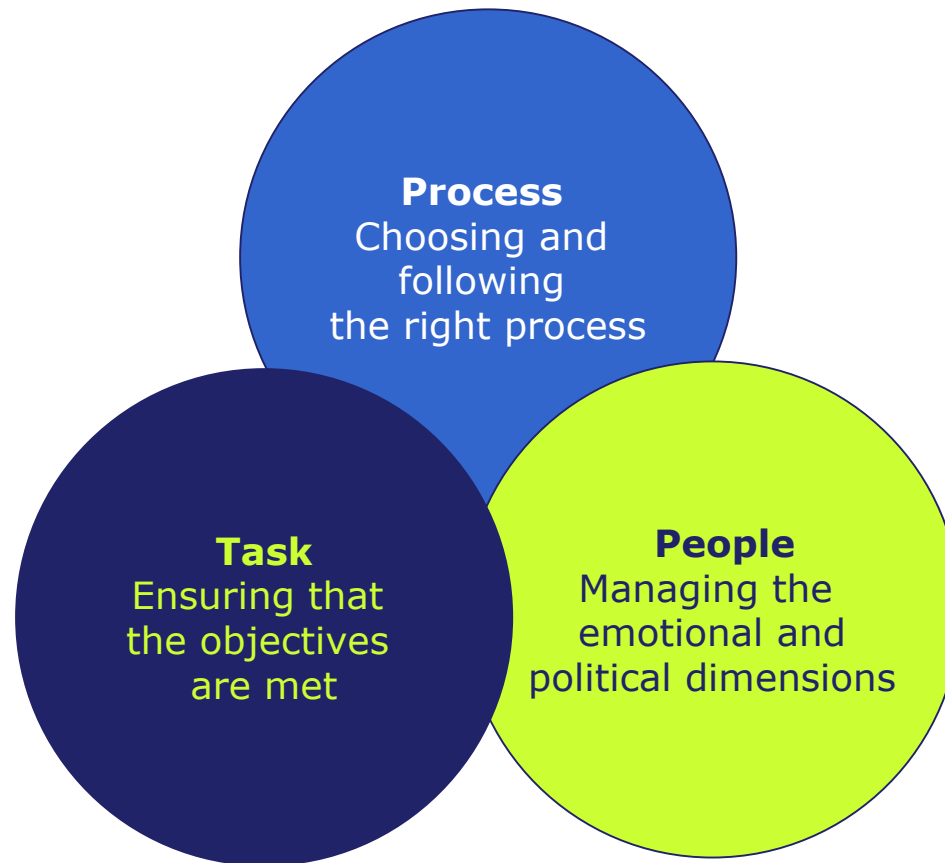
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- **The team has all the capability and knowledge it needs to improve itself.** Facilitation is creating a process which allows the team to develop their potential. It is not adding content
- **Facilitation is about the team learning, not the facilitator teaching.** It's about people discovering what they know rather than being told what they don't
- **Anything that anyone does is the best possible contribution they can make to developing the team.** This means everything is taken as a serious contribution

*Richardson, Macneish and Lane, 1997*

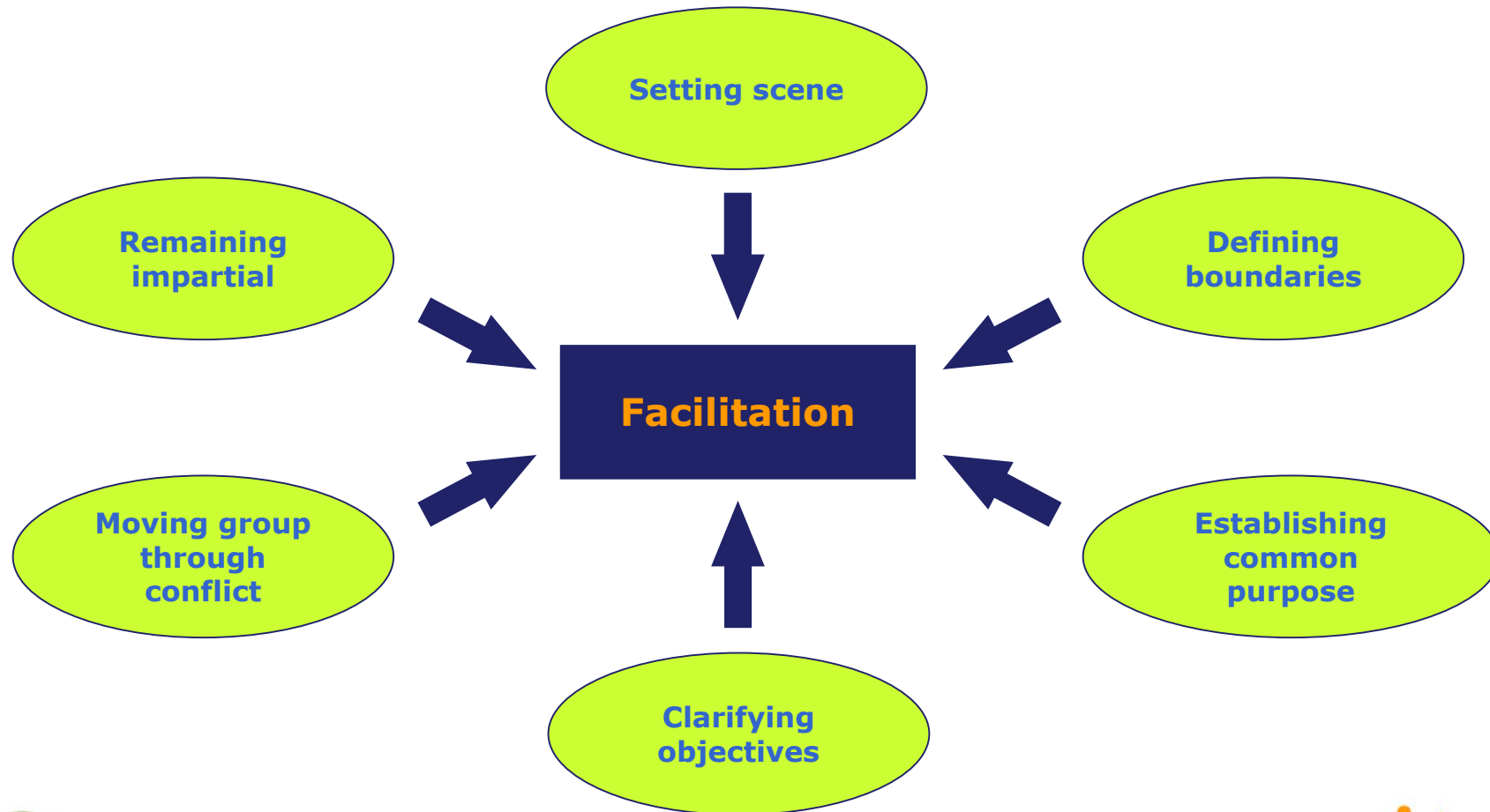
# Facilitation involves attending to process, task and people

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# The facilitator's PRIMARY role is to manage the PROCESS of a group and NOT to add CONTENT

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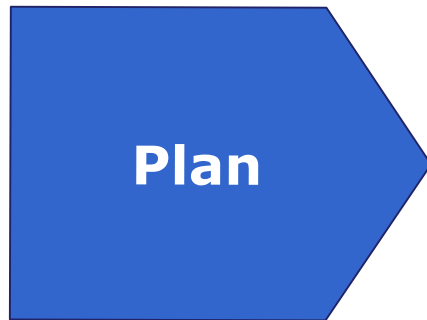
# The facilitator must watch for potential pitfalls

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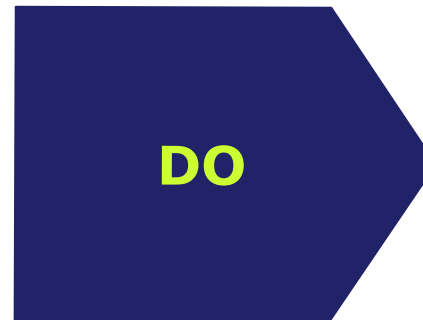


# Successful facilitation can be considered as a 3-stage process:

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- Research
- Establish objectives
- Design process
- Plan events



- Introduce and agree objectives
- Uncover individual perspectives
- Work towards a shared view
- Process the issue/task
- Agree outcomes
- Identify further actions



- Team evaluation of results
- Review facilitation process

# Getting the process right in advance will lead to a better result for the team

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## ***Before the team session ...***

- Conversations before the event with the team to clarify expectations and recommendations where possible
- Know what tools/methods you will use to get the results you are seeking
- Know in advance where the difficulties may lie and have tactics ready to deal with them

## ***At the team session ...***

- Establish clarity about the objective(s) and method for achieving it
- Allow people to make their individual positions/ideas/thoughts known early in the process
- Once the “data is out”, appropriate exercises and tools can be used to process the data and arrive at a shared team view that everyone buys into
- Explain tools/methods clearly in order to get the results you are seeking
- Be clear that everyone understands each processing step and where it is heading
- Check out the team’s view of progress as you move through the process
- Ensure that the team remains “whole” and no-one “checks out”
- Be sensitive to the mood and energy of the room – vary pace, take breaks, insert time for feedback/reflection etc – as appropriate



# Making use of “Time Out”

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## Use breaks/lunches/dinners as important vehicles to:

- Gauge delegate satisfaction with the process
- Unearth any hidden issues
- Collect delegate anecdotes that could be used:
  - For humour
  - As a defuser
  - To add value
- Tackle difficult or quiet delegates:
  - How do you feel about the day so far?
  - You were quiet today. Is everything OK?



# Facilitators should role model behaviours that encourage the team to achieve their objective(s)

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Create empathy  
and trust

Provide  
feedback

Active  
listening

Open  
questions

Closed questions  
to close down

Observe

Timely  
interventions

# There are many ways to encourage participation:

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## Verbal techniques

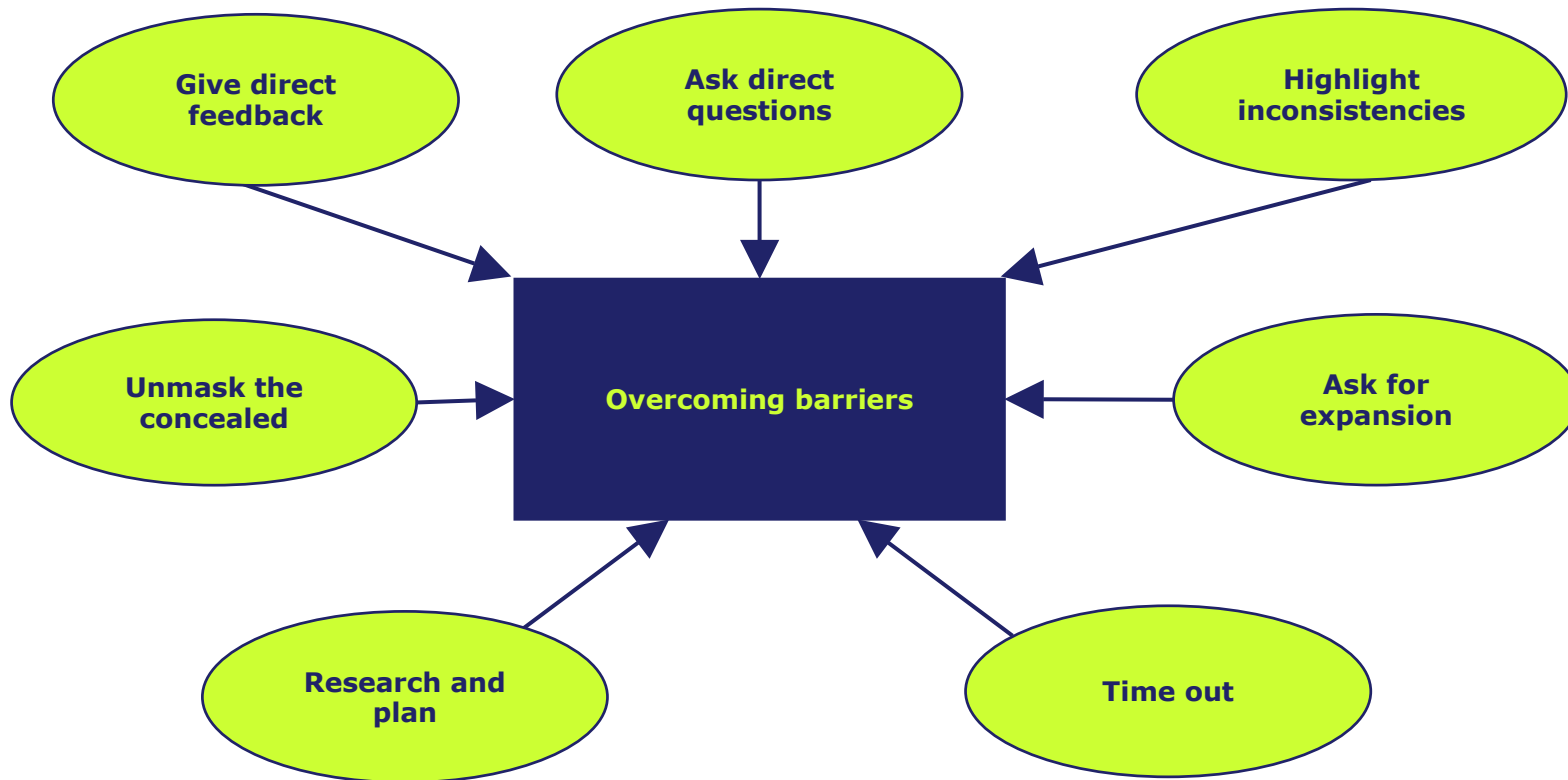
- Ask open-ended questions
- Phrase requests to encourage more responses
- Respond positively to all contributions
- Ask for more specifics
- Ask for and encourage different view points
- Re-direct questions
- Paraphrase/summarise
- Refer to contributions people have made previously
- Hold back on your own ideas

## Non-verbal techniques

- Attentiveness
- Voice and tone
- Facial expressions
- Silence
- Movement
- Avoid showing your anger or impatience

# There are also ways to overcome blocks or barriers where they occur

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# Forms of resistance and examples of uncovering and responding

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Form	Identify and Respond
Avoidance of responsibility	"You don't see yourself as part of the problem"
Flooding with detail	"You're giving me more than I need. Can you headline it?"
One word answers	"Say more about that"
Attack	"You are really questioning a lot of what I do. You seem angry."
Compliance	"You seem agreeable to everything I suggest. I'm having a hard time telling what you are feeling"
Changing the subject	"The subject keeps shifting. Can we focus on one at a time?"
Nit-picking	"We're getting into a lot of detail"
Silence	"I don't know how to read your silence"
Press for solution	"It's too early for solutions. We are still trying to find out"

# As a facilitator you might come across difficult behaviours and/or scenarios to manage!

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- A team member who always points out difficulties
- An individual dominating the meeting
- A non-contributing member
- An “expert”
- The Cynic (“I’ve heard it all before”)
- Conflict between two team members
- The leader (headteacher/senior staff member) as a participant!

***There are some tips to help you with these situations***

# Difficult scenarios

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## The objector

**... a team member who always points out the difficulties**

- Ask them to suggest a solution to the difficulty they have identified
- View them as a resource against whom to bounce ideas and suggestions
- Be prepared for the negative – and use it to improve an idea
- Regard the statement of difficulty as an invitation to build, not as an obstacle

## The dominator

**... an individual dominating the meeting**

- Take control constructively
- Call on other delegates by name
- Thank, restate pertinent points and move on
- Avoid eye contact
- Use your physical position in the room

# Difficult scenarios

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## The silent one

### A non-contributing member

- Don't put pressure on the participant
- Acknowledge their contributions – every time they speak
- Give a non-verbal invitation to speak
- Ask them if they agree with what's being said
- Capitalise on their knowledge and personality
- Talk to the reluctant participant (outside the meeting)

## The "know all"

### An "expert"

- Don't react defensively – respect what they can offer
- Use the person's expertise – but set limits
- Encourage the expert to listen
- Invite the expert to present formally
- Give the expert an official role in answering people's questions

# Difficult scenarios

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## The cynic

### “I’ve heard it all before”

- Don’t get defensive or angry
- Find some merit in what they are saying
- Bring them in WHEN YOU WANT THEM TO SPEAK
- Encourage them to concentrate on the positive
- Talk to them privately – find out if they are upset or annoyed
- Use the rest of the group to give different viewpoints

## The fighters

### Conflict between two team members

- Don’t intervene too early
- Emphasise points of agreement, minimise points of disagreement
- Direct delegates’ attention to the objectives of the meeting
- Shelve or park the issue for the moment
- Draw others into the discussion to reduce the one-to-one element
- De-personalise

# Difficult scenarios

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## The leader

### The leader as a participant

- Emphasise the importance of being (positively) frank
- Formalise the situation upfront – difficult dual role, being both player and leader
- Ask the leader if he/she would mind reserving his/her views
- Treat the leader as a person

# Remodelling skills – contents

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**Coaching and feedback**

Dialogue

# Coaching helps people improve their performance

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## A coaching style of leadership will:

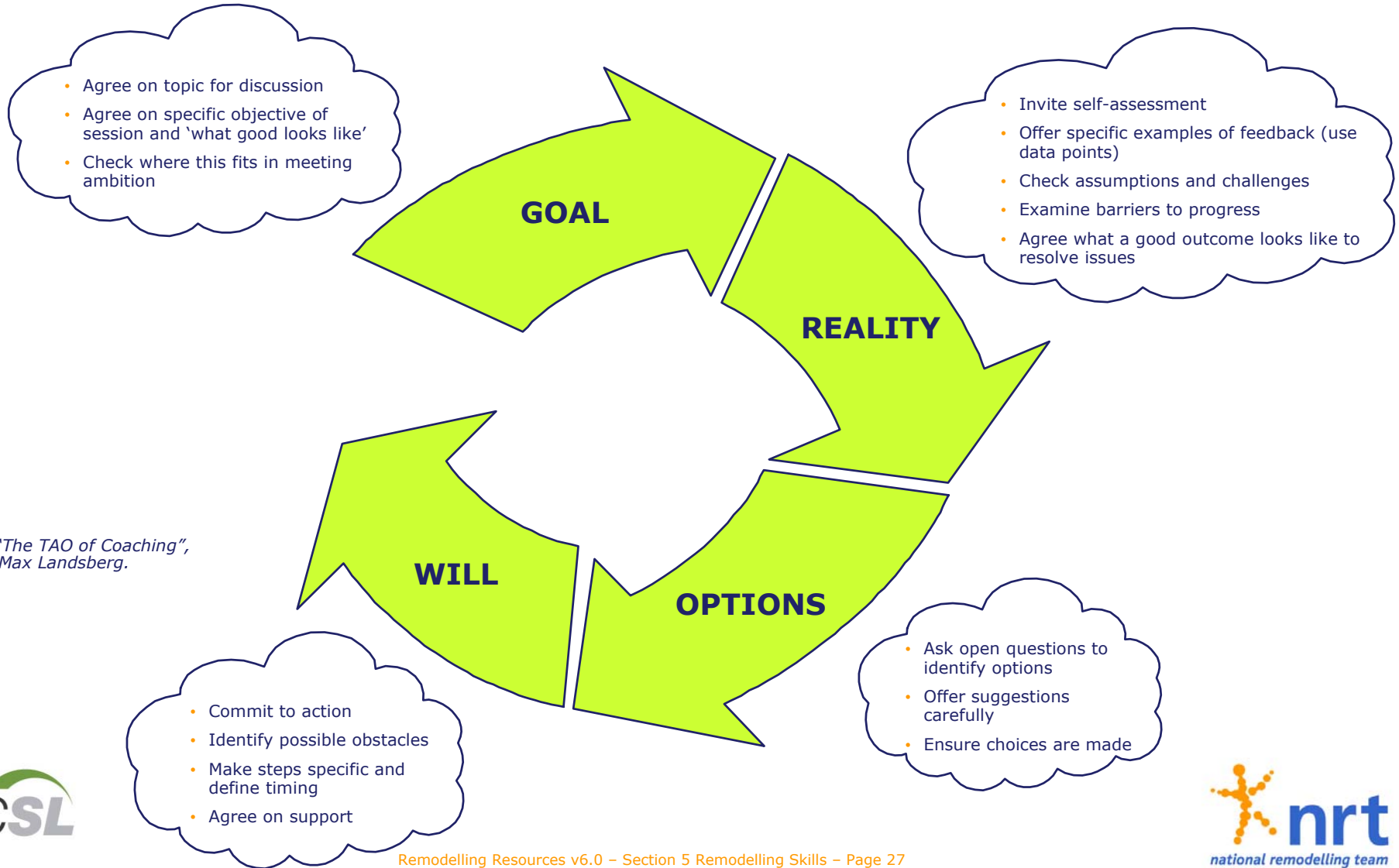
- help teams/individuals develop
- help teams/individuals reach their potential
- encourage teams/individuals to own the responsibility for their personal and professional development
- help teams/individuals find a way to move on from a situation that may be constraining their development or preventing them from attaining an objective

**Where: Performance = Potential - Interference**



# There is a well-defined coaching process model

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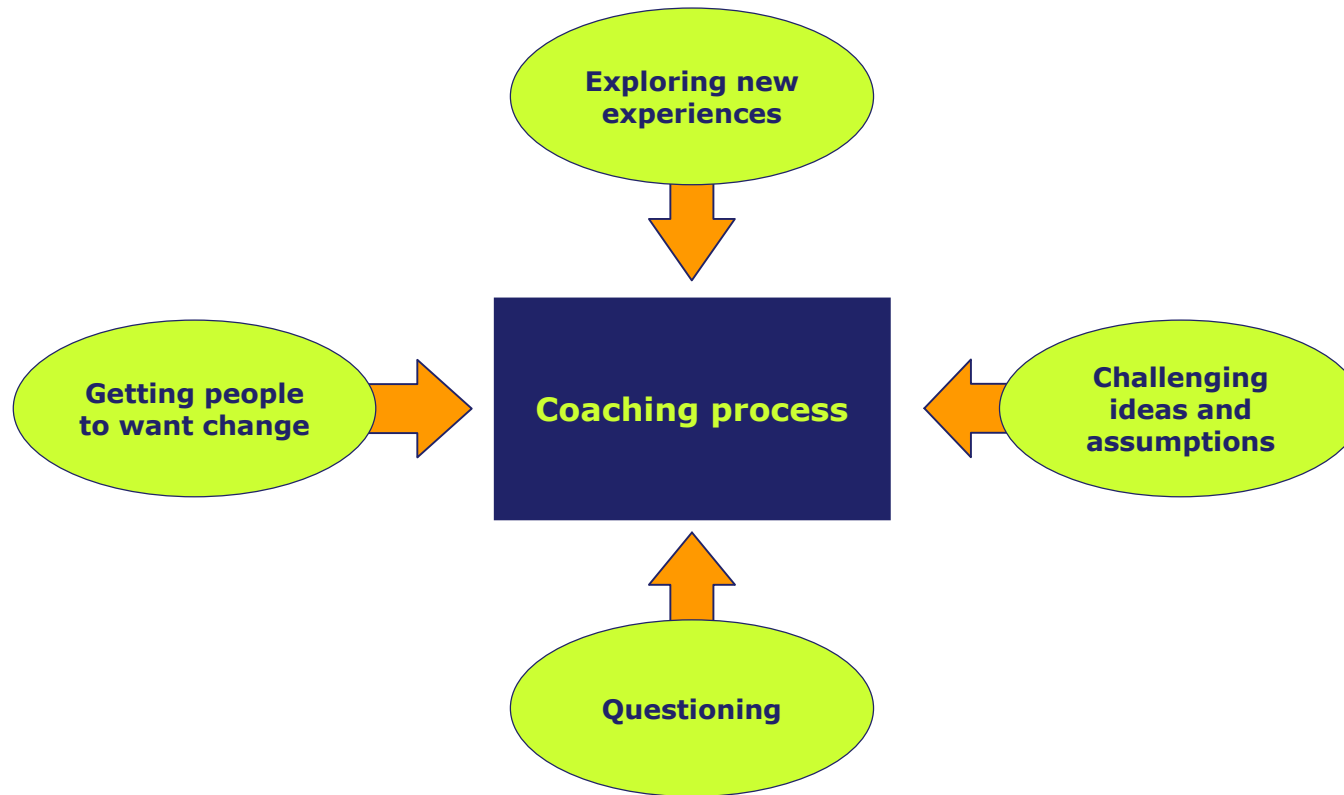


Source: "The TAO of Coaching",  
Max Landsberg.



# Coaching is a process of helping people to help themselves

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***A coach encourages self discovery and assists with the embedding of new learning***

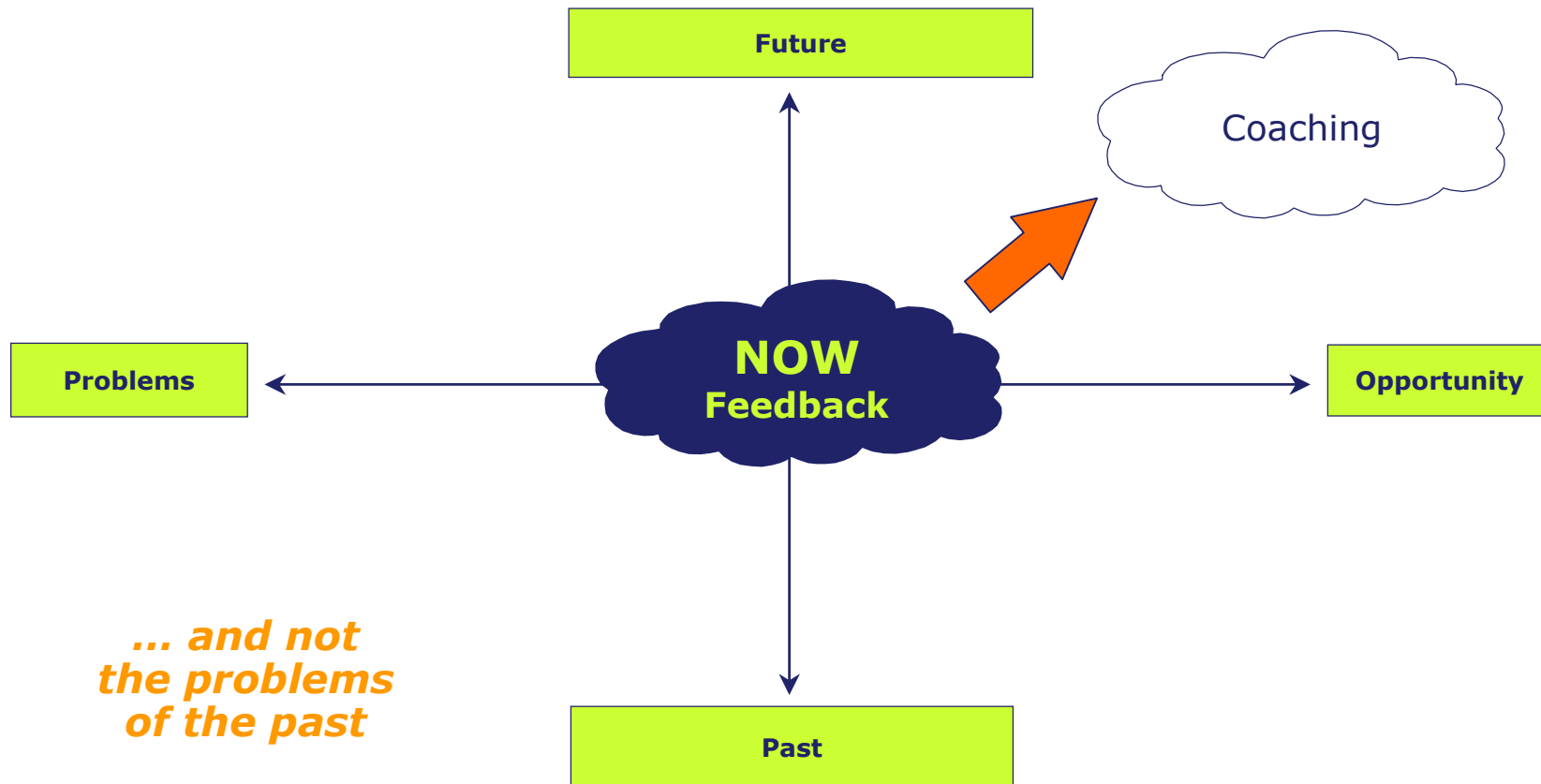
# What does good coaching behaviour look like?

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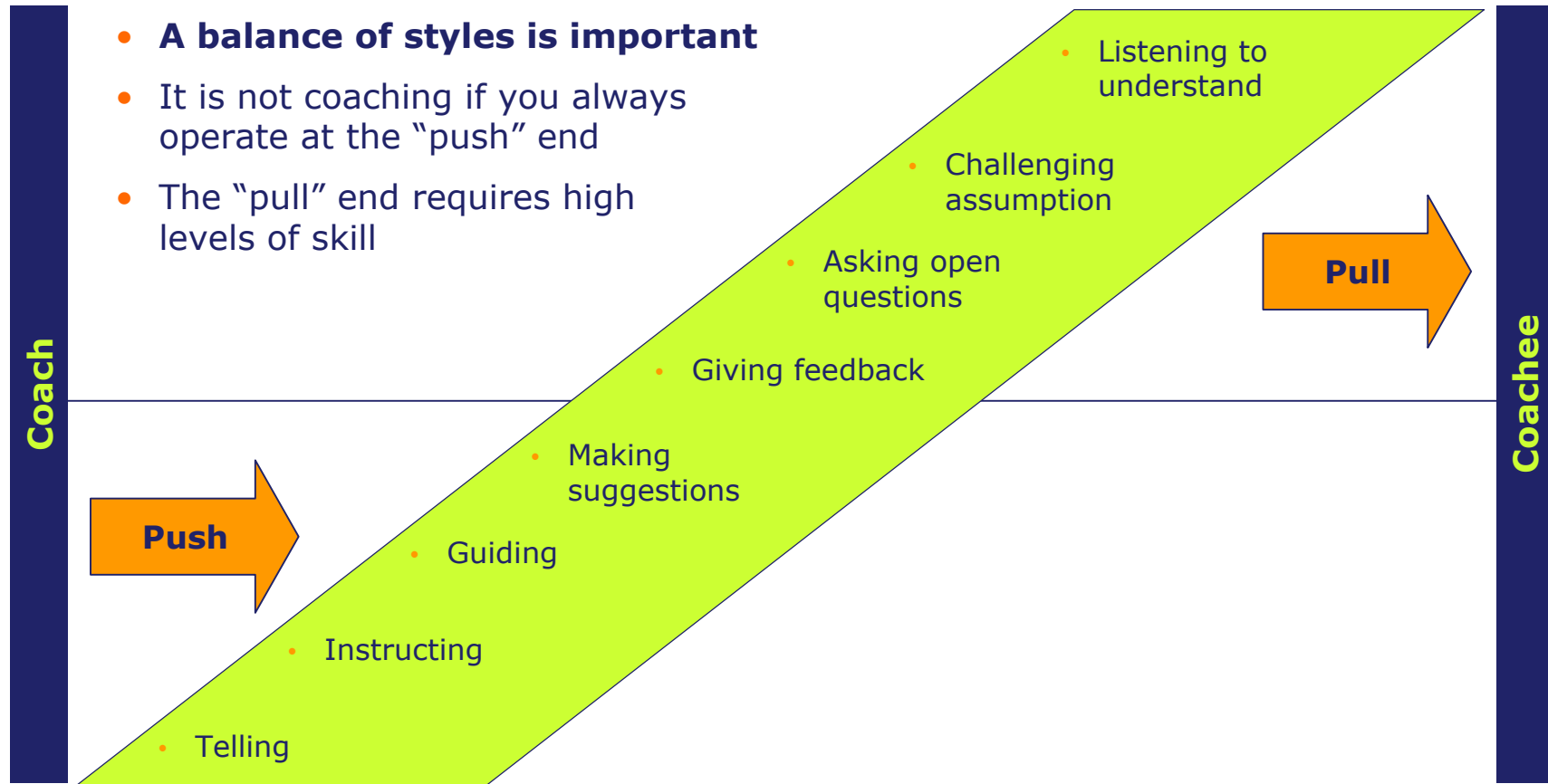
# Coaching focuses on the opportunities in the future

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# There are a number of common styles of coaching

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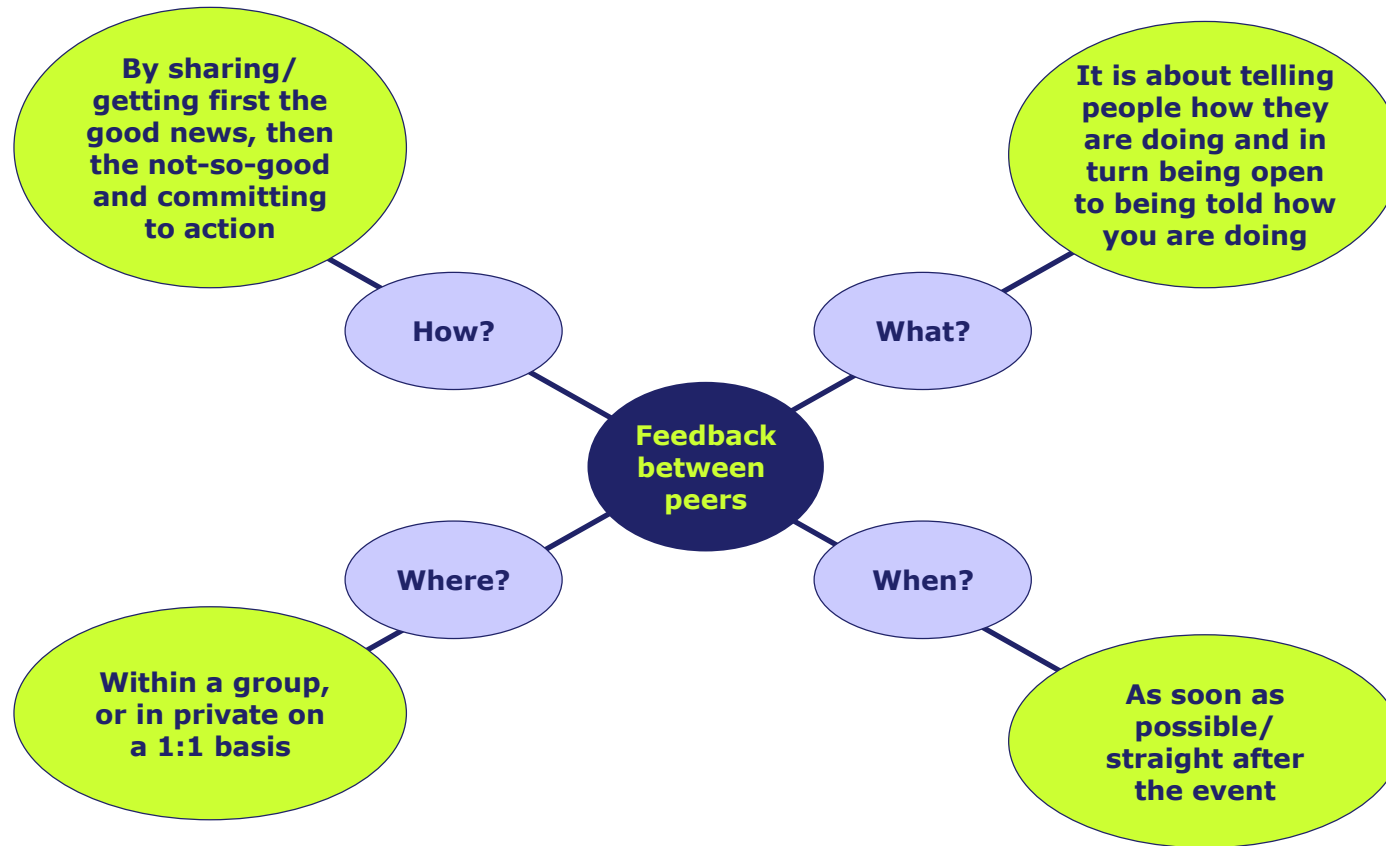
# Feedback is a critical aspect of coaching that helps people to develop and learn

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- The purpose of feedback is to encourage team members to repeat their positive team behaviours and improve their less helpful ones
- Feedback should be seen as a positive and helpful team building tool
- Giving and receiving feedback does not come naturally to many – it requires attention and practice

# By feedback, we mean the exchange of observations on each other's recent performance in teams

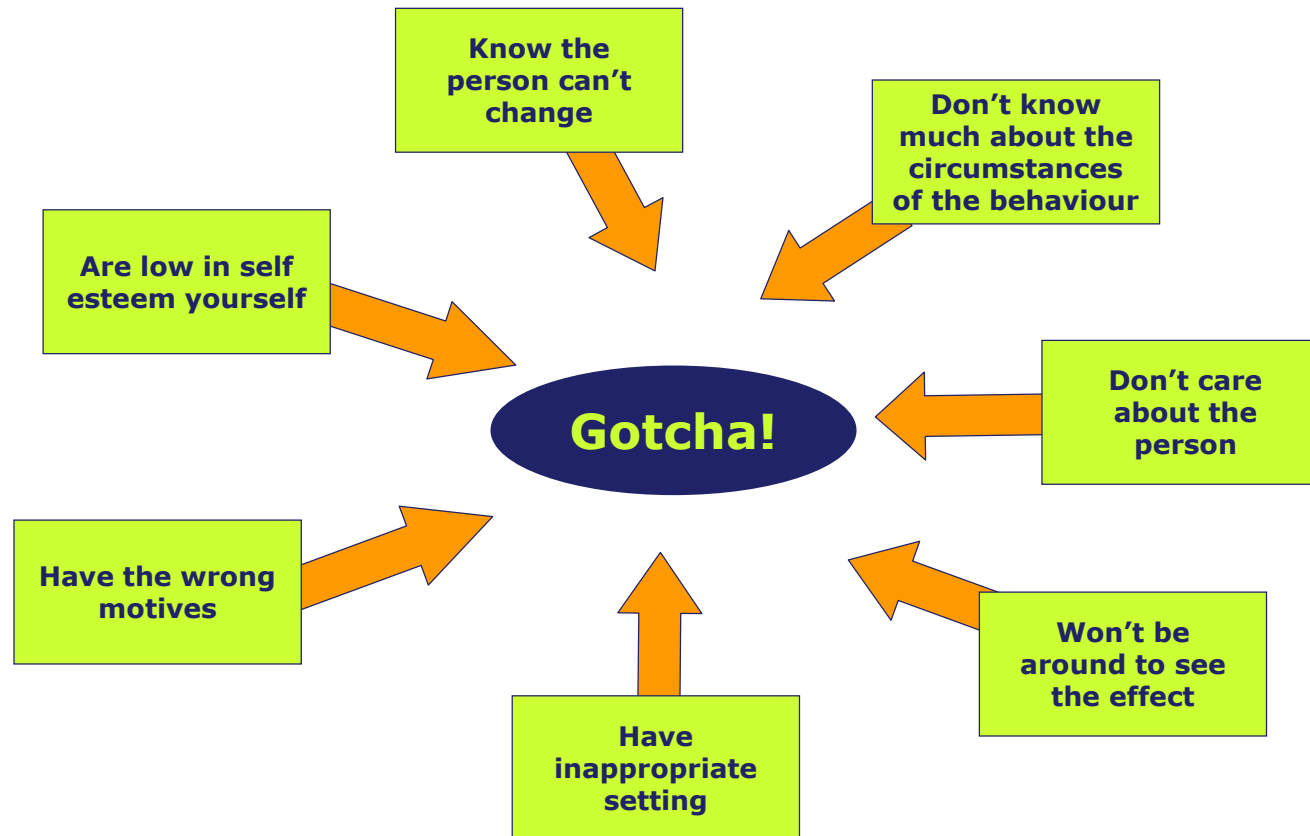
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***Create a safe and private environment with no interruptions, to use this tool in a planned and pro-active way***

# You should not give feedback when you:

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***Feedback is an indication that you really care about the person and want to help them to develop***

# We recommend this type of framework for giving instant feedback

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Using this kind of phraseology for both WWW & EBI:

- When you ...
- I felt ...
- Because I ...
- I would like ...
- Because ...
- What do you think ...?

*The asking for, giving and receiving of feedback should become a natural way of operating in a team*

# This example demonstrates some of the language used to give feedback

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## WWW (what went well)

"John, I really appreciated it when you stopped the group's conversation and asked that we pause for some reflection.

"I felt like the meeting got back to its central purpose because you invited us to see that we were careering off-track.

"You seem very adept at noticing how the group is doing at its various tasks and you play back those things to us. This helps us to be a better team as a result."

## EBI (even better if)

"This afternoon, when we were talking through the implications for the support staff, I missed your contribution.

"You have a strong knowledge of the people in this department and I expected you would be more forthright with your views about the viability of our ideas.

"Would I be right in thinking you were holding back? ..."

"How might you have played a more active role in the conversation? ..."

## Action Plan

"I would like to see you continue to assist the group by keeping us on task as you do.

"Perhaps you might like to help us more by suggesting a better format for our meetings? What do you think? ..."

"I'd also like to see you play a stronger role representing the views of the people you know well. If you are not so sure, how about inviting us to think through our ideas from their standpoint instead? How do you feel about that?"

# The approach to feedback is all important ...

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- Show there is a strength or a problem by using examples
- Connect it to the way people think and interact
- Speak with honesty and good intent
- Focus on observable behaviour
- Do it as soon as possible after the event
- Show inconsistencies between what is said and done
- Focus on what is adding to a positive impact
- Identify what is missing that will reduce any negative impact and improve team performance
- Do not simply label what is right or wrong
- Make it an opportunity to increase strengths and improve performance and not a threat

# The approach (continued)

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## If feedback is:

- Motivated by an honest attempt to help both the individual and the organisation
- Based on dialogue, not monologue – talk with the team member/peer, not at him/her
- Given at a time/place when the individual is ready to receive it

## Then it:

- Results in a consensus about strengths and problems
- Focuses on behaviour/performance not personality
- Offers specific actions for greater use of strengths and suggestions for improvements
- Concludes with agreed specific action plans



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**Dialogue**

# What is Dialogue? Why is it important?

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- We bring about change through discussion and conversation
- Many of our conversations are replaying long-established patterns of behaviour
- Changing our conversations may help us bring about change in our schools
- Dialogue is a “high performance conversation” where we are thinking well together

# Dialogue consists of two central actions: ADVOCACY and ENQUIRY

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The challenge is to keep these in **balance** in all your conversations

## Phrases for better advocacy

- “Let me tell you where I am right now”
- “This is what I am thinking while you are talking”
- “Let me tell you my reaction to that”
- “I’m uncomfortable right now, and I’d like to tell you why”

## Phrases for better enquiry

- “How do you see this?”
- “Help me to understand...”
- “What am I not seeing”
- “What is your reaction to what I have said?”

*Dialogue 2001*

# The learning grid can be used to assess the quality of conversations

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	<b>Advocacy</b>	<b>Enquiry</b>
<b>Promotes learning</b>	<ul style="list-style-type: none"> <li>• Explains steps in thinking</li> <li>• Gives specific examples</li> </ul>	<ul style="list-style-type: none"> <li>• Seeks alternative views</li> <li>• Probes view of others</li> <li>• Encourages challenge</li> </ul>
<b>Limits Learning</b>	<ul style="list-style-type: none"> <li>• Doesn't explain thinking</li> <li>• Doesn't give specific examples</li> </ul>	<ul style="list-style-type: none"> <li>• Seeks conforming views</li> <li>• Ask leading questions</li> <li>• Doesn't encourage challenge</li> </ul>

*(Action Design Associates, 1994)*

# An intervention is an action designed to produce change in a system

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- Your school community is a **system** – it is an entity with a clear boundary and a degree of autonomy
- It has a purpose. It needs to be closed enough to remain a system that is functioning and open enough to allow the outer world to influence for further development
- A system needs to be able to adapt to external changes and developments in the outer world – otherwise it cannot fulfill its purpose

# Intervening into a system is a very delicate act

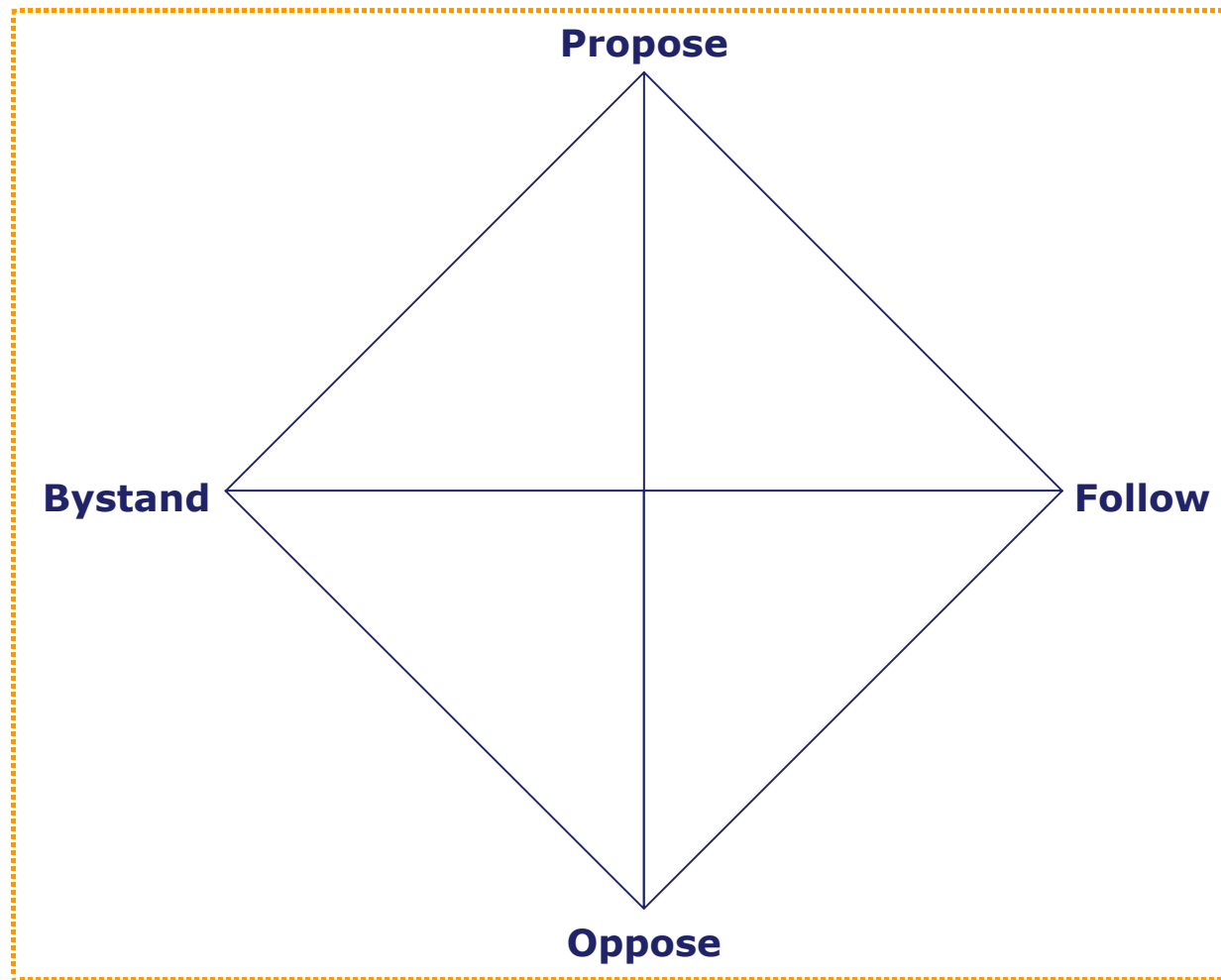
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**... however, we do this every day, and most of the time unconsciously or unintentionally**

- When we become more conscious of our interventions, and the interventions of others, then we are likely to act better in our attempts to bring about change
- David Kantor has identified 4 “moves” that are present in everyone’s conversations – when we can “hear” these, we improve our ability to think and act well together

# David Kantor's "Four Player System" introduces four "moves" that occur in our conversations

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*(Adapted from David Kantor, 1995)*

# The 4 “moves” explained

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## Propose

- To introduce an idea/action/change/perspective
- To bring into a conversation something with force
- To help to give **direction** to a conversation

## Oppose

- A stance in relation to a Propose
- To bring **correction** into the conversation

## Follow

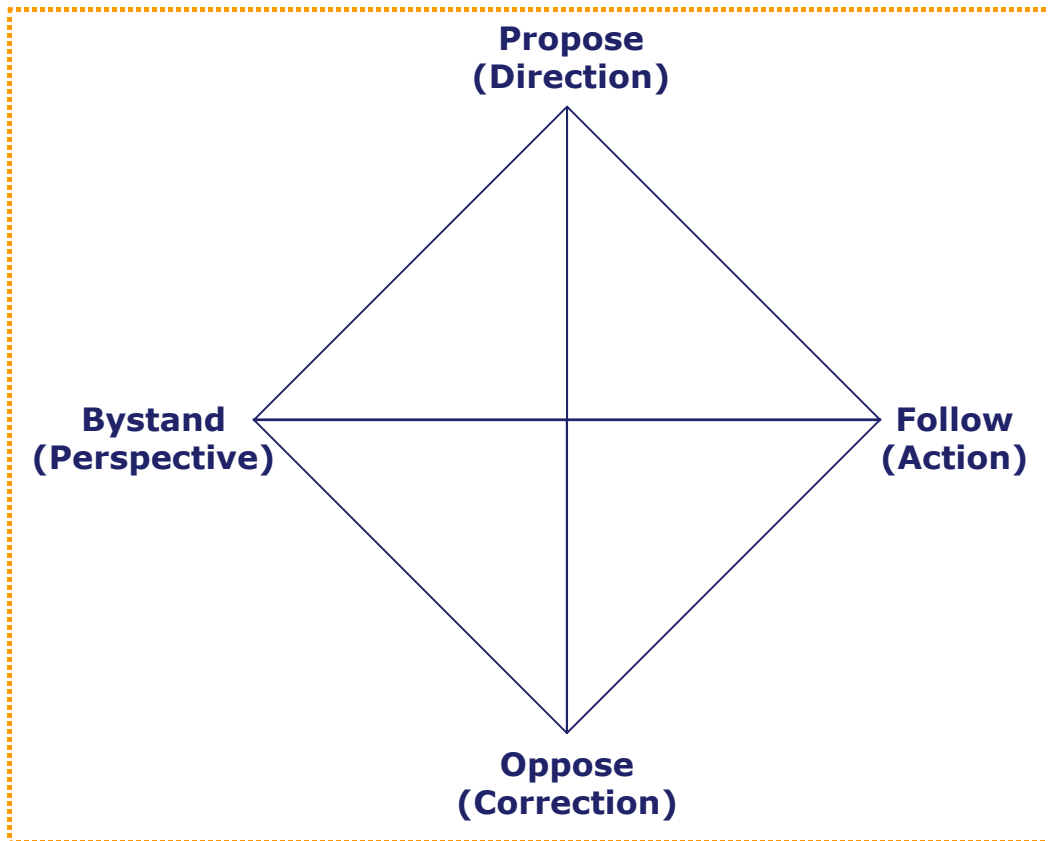
- To support a Propose or an Oppose, and endorse/validate it
- To give additional reasons
- Without support it's not possible to have **action**

## Bystand

- To provide perspective to the group about what's going on
- To bring **perspective** to a conversation

# A model like this helps us see exactly what is happening in a conversation

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- When we are aware of our own moves and those of others we can “clean up” our conversation
- Being clean about our moves leads to clearer, more productive conversations – or dialogue
- Proposes + Opposes are examples of **ADVOCACY**
- Follows + Bystands are examples of **ENQUIRY**

# Inviting groups to clean up their conversation is easy ... play a game

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- Draw up the “Four Player System” on a flipchart, explain “Propose”, “Oppose”, “Follow” and “Bystand” and suggest that we are always making one or more of these moves when we work together in groups.
- Show that our intentions are often unclear. For example:
  - “I agree with you David, but I think the best idea is to ...” (Oppose disguised as Follow)
  - “Yes, okay. We could also have a meeting on Friday.” (weak Follow, then a Propose)
- **Introduce the idea that the group continues its meeting, but for a short while (say 15-20 minutes) everyone should begin speaking by declaring what they are doing.**

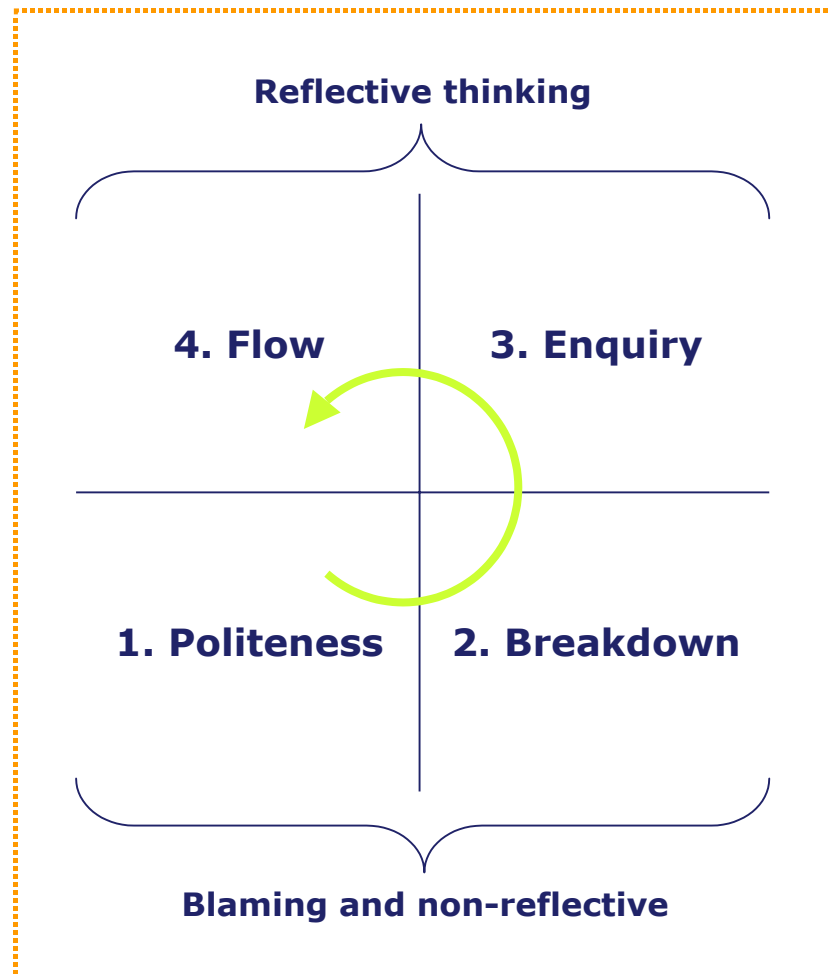
For example:

- “I’d like to Propose. I believe that the best course of action would be to employ John.”
- “I would Oppose that Propose. If John comes on board, then it means Julie will no longer be needed and she adds value in so many other ways ... My suggestion [declaring a Propose] is that we think about this a bit more.”
- “If I can offer to Bystand for a moment ... I notice that we are all skirting around the issue of Carole’s poor performance.”



# If we can navigate the phases of dialogue, we can better bring about change

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*(Claus Otto Scharmer, 1996)*

# The phases ...

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## 1. Politeness

- Helps people feel part of a group
- Can relax
- OK if you know the rules
- If you don't know the rules, you don't know what's going on

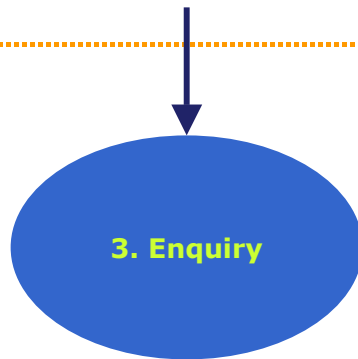
Then, a **crisis point** – no-one will get to the real stuff if politeness continues

## 2. Breakdown

- People break the rules
- Things come out strangely
- Hard work
- Bewildering
- "How far will this go?"
- "Where will this end up?"
- Release of energy
- Excitement
- Positions emerge
- Some people enjoying this stage; others not
- Lots of moves
- If there is too much breakdown, then there will be a return to politeness where people try to establish some rules to get the group out of chaos

# The phases (cont)

Then, some **FOLLOWS** and some **BYSTANDS** to get us to the next phase

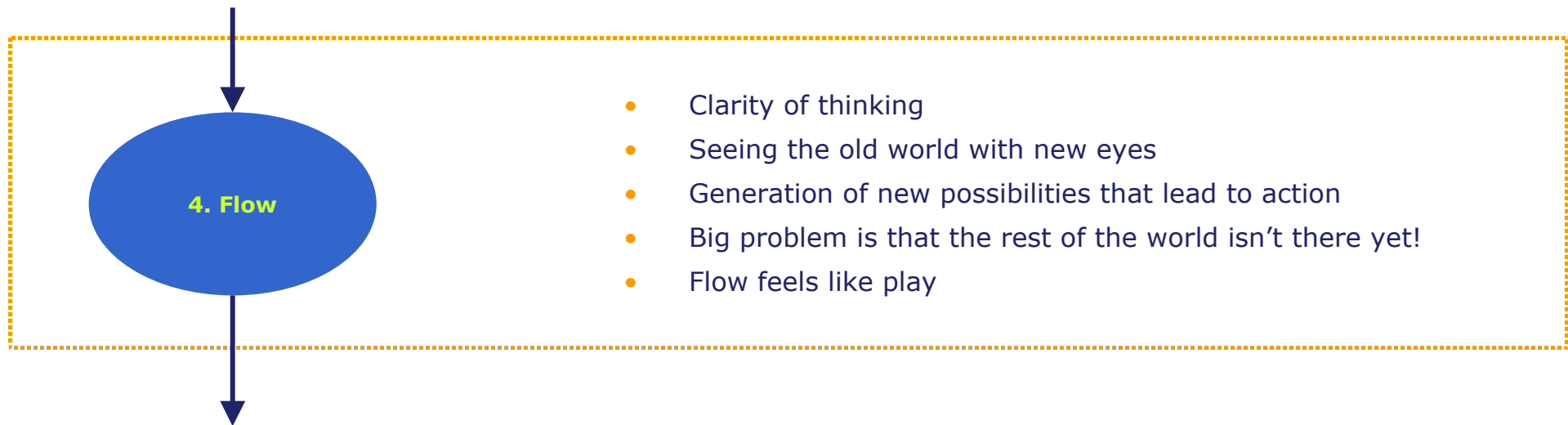


- Moving into reflective thinking
- Inquiring into one's own contribution and the contributions of others
- Realisations, insights
- Awareness of how we impact on each other
- Positive learning emerges that helps move the group forwards
- Enquiry is the key skill that prevents the dialogue slipping back into politeness
- Downside is that inquiring can go on ... and on

# The phases (cont)

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Then, a point where everyone begins to see the whole picture



Then, at some point our dialogue re-enters a phase of politeness

**Having diagnostic skill means being able to cycle through these four phases**

# Example – dialogue of a SCT

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## Context

1. Since the school is already setting a deficit budget, any solution must be low cost and/or additional income needs to be found from another source.
2. Teachers are unhappy with losing three hours a week TA support in the classroom and already believe it is impacting on standards. Other solutions need to be found to cover the 24 admin and clerical tasks.
3. More leadership and management time needs to be found and the school secretary needs to be relieved of some of the day-to-day burdens she faces.

# Example (cont)

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## Teacher

“Not having to do the displays in my classroom is great – it would take me at least two hours a week to update them at the pace Jane and I are able to do now.”

[PROPOSE: the situation has improved]

**Teaching Assistant** “Yes, but the trouble is Jane tells me that while she is busy mounting work and putting up displays, she can see children in the class needing help with their work – like Fred, for example. He sat and stared at his Maths book for 20 minutes yesterday and had only done two sums by break time – now Jane would normally sit with Fred’s group and keeps them all going. But if she doesn’t focus on doing the display work on Tuesday mornings, Mrs X has to it – and she shouldn’t be doing it at all – that’s the whole point!”

[PROPOSE: there is a problem I’d like you to recognise]

**School Secretary** “Well my problem is that I was already very busy in the office and all this extra photocopying for the teachers is making life very difficult for me. It wouldn’t be so bad if it all came in well in advance – then I could plan for it. But it doesn’t seem to work like that – often the day before is the best notice I get. Some teachers just don’t seem to be able to plan in advance. In the end James usually has to take over on the computer for me, while I do the photocopying – and that means he avoids going out into the classrooms – again!”

[PROPOSE: I have a problem I’d like you to recognise too]

**Teacher** “Well I am certainly not going back to doing the photocopying – all the teachers are really pleased with this arrangement. Not having to sort out the jams, load up more paper etc has taken years off me!”

[OPPOSE: this is not a problem; I am not supporting your move]



# Example (cont)

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**School Secretary** “Yes – and it’s put years on me!”

[OPPOSE: your view is not acceptable]

**Teaching Assistant** “Well If the TAs have to do photocopying even more of our precious time with the children will be lost – we stop being paid the minute school finishes so we can’t be expected to do jobs like that after school. Besides most of us love our jobs because of the children – and we have developed a fair amount of skill in helping them learn. Do you know yesterday I missed hearing three of my regulars read, because I was sorting out Mr T’s trip money?”

[PROPOSE: I’m going to restate the problem you haven’t yet heard]

**School Secretary** “Well I’m afraid I certainly don’t have time to sort out trip money – coping with dinner and swimming money takes enough of my time. I was here until 7 o’clock last night trying to balance the dinner money, and then I missed my evening class.”

[FOLLOW: supporting the TA’s move]

**SENCO (Chair)** “It seems to me we need a little ‘time-out’ here. Let’s have a comfort break for five minutes. Clearly someone has to do the admin and clerical work, for the teachers – and it seems that at present there just isn’t the capacity in the office.

[PROPOSE: to take a break; then a PROPOSE to advocate her own view]

# Example – analysis

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- Nothing was ever going to happen in this dialogue – it was unbalanced: 5 Moves, 2 Opposes and 1 Follow (after an Oppose) ... the dialogue did not contain a single enquiry
- The Chair had an opportunity to Bystand rather than simply break – she could have said something like “I notice that none of us has asked any questions”
- The dialogue had reached Breakdown and there was an attempt by the Chair to return to Politeness. Moving into reflective thinking through Enquiry would have provided an opportunity for learning that would move the team forwards
- As it stands, this is a stuck team!