Facilitating To Lead

*Excerpt from a book
by Ingrid Bens*

Leaders who operate in today's networked world of projects and teams, find themselves in an environment that didn't exist just a few decades ago.

Where managers once oversaw functions they had previously performed themselves, today's leaders often head up diverse groups of specialists whose area of expertise is not familiar to them. Where supervisors traditionally worked in close proximity to their staff, today's employees may be located hundreds and even thousands of miles away. Where bosses once wielded absolute authority over compliant workers, today's leaders often have independent colleagues over whom they have little or no authority.

Although many organizations continue to operate in the traditional mode, the incidence of geographically dispersed workers and lateral structures is on the rise. Today, even the most conservative, hierarchical organizations are permeated with technology implementation teams, process improvement projects, new product partnerships and inter-organizational networks.

The people who head up these groups, find themselves facing unique challenges. These leaders quickly discover that being effective on a succession of complex projects requires a new set of skills and techniques.

When the average person is asked to describe what a leader is, they'll say things like: someone who's in charge, the person who's accountable, the one who has the final say. This command and control notion of leadership has been with us for centuries and is extremely pervasive. But in the world of projects and teams, this conventional approach to leading is often not effective.

The Transforming Workplace

From	To
Stable departments	Shifting networks of teams
Vertical hierarchies	Lateral matrices
Task orientation	Goal orientation
Homogenous staff groupings	Diverse skill sets
Geographically close	Geographically scattered
Leaders know the work	Leaders may not know the work
9 to 5	24/7
Information dependent	Widely networked
Operating without technology	Totally wired
Expectations of life-long employment.	Expectations of autonomy and personal growth.

The Implications for Leaders

The combined effect of these trends is changing what it means to be a leader in today's world or work:

> ➢ When employees don't know as much about the content of their work as their supervisors and managers, it's appropriate and effective for these leaders to direct the details of staff efforts…

> but…

> When team members are experts in specialty areas that are unknown to the leader, it is impossible for the leader to direct staff efforts.

> ➢ When employees work in centralized locations, the leader can monitor employee efforts during pre-set hours of operation...

> but...

> When team members work in remote location and set their own timetable for achieving personal deadlines, the leader is in no position to judge staff effectiveness through direct observation.

> ➢ When the leader has direct control over the budget, and the hiring and firing of staff, it provides the leader with the authority to control workload assignments and to discipline staff…

> but...

> When team members are assigned to a team or committee in which both staffing and budgets are controlled elsewhere, the leader has few levers to control member actions.

> ➢ When staff roles are narrowly defined and feature repetitious tasks, it's often appropriate for the leader to provide oversight to ensure that work gets done...

> but...

> When the work demands creativity and innovation, and results depend on people taking initiative, close oversight is futile and serves to undermine individual initiative.

Just as the advent of the Industrial Age created the need for new approaches to managing work, the proliferation of matrix structures is likewise creating the need for a transformation of the role of the leader.

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Toady's Matrix Leaders:		
Instead of dealing largely with individuals	$\Longrightarrow$	they often work with their people in groups
Instead of supervising hours of operation and measuring workload	$\Longrightarrow$	they need to help staff identify parameters within which they can become self-managing
Instead of directing tasks	$\Longrightarrow$	they motivate people to achieve superior results
Instead of directing the task	$\Longrightarrow$	they provide the structures that make it possible for staff to succeed
Instead of making decisions	$\Longrightarrow$	they help their people reach collaborative decisions

The Overlooked Tool Set

For leaders searching for strategies to navigate these new realities, there's good news! The leadership style that's most effective in this setting has already been developed and refined. It is known as facilitative leadership.

Facilitation is a process through which a person helps others work effectively. It draws out the knowledge of group members in order to achieve superior results. It values everyone's contribution, shares power and instills ownership. Facilitators help groups improve the quality and quantity of their work by getting members to work together more effectively.

Facilitator is one of the most important roles to emerge in the modern workplace. It was developed in the middle of the 20th century as a blend of management theory and applied behavioral science. It was created in order to engage and empower followers so that their expertise and knowledge would be fully exploited.

Of all the skill sets that support the shift from the traditional, directive mode to the style most needed by matrix leaders, none is more relevant than the role of facilitator.

The tools and techniques that matrix leaders need can be found in facilitation.

What is Facilitative Leadership?

Facilitative leadership is an approach to leading that's based on the core beliefs and practices of group facilitation. It makes extensive use of process tools in order to provide structure and casts the leader in the role of helper and enabler.

Facilitative leaders share the core beliefs of facilitation, namely that:

➢ people are intelligent, capable and want to do the right thing
➢ everyone's opinion has value, regardless of rank or position
➢ groups can make better decisions than individuals acting alone
➢ people are more committed to the ideas and plans that they create
➢ people will take responsibility and assume accountability for their actions and can become partners in the enterprise.

The ultimate goal of the facilitative leader is to develop the leadership talents of others: to instill confidence, authority and responsibility in each person. They aim to create organizations that are participative, responsive and essentially self-managing: exactly the kind of workplace in which knowledge workers thrive!

The Benefits of Shifting Styles

By adopting facilitation leaders gain:
➢
➢ the increased ability to help others make complex collaborative decisions
➢ enhanced capacity to build and maintain healthy teams
➢ greater utilization of staff resources
➢ staff who are more engaged and more responsible for their actions and for finding and solving problems
➢ shared accountability for results
➢ greater commitment and buy-in through input and involvement
➢ team members who are more self-managing
➢ creation of a more collegial and participative culture
➢ an expanded toolkit for managing group dynamics and leveraging staff resources

Perhaps the greatest gain is that staff in a participative environment act more like leaders themselves. Not only does this approach share the burden of responsibility, but it also creates a rich source of leaders for the entire organization.

> Definition of a leader:
> someone who creates leaders.

It's All About Empowerment

If there's one major difference between traditional and facilitative leadership styles, it revolves around how each style manages empowerment. Directive leaders maintain control over content and reserve the right to make decisions. They feel accountable for results and operate with low levels of empowerment. In contrast facilitative leaders intentionally operate at high empowerment levels to ensure that accountability is shared and that decisions are made by the individuals most capable of making them.

The Four-Level Empowerment Model

The empowerment chart that follows identifies four different ways that decisions can be made. The key to understanding this model is to recognize that each of the four levels has its place depending on the capabilities of the group and the nature of the decision..

Facilitative leaders analyze each task or decision in terms of its difficulty, inherent risks and the capability of group members to make an effective decision. Based on this assessment the most appropriate empowerment level is chosen.

If decision-making responsibility can't be shared or if group members lack the ability to make a particular decision, then the empowerment level for that decision will remain at Levels I or II. If, on the other hand, decision-making responsibility can be shared and if group members are capable, the decision can be moved to Level III or IV.

Once this model is shared throughout an organization it's possible for everyone to have clear and responsible conversations about empowerment. Upper management can set and then adjust empowerment levels, decision by decision, based on the strengths of various teams. Teams can periodically make their case for increases or decreases in empowerment concerning specific items.

Using this model, empowerment goes from being a vague and scary idea to an important structuring tool for managing and adjusting the culture of any organization.

The Four Empowerment Levels

Whenever a decision needs to be made, it can be made at any one of four levels:

<u>Level I Empowerment</u> refers to situations in which management will make a particular decision without consultation with staff. Management then informs affected parties, who are expected to comply with the decision.

<u>This is a directive decision.</u> A directive decision is appropriate if both knowledge and accountability reside solely with management, or if there are legal or other non-negotiable elements, or if the matter has confidential aspects, or if accountability can't be shared or in the face of severe time limits. Staff are not involved in the decision. This is the easiest way to make a decision but lacks input and buy-in.

<u>Level II Empowerment</u> refers to situations in which management reserves the right to make a decision, but wishes to gain staff input first. Employees are asked for their ideas but are made aware, that the decision will be made by management, who will then inform them of the decisions with which they're expected to comply.

<u>This is a consultative decision.</u> A consultative approach is effective when employees have information that may improve outcomes. Consulting staff is relatively easy and increases buy-in.

<u>Level III Empowerment</u> refers to situations in which staff are asked to recommend a course of action, but require management approval before taking action.

<u>This is a participative decision.</u> This approach is most appropriate for situation where staff have knowledge about the situation and where their active involvement is needed for implementation. This approach harnesses stakeholder ideas and builds buy-in. Note that management retains final approval authority.

<u>Level IV Empowerment</u> refers to situations were staff are given full authority to make a specific decision, create action steps and implement those plans without further approvals from the management.

<u>This is a delegated decision.</u> This approach is most effective when employees have demonstrated their capacity and willingness to assume full responsibility for a specific matter. This approach leverages group resources and assigns accountability to group members.

Facilitating to Lead

The Nature of the Role

Process leadership has several features that differentiate it from other approaches to leading. Some of these differences stem from *what* this type of leader does, while other differences are related to *how* they manage their work.

For the reasons cited in chapter one, this leader is deliberately absent from content discussions. Since they don't direct members concerning the task, this leaves them free to concentrate on managing the enabling structure.

The first and most important role of the facilitative leader is **to provide structure.** Throughout their work, they make sure that all of the supporting mechanisms are in place then, they systematically manage them.

Masterful facilitative leaders are familiar with scores of processes and use them consistently to ensure that all interactions are efficient and effective. These structuring tools fall into four major categories:

> - **Work management tools** like project planning, work planning, budgeting, empowerment planning and performance measurement.
> - **Meeting management tools** like meeting design, facilitation skills and group decision-making methods.
> - **Planning tools** such as visioning, objective setting, gap analysis, environmental scanning, stakeholder analysis and priority setting.
> - **Problem solving tools** such as process mapping, action research, cause and effect analysis, survey development, systematic problem solving, solution generation and action planning.

While directive leaders may know many of these same processes, the facilitative leader knows how to apply each one in a team setting, as a neutral third party. For example, the directive leader may know how to write a vision statement and then communicate it to staff, but the facilitative leader knows how to design and run a participative visioning session in which team members collaborate to create a shared vision.

The second role of this type of leader is **to create and maintain an effective collaborative culture.** This is a major focus area that has not been as important to traditional leaders. This includes things like:

> - **Building strong teams** – helping team members get to know each other and form close working relationships, clarifying empowerment, building agreements with and among team members and creating teams norms that support positive interactions

> ➤ **Maintaining team effectiveness** – implementing periodic evaluations of group effectiveness and other feedback activities, then making structured interventions to correct team problems
> ➤ **Coaching individuals** – offering support to individuals who are in need extra attention to improve their personal performance
> ➤ **Coordinating training** – periodically assessing needs, arranging for training, coordinating field visits, facilitating debriefing sessions and identifying mentoring opportunities
> ➤ **Mediating conflicts** – providing third party assistance to individuals and groups in conflict restore effective working relationships.

The Six Guiding Principles

The work of facilitative leaders is guided by the core beliefs of facilitation, namely: that people are intelligent, capable and want to do the right thing, and that people will take responsibility.

Principle #1 – Empowerment –unless there are significant counter-indications, decisions are always made by those who have direct knowledge of the situation at the highest empowerment level possible. This draws out the best ideas and creates shared accountability.

> In each situation the facilitative leader asks:
> *"What's the highest empowerment level that's effective for this situation?"*

Principle #2 – Participation – wherever possible stakeholders, (team members, customers and suppliers) are actively engaged to ensure that their ideas are harnessed, that they are committed to key decisions and that they play a responsible role in implementation.

> In each situation the facilitative leader asks:
> *"How can I involve people to harness their ideas and ensure that they own the activity?*

Principle #3 – Collaboration – all important decisions are made in a way that synergistically blends differing ideas, into courses of action that all parties can live with and commit to implementing.

> In each situation the facilitative leader asks:
> *"What are the tools that will help us bring together the best ideas?"*
> *"What's the highest quality outcome that everyone can live with?"*

Principle #4 – Transparency – relevant and important information is openly and honestly shared with staff so that decisions are based on sound information. The work of the team is also communicated in an open and forthright manner with those who need to be informed.

In each situation the facilitative leader asks:
"What information do team members need in order to do their jobs effectively?"
"What information do we need to share with others?"

Principle #5 – Feedback –feedback loops are built in everywhere to ensure that every aspect of both the operation and personal performance are continuously assessed and improved. The team routinely debriefs its actions to identify lessons that can be used to make improvements.

In each situation the facilitative leader asks:
"What are we doing well? "What could we do better"
"How can our operation be more effective?"

Principle # 6 –Development– training and coaching are made available to each member to encourage their personal growth. Teams engage in regular team building activities to ensure overall effectiveness.

In each situation the facilitative leader asks:
"What are your learning goals? What skills do you need to acquire?
What will make each of us more capable? What will improve the team?"

The net effect of applying these principles is the creation of a collaborative workplace that engages its members, brings out the best ideas and generates break-through results. This is an environment where team members are more important than the leader. It's a workplace where the leader's main job is to help the members be great!

Transitioning Into the Role

There are three main ways that organizations acquire facilitative leaders:

An existing leader may shift their style.

This can occur in any traditional department or in any matrix team where the existing leader deliberately shifts from a directive style to a facilitative one in order to encourage staff to take on greater responsibility and accountability.

In this scenario the leader abides by staff decisions as long as outcomes match expectations. If team members begin to under-perform this leader assesses the situation and either reassumes a directive style or applies remedies that will restore content control to members. These measures might include training, coaching individuals, removing impediments and providing needed support.

Traditional leaders who shift to a facilitative mode often remain the content lead in selected aspects of the team's work, while operating as the process leader in other areas. When the leader possesses highly developed skills in both content and process areas this gives them great versatility and let's them go back and forth between roles to match the needs of various situations.

Facilitating to Lead

What makes the leader in this situation facilitative is not whether they're operating in the process mode 100% of the time, but that they consistently use facilitative principles to guide their behaviors and actions.

A project, department or team may be assigned a leader:

This scenario can unfold in any existing department when the leader leaves or when a new project or initiative is launched. The tendency in the past has been to hire a specialist to serve as leader in the more traditional mode. This will continue to be effective in some circumstances, but unless the leader is an expert in each of the specialties of their teammates, they will in fact be very limited as to the extent to which they can direct the work of members.

If the leader in this situation also lacks process skills they will be left with little or nothing to do besides do their own specialty work and try to coordinate the efforts of colleagues.

It is precisely for this reason that there's a growing trend towards hiring professional project managers to provide process expertise for complex, initiatives. This is a step in the right direction, but needs to go one step further.

Team members may hire their leader:

This is an emerging trend in which a team of specialists is convened and then allowed to select their own leader to manage the process elements. The members identify the hiring criterion, interview candidates and make the final selection.

Once the process leader has been chosen, they're given a clear contract that outlines their role as process leader and specifies how that role will interact with that of the content specialists. If the team also appoints a content leader that role is clearly defined to ensure that it doesn't compete or overlap with the role of the facilitator.

Questions About the Role

What is the ideal situation for a facilitative leader?

To be hired as a neutral outside by a team of self-managing specialists under a clear contract to manage all of the process elements with the committed support of each member and of the organization.

If a leader doesn't set direction or make substantive decisions, are they really leading?

This very much depends on what you call leading. If leading is telling people what to do, then facilitative leadership is not leading. But if you define

leadership as creating the conditions for outstanding performance and fostering leadership in others, then this person is definitely a leader.

When a facilitative leader creates an effective enabling structure and assertively manages both the boundaries, the mechanics and the people interactions, members will feel well lead.

If there's a senior content expert on the team, then isn't that person the leader?

There are teams that need both a content leader and a process leader. Since these two roles are very different it isn't that difficult to differentiate them and have them work cooperatively. In these situations the content leader has final say concerning the work of the team while the process leader exerts control over enabling mechanisms. If leadership parameters have been properly clarified these roles should mesh rather than clash.

Can a person who's hired by team members really assume the leadership role?

Conventional thinking would say that this isn't possible, but new paradigm thinking says that leadership is gained and not bestowed. We all know of authoritative leaders who lost the support of their people. In the same way, if a facilitative leader is trustworthy and effective at helping their team achieve its goals, they will gain the support of their people. By negotiating with their people for specific powers, this leader can gain the leverage they need to manage others.

Can an established leader become a facilitative leader?

Even a very directive leader can shift their approach if they learn to facilitate and then implement training and coaching activities that encourage their people to become capable of taking charge. This leader needs to orient their staff to the changes they're making and gain their buy-in to the shift. Strategies to gain staff support to this shift are provided on page xxx.

Can a leader play both the content and process role?

Although it is easier to define the boundaries of the role if the facilitative leader is a neutral outsider who has no vested interest in the decisions made by the group, this is isn't always possible. Very often a leader, who has expertise related to the task, will be adding the role of facilitator to their repertoire.

When this happens they will need to balance the demands of these two roles carefully. Here are some of the strategies leaders can use when they add facilitation to their repertoire:

➤ Leaders who'll be playing both roles need to explain these two functions and clarify when each will be used to all stakeholders.

➤ The leader will need to guard their neutrality and watch out for unconscious slips like asking overly leading questions or praising some

ideas but not others. Members will see these slips as attempts to use facilitation to manipulate them and will become closed.
➢ The leader will need to clarify the specific empowerment level for each participative discussions to avoid misunderstandings about the intent of gathering member input.
➢ The leader will need to consistently honor employee decisions in order to build their trust in his or her neutrality.

Playing both roles is not impossible, but it takes a great deal of effort and self-awareness on the part of the leader. The bottom-line is that process is so important to group effectiveness that if a neutral outsider is unavailable the leader should provide structure.

When should leaders not facilitate?

Leaders should not take on this role if:

➢ they don't understand the role and have few process skills
➢ it distracts them too much from their other work to also play the facilitator role
➢ their content expertise is so great that it would be ineffective for them to be neutral in most discussions
➢ their temperament is a poor match for the behaviors needed to facilitate well.

If a team is unable to hire a neutral outsider and the leader shouldn't take on the role, another strategy is to arrange for facilitator training for the entire team and then rotate the role amongst members. Then everyone will understand the function and be supportive of each other as they take turns.

Are there situations in which this type of leadership should not be used?

Facilitative leaders should not be deployed in situations where employees are unable to work independently and where the organization doesn't intend to empower. These are usually situations in which workers are inexperienced or where jobs are unskilled. These situations may benefit more from the clear direction and daily oversight provided by a directive leader.

Essential Processes

The defining feature of facilitative leaders is that they offer process and structure rather than directions and answers. In every situation, they know how to structure discussions so that group members are helped to find their own answers.

Essential Process #1: New Leader Integration

What is it? A dialogue designed to establish a relationship between any group and their newly appointed leader. A communication process that allows people to share information and get to know each other. An ideal opportunity for the leader to orient staff to their leadership style and for the parties to reach agreement about how they will relate.

What's the purpose? To relieve anxieties and smooth the transition of a new leader. To develop familiarity and trust. To provide an opportunity for staff to accept their new leader. To create a forum for negotiating roles and power levels.

When to use it? Whenever a new leader joins a new team. With appropriate adaptations, this process can also be used to integrate a new individual to the team or to introduce two teams to each other.

Essential Process #2 -Visioning

What is it? A participative approach to goal setting that engages group members in describing a picture of the desired future.

What's the purpose? To engage people in planning their own future. To encourage creative visualization of what's possible. To ensure that everyone engaged in the initiative shares the same view of the desired outcome.

When to use it? At the start of any new team or new initiative. At the start of any meeting or new relationship. An ideal participative technique for large strategic planning meetings since it can be conducted with any number of participants.

Essential Process #3: Team Launch

What is it? A set of conversations that provide the members of a new team with clear parameters and the opportunity to develop cooperative relationships.

What's the purpose? To help team members get to know each other, to define working relationships, establish the culture of the team and provide a clear framework for the operation.

When to use it? When a new team is formed or to re-launch an existing team that has experienced a significant change in membership or operating conditions. Specific team launch elements may need to be revisited periodically through the life of a lengthy project.

Essential Process #4: Operational Review

What is it? A structured conversation aimed at evaluating the process elements of an initiative rather than the task. Starts with an identification of what's working and what's not working to ensure that blocks and barriers are identified and removed. Then engages members in systematically resolving blocks and barriers.

What's the purpose? To ensure that blocks and barriers are properly identified and then eliminated. To ensure that the work of the team is not hindered by organizational   or operational factors.

When to use it? After the team or project has been operating for long enough to have encountered blocks and barriers. At the mid-point. At least once every six months in a multi-year project.

Essential Process #5: Survey Feedback

What is it? A process of generating data using a survey, then feeding that data back to stakeholders for interpretation and identification of action plans.

What's the purpose? To tune-up the operation by engaging members and/or stakeholders in assessing the current situation, as well as identifying solutions.

When to use it? To assess the effectiveness of any part of an operation and identify improvement strategies.

Essential Process # 6: After-Action Debrief

What is it? An assessment conducted after a project or major activity to determine what happened and why. It compares intended behaviors and results with actual behaviors and results. It seeks to discover what to keep doing and what to change.

What's the purpose? To assess the efficiency, effectiveness and quality of an event in order to learn lessons for future application.

When to use it? After any activity. To understand what made something work so that successes can be duplicated. To avoid a repeat performance if major mistakes have been made.

Essential Process #7: Needs & Offers Negotiation

What is it? A constructive dialogue between two parties to resolve misunderstandings and identify action steps both can take to create an effective working relationship. The process can be applied to improve relations between a leader and their staff or to normalize relations between any two parties in a dispute.

What's the purpose? To generate safe, constructive feedback, identify action steps to remedy a relationship issue and establish mutual accountability between parties. Can be used as a periodically scheduled conversation to preventatively tune-up any relationship.

When to use it? While it can be used at the start of a new relationship to establish agreements about how the parties will work together, it is most effective once parties have been together long enough to know each other's working style. It is an essential conversation to resolve issues between two people or two parties. Can also be used by the facilitator in any meeting to gain acceptance of their needs from participants.

Essential Process #8: Peer Feedback

What is it? A mechanism through which members can give and receive feedback. A form of intervention when feedback is directed to individuals who are underperforming

What's the purpose? To provide members with valuable performance feedback. Provides a mechanism through which group members can surface concerns and constructively suggest improvements to each other. It reinforces the concept that group members are accountable to each other and thereby strengthens the team.

When to use it? At regular periods once group members have been together long enough to know each other's work habits. Then be repeated at six month intervals. Can also be used to resolve member disagreements.

Essential Process #9: Mediating Interpersonal Conflict

What is it? A safe technique that helps parties in a dispute resolve their differences and rebuild their relationship.

What's the purpose? To make the parties in a conflict responsible for finding solutions that end their dispute. To resolve conflicts before they affect the entire team.

When to use it? In situations where there is an unresolved conflict between two individuals. When members seem unable to resolve the conflict themselves.

Essential Process # 10: Coaching

What is it? A series of discussions during which the person being coached receives helpful feedback and is supported in identifying personal improvement strategies.

What's the purpose? To support positive, personal change. To respond to the problem of individuals who are letting down the rest of the team.

When to use it? When a staff member has been identified to be underperforming. It can also used as a developmental tool to help effective individuals who are performing well, reach higher goals.

The Facilitative Leader Index

Leaders who are truly collaborative and empowering consistently display the behaviors described below. Reflect on your personal approach to leading leader and rate yourself on a 1 – 5 rating as per the scale below:

| 1 = totally disagree   2 = disagree   3 = not sure   4 = agree   5 = totally |

Empowering others : The extent to which I:

___ respect the knowledge and expertise of members and supports their decisions
___ involve team members in decision-making on issues that affect them and their work
___ systematically distribute decision-making authority to the fullest extent possible
___ encourage people to take initiative, form networks and be self-managing
___ encourage team members to independently find and solve problems
___ regularly reevaluate empowerment levels and look for ways to empower people further

Fostering Participation: The extent to which I:

___ build alignment by enrolling everyone in creating a shared vision of the future
___provide clear structure for all activities and meetings and then facilitates these exchanges skillfully.
___ build consensus whenever substantive decisions need to be made.
___ ensure that everyone's input is heard and valued.
___ know the special skills and talents of each team member and consistently tap into that knowledge base
___ place staff members in the spotlight and supports their actions

Creating a Collaborative Environment: The extent to which I:

___ spend time and energy building an atmosphere of openness and trust
___ facilitate the development of norms that help create a collaborative and supportive culture
___ treat everyone on the team like a colleague and valued partner
___ monitor team performance and takes steps to continuously improve group effectiveness
___ turn conflict into opportunities to solve problems and improve relationships
___ make sure past mistakes are opportunities for learning

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Communicating Relentlessly: The extent to which I:

___ ensure that the team has well defined parameters and that each individual is
      clear about their specific roles and responsibilities
___ work hard to ensure that my team has the information it needs about the
      organization, its policies and plans
___ take time with each team member to understand their specific information
      needs and establish lines of communication
___ structure all interactions to encourage multi-directional information flow.
___ work hard to listen more than he/she talks.
___ put mechanisms in place so that people can safely give feedback
      about the effectiveness of the team and the overall operation.

Developing Personal Capacity: The extent to which I:

___ encourage each team member to identify their special talents and create a
      personal career plan
___ work to provide each team member with the training and work
      experiences they need in order to achieve their goals
___ create mechanisms so that each person on the team receives specific
      feedback concerning their performance
___ create mechanisms to ensure that recognition is given to those who do a
      good job
___ coach members to build their skills and overcome personal
      performance issue.
___ deliberately share power and creates conditions where others can develop
      their leadership skills

Acting a s Model: The extent to which I:

___ speak confidently about the future and encourage everyone to approach
      their work as a creative challenge
___ extend respect and trust to everyone on the team
___ emulate a calm and confident demeanor
___ use language and behaviors consistent with being in a facilitative mode
___ manage his or her own work in a planned and organized manner
___ downplay status, titles and other references to rank
___ follow through on promises and commitments

The Facilitative Leader Index Score Card

Overall Performance Scoring

Optimal	28 - 36
Effective	19 - 27
Satisfactory	10 - 18
Ineffective	0 - 9

Scoring by Category

	Empowering others
	Fostering participation
	Creating a collaborative environment
	Communicating relentlessly
	Developing personal capacity
	Acting a model

Area in which I received high scores

Areas for personal growth