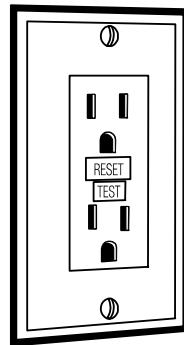


F Professional Group **Facilitator**™

Genuine Progress in Group Process

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Facilitator Self-Assessment



How do you “Plug In” to your Potential?

**Based on the International Association of Facilitators
Certified Professional Facilitator (CPF)
Foundational Competencies for 2003**

Directions

This Facilitator Self-Assessment instrument was designed around the IAF Certified Professional Facilitator Foundational Competencies, used in the assessment of professional facilitators for certification purposes, and Bloom’s Taxonomy, used to categorize different levels of learning and achievement. Bloom’s Taxonomy is based on six levels of learning; knowledge, comprehension, application, analysis, synthesis, and evaluation. We have translated those six levels into seven statements below. The JoHari Window teaches us that there is much that is blind to us. Therefore, the first level statement is to recognize that having no knowledge of a competency is a real possibility for some.

Instructions:

- 1 Read and understand the competencies on pages 4 to 6. Note (below) for each sub-competency there are three to five action statements that together describe what the competency is.
- 2 Assess each sub-competency by reading and selecting the Taxonomy statement that best describes your consistent and sustained level of application for that sub-competency.
- 3 Shade in the bar, from left to right, to the level of consistent and sustained application for each sub-competency.

(Competencies from Pages 4 – 6)

A. Create Collaborative Client Relationships

1. Develop working partnerships
 - ❖ Clarify mutual commitments
 - ❖ Develop consensus on tasks, deliverables, roles & responsibilities
 - ❖ Demonstrate collaborative values and processes such as in co-facilitation

<h2 style="margin: 0;">Facilitator SELF-Assessment</h2> <h3 style="margin: 0;">IAF Certified Professional Facilitator Foundational Competencies</h3> <ol style="list-style-type: none"> 1. Read and Understand the competencies. For definitions see the next pages. 2. Examine what you do and how you do it compared to the competency. Consider how consistently you apply each. 3. Examine the statements to the right. Select the statement that represents your level of consistent application for each competency. Shade the competency bar from left to right for the level of sustained application of that competency. 	I don't recall hearing of this before.	I have heard about this but don't use it.	I understand the concepts and can intelligently discuss it.	I know this and have done it.	I know this and do it regularly and/or I examine others to improve what I use.	I have created and use my own models or techniques	This is my strength, I've written about it and taught it to others.
A. Create Collaborative Client Relationships					3		
1. Develop working partnerships							
2. Design and customize applications to meet client needs							
3. Manage multi-session events effectively							

Facilitator SELF-Assessment

IAF Certified Professional Facilitator Foundational Competencies

1. Read and Understand the competencies. For definitions see the next pages.
2. Examine what you do and how you do it compared to the competency. Consider how consistently you apply each. Examine the statements to the right.
3. Select the statement that represents your level of consistent application for each competency. Shade the competency bar from left to right for the level of sustained application of that competency.

I don't recall hearing of this before.

I have heard about this but don't use it.

I understand the concepts and can intelligently discuss it.

I know this and have used it.

I know this and use it regularly and/or I examine others to improve what I use.

I have created and use my own models or techniques

This is my strength, I've written about it and taught it to others.

A. Create Collaborative Client Relationships

1. Develop working partnerships (with clients or other facilitators)
2. Design and customize applications to meet client needs
3. Manage multi-session events effectively

B. Plan Appropriate Group Processes

4. Select clear methods and processes that garner participation
5. Prepare time and space to support group process

C. Create and Sustain a Participatory Environment

6. Demonstrate effective participatory and interpersonal communication skills
7. Honor and recognize diversity, ensuring inclusiveness
8. Manage group conflict
9. Evoke group creativity

D. Guide Group to Appropriate and Useful Outcomes

10. Guide the group with clear methods and processes
11. Facilitate group self-awareness about its task
12. Guide the group to consensus and desired outcomes

E. Build and Maintain Professional Knowledge

13. Maintain a base of knowledge
14. Know a range of facilitation methods
15. Maintain professional standing

F. Model Positive Professional Attitude

16. Practice self-assessment and self-awareness
17. Act with integrity (as a facilitator)
18. Trust group potential and model neutrality

IAF Foundational Competencies for Certification

A. Create Collaborative Client Relationships

1. Develop working partnerships
 - Clarify mutual commitment
 - Develop consensus on tasks, deliverables, roles & responsibilities
 - Demonstrate collaborative values and processes such as in co-facilitation
2. Design and customize applications to meet client needs
 - Analyze organizational environment
 - Diagnose client need
 - Create appropriate designs to achieve intended outcomes
 - Predefine a quality product & outcomes with client
3. Manage multi-session events effectively
 - Contract with client for scope and deliverables
 - Develop event plan
 - Deliver event successfully
 - Assess / evaluate client satisfaction at all stages of the event / project

B. Plan Appropriate Group Processes

4. Select clear methods and processes that garner participation
 - Foster open participation with respect for client culture, norms and participant diversity
 - Engage the participation of those with varied learning / thinking styles
 - Achieve a high quality product / outcome that meets the client needs
5. Prepare time and space to support group process
 - Arrange physical space to support the purpose of the meeting
 - Plan effective use of time
 - Provide effective atmosphere and drama for sessions

C. Create and Sustain a Participatory Environment

6. Demonstrate effective participatory and interpersonal communication skills
 - Apply a variety of participatory processes
 - Demonstrate effective verbal communication skills
 - Develop rapport with participants
 - Practice active listening
 - Demonstrate ability to observe and provide feedback to participants
7. Honor and recognize diversity, ensuring inclusiveness
 - Encourage positive regard for the experience and perception of all participants
 - Create a climate of safety and trust
 - Create opportunities for participants to benefit from the diversity of the group
 - Cultivate cultural awareness and sensitivity

8. Manage group conflict
 - Help individuals identify and review underlying assumptions
 - Recognize conflict and its role within group learning / maturity
 - Provide a safe environment for conflict to surface
 - Manage disruptive group behavior
 - Support the group through resolution of conflict
9. Evoke group creativity
 - Draw out participants of all learning/thinking styles
 - Encourage creative thinking
 - Accept all ideas
 - Use approaches that best fit needs and abilities of the group
 - Stimulate and tap group energy

D. Guide Group to Appropriate and Useful Outcomes

10. Guide the group with clear methods and processes
 - Establish clear context for the session
 - Actively listen, question and summarize to elicit the sense of the group
 - Recognize tangents and redirect to the task
 - Manage small and large group process
11. Facilitate group self-awareness about its task
 - Vary the pace of activities according to needs of group
 - Identify information the group needs, and draw out data and insight from the group
 - Help the group synthesize patterns, trends, root causes, frameworks for action
 - Assist the group in reflection on its experience
12. Guide the group to consensus and desired outcomes
 - Use a variety of approaches to achieve group consensus
 - Use a variety of approaches to meet group objectives
 - Adapt processes to changing situations and needs of the group
 - Assess and communicate group progress
 - Foster task completion

E. Build and Maintain Professional Knowledge

13. Maintain a base of knowledge
 - Knowledgeable in management, organizational systems and development, group development, psychology, and conflict resolution
 - Understand dynamics of change
 - Understand learning/ thinking theory
14. Know a range of facilitation methods
 - Understand problem solving and decision-making models
 - Understand a variety of group methods and techniques
 - Know consequences of misuse of group methods
 - Distinguish process from task and content

- Learn new processes, methods, & models in support of client's changing/emerging needs

15. Maintain professional standing

- Engage in ongoing study / learning related to our field
- Continuously gain awareness of new information in our profession
- Practice reflection and learning
- Build personal industry knowledge and networks
- Maintain certification

F. Model Positive Professional Attitude

16. Practice self-assessment and self-awareness

- Reflect on behavior and results
- Maintain congruence between actions and personal and professional values
- Modify personal behavior / style to reflect the needs of the group
- Cultivate understanding of one's own values and their potential impact on work with clients

17. Act with integrity

- Demonstrate a belief in the group and its possibilities
- Approach situations with authenticity and a positive attitude
- Describe situations as facilitator sees them and inquire into different views
- Model professional boundaries and ethics (as described in ethics and values statement)

18. Trust group potential and model neutrality

- Honor the wisdom of the group
- Encourage trust in the capacity and experience of others
- Vigilant to minimize influence on group outcomes
- Maintain an objective, non-defensive, non-judgmental stance

Based on an evaluation of your self-assessment what specific areas would you like to get additional training and develop skills in?

Sub-Competency			Additional Specific Areas for Training
1	2	3	
4	5	6	
7	8	9	
10	11	12	
13	14	15	
16	17	18	

Circle the sub-competency that you need or want additional training in. Use the space to the right to add specific areas you would like to learn about.