



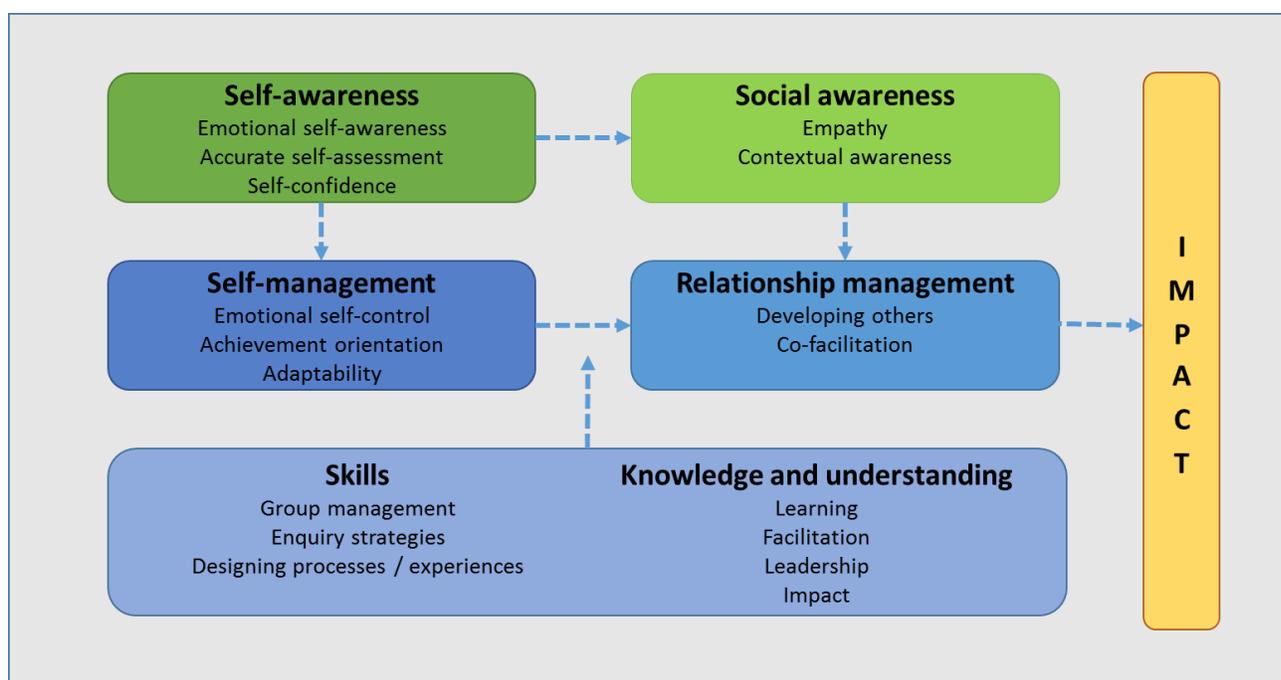
Facilitation Practices: Self-Assessment

Managing by Network

Facilitation Core Competencies: National College UK

This worksheet is modeled on a Facilitation Competency framework developed by the National College for Teaching and Leadership, UK. The framework builds on work by Daniel Goleman and others in the field of social and emotional intelligence. Although this framework was designed for educational leaders, the basic competency areas translate well to facilitation in other fields.

This competency framework includes four domains: self-awareness, self-management, social awareness, and relationship management. These domains are in turn supported by skills of group management, enquiry strategies, and designing effective experiences, and knowledge and understanding in areas of learning, leading, facilitation and impact.



The full competency framework (referenced below as PDF) includes a number of reflective exercises and detailed explanations of expected behaviors that demonstrate each competency (pages 14-26)..

Full Framework: <https://www.nationalcollege.org.uk/cm-mc-fac-resource-competency-framework.pdf>

Brief descriptions of each competency can also be found here: <http://www.nationalcollege.org.uk/cm-mc-fac-resource-delving-deeper.pdf>

Website: <https://www.nationalcollege.org.uk/transfer/open/facilitation/fac-s4/fac-s4-t2.html>



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1. Start by reading through each competency in the tables below, and circling the level of performance that you feel best represents your current facilitation practice.

Self-Awareness

Competency	Effective	Highly effective	Outstanding
Emotional self-awareness	Understands the connection between what is happening and what they are feeling	Is able to describe how their feelings affect their actions	Understands the underlying reasons for their feelings
Accurate self-assessment	Is open to positive and critical feedback and seeks clarification when necessary	Is able to be light-hearted about their capabilities	Actively seeks positive and negative feedback about their performance from a range of sources
Self-confidence	Believes in their own ability as a facilitator	Is self-assured and challenges participants appropriately	Has a powerful presence so that people want to listen

Self-Management

Competency	Effective	Highly effective	Outstanding
Emotional self-control	Demonstrates patience in challenging circumstances	Responds calmly to challenging and emotional situations	Stays composed and positive in stressful situations
Achievement orientation	Sets measurable and challenging goals	Anticipates and deals with potential obstacles to achieving goals	Takes calculated risks to reach goals
Adaptability	Adapts to situations by applying standard procedures flexibly	Responds in the moment by smoothly juggling multiple demands. Tolerates ambiguity and manages complexity	Adapts overall strategy, goals and plans to fit the situation and to cope with unexpected events or circumstances



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Social awareness

Competency	Effective	Highly effective	Outstanding
Empathy	Accurately reads moods and feelings, drawing on written, verbal and non-verbal cues to understand others' needs	Accords respect and relates well to people of diverse backgrounds, showing awareness of their uniqueness as individuals	Sees things from others' perspectives and uses different viewpoints to extend or deepen learning and understanding
Contextual awareness	Observes the values and culture of the group and their work organizations. Articulates group culture or climate and makes connection to group process	Understands group dynamics as well as the wider organizational and political context. Relates the impact of this context, and group dynamics, on the group process	Observes or challenges the prevailing culture, values, norms and unspoken rules of the group when beneficial. Articulates themes and patterns of group behavior through time

Relationship management

Competency	Effective	Highly effective	Outstanding
Partnering / Collaborative leadership	Supports and expresses positive regard and respect for others' work. Seeks their input and values their contributions	Works as a team member to respond to group needs and create the right collaborative environment	Generates coherence across meetings or events, creating the sense of a consistent process and holistic experience.
Developing others / Teamwork	Creates an environment that provides others with opportunities to learn and develop new skills while maintaining warmth and neutrality on an unconditional basis	Provides timely and specific feedback and offers encouragement, affirmation and challenge, but does not take over and offer the solution	Helps and encourages others to create their own strategies. Persists in declining to take ownership while supporting others to resolve issues and evaluate outcomes for themselves



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Core Skills

Competency	Effective	Highly effective	Outstanding
Group management	Helps the group establish and maintain group norms and protocols to create a safe, learning environment for all	Works flexibly with the content to meet the needs of the moment, and those of individuals. Manages conflict and participation consistent with group protocols.	Balances the diverse needs of individuals, actively fosters inclusive participation. Supports group in managing conflict in a way that builds trust and safety in the group process.
Enquiry strategies	Listens carefully for possible meanings in questions and probes beyond first response for greater clarification	Creates specific opportunities for deeper enquiry. Probes for underlying concerns and issues associated with questions and comments	Facilitates experiential learning and applies a range of questioning strategies that enable individuals to explore issues and develop insight
Designing effective experiences	Plans an experience that incorporates all elements (pre, during and post session activities), considers different learning styles, environment and group dynamics	Builds flexibility into the design of the meeting / process, to allow emerging needs to be accommodated	Designs experiences or processes that empower the group towards self-direction, reflective learning, and leadership.

2. Put a checkmark beside up to three competencies that you feel are your greatest strengths: where you are most comfortable, confident, and/or feel that you excel. For one of these strengths, ask yourself:
 - a. Why is this competency important to me?
 - b. What concrete actions could I take to continue building on this strength as I practice facilitation?

3. Finally, put an asterisk beside up to three competencies that might be gaps in your facilitation practice: where you feel less comfortable, confident and/or are motivated to improve. For one of these gaps, ask yourself:
 - a. Why is this competency important to me?
 - b. What concrete actions could I take to fill in this gap as I practice facilitation?