

THINKING COLLABORATIVE FACILITATION SKILLS SELF-ASSESSMENT

Name: _____ **Date:** _____

PROFICIENCY: 1-Unskilled 2-Partially Proficient 3-Proficient 4-Highly skilled
 FREQUENCY: 1-Rarely 2-Sometimes 3-Often 4-Almost always

Frequency					FOUR CURRENTS	Proficiency				
NA	1	2	3	4		NA	1	2	3	4
					ATTENTION, p. 108					
					• Openings: (pp. 110-111)					
					- Audience connect to establish credibility and rapport					
					- Role clarification					
					- Acknowledges resistance					
					- Shared outcomes					
					- Charted agenda					
					- Inclusion					
					• Assists group in adhering to meeting standards:					
					- use one process at a time					
					- address one topic at a time					
					- balance participation					
					- understand and agree on meeting roles					
					- engage cognitive conflict					
					• Focuses attention through:					
					- verbal language					
					- non verbals					
					- space					
					- charts and banners					
					- screen					
					- visible charted agenda					
					• Closings: (p. 117)					
					- clarifies who does what by when					
					- tests commitments					
					- arranges for communications					
					- assesses the meeting					
					- arranges for next meeting (date and facilitator)					
					ENERGY, p. 108-109					
					• Amplifies and directs to group goals:					
					- emotional energy					
					- cognitive energy					
					- physical energy					
					• Pays attention to:					
					- helping a set of individuals to work as a group					
					- engaging members in active participation					
					- focusing group attention					
					INFORMATION, p. 109					
					• Text as Expert					
					• What, Why, How					

					• Variety of information-processing strategies										
LOGISTICS, p. 109															
• Manages:															
- meeting room environment															
- equipment															
- materials															
- time allotments															
- schedules															
- reporting procedures															
Frequency					QUALITIES OF A FACILITATOR						Proficiency				
NA	1	2	3	4							NA	1	2	3	4
CLARITY, p. 107															
• Gets attention															
• Shares purpose															
• Gives directions															
• Encourages participation															
• Enlarges perspective															
• Invites group awareness															
• Fosters understanding															
• Encourages agreements															
CONSCIOUSNESS, p. 107															
• Aware of multiple events															
• Picks up on cues from participants															
• Hears even when turned away from group															
• Pays attention to															
- breathing															
- room temperature															
- sight lines															
• Maintains own resourcefulness															
• Aware of own point of view															
• Presumes positive intentions															
COMPETENCE, p. 108															
• Learns continuously															
• Chooses appropriate voice															
• Reflects on experience															
• Differentiates discussion from dialogue															
• Utilizes appropriately a variety of strategies															
• Utilizes structures for successful meetings															
• Designs and articulates agenda and outcomes															
• “Reads” the group – gathers data															
• Speaks with precision															
• Paraphrases															
• Poses questions with elements of invitation															
• Is comfortable with silence															
• Utilizes non-verbal strategies and skills															
• Adjusts plans based on formative assessments															
CONFIDENCE															
• Believes in own knowledge and skills															
• Reflects on experience															
• Converses with colleagues															
• Supported by coaches and leaders															
• Researches															

					CREDIBILITY, p. 108					
					• Perceived by the group to be:					
					- confident					
					- competent					
					- neutral					
					- trustworthy					
					• Recovers focus and direction					
Frequency					CAPABILITIES (pp. 37-40)	Proficiency				
NA	1	2	3	4		NA	1	2	3	4
					• Know one's intentions and choose congruent behaviors					
					• Set aside unproductive patterns of listening, responding, and inquiring					
					• Know when to self-assert and when to integrate					
					• Know and support the group's purposes, processes, topics and development					