

Facilitation Skills Self Assessment

Go through the list noting the areas you need to learn about and/or improve in.

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| **FACILITATION SKILLS/ BEHAVIOUR** | **Can do now** | **Need to learn about/ improve** |
| **Planning and setting up** |  |  |
| Taking, questioning and understanding a brief |  |  |
| Gathering background material |  |  |
| Analysing the clients’ overt and covert needs |  |  |
| Making the problem manageable |  |  |
| Allocating tasks and responsibilities |  |  |
| Sorting logistics of venues, food, materials, etc |  |  |
| Communicating with all stakeholders |  |  |
| Building trust & commitment to the process |  |  |
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| **Modelling appropriate behaviour** |  |  |
| being even-handed and unbiased |  |  |
| being non-judgemental |  |  |
| consistent and congruent, |  |  |
| candid but sensitive, |  |  |
| Enthusiastic for the task and the process |  |  |
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| **Ensuring participant involvement** |  |  |
| encouraging participation & building relationships, |  |  |
| confronting distractions from the task |  |  |
| giving permissions & opportunities to contribute |  |  |
| being aware of individual’s needs |  |  |
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| **Keeping facilitator neutrality** |  |  |
| Not being a participant in the team itself |  |  |
| Not being a leader or opinion former |  |  |
| Not being a negotiator on the participants’ behalf |  |  |
| Not being intimidated |  |  |
| Not being too authoritative/directive |  |  |

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| **FACILITATION SKILLS/ BEHAVIOUR** | **Can do now** | **Need to learn about/ improve** |
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| **Enabling understanding:** |  |  |
| Clarifying what is going on, |  |  |
| being aware of group dynamics, |  |  |
| using helpful questions and eliciting skills |  |  |
| listening deeply, |  |  |
| drawing out implications, |  |  |
| giving and receiving feedback, |  |  |
| Helping develop, sustain, organise ideas |  |  |
| Enabling others to find their own way |  |  |
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| **Keeping a task-related focus:** |  |  |
| create & keep a clear idea of the aim, |  |  |
| Re-routing unproductive discussions |  |  |
| dealing with conflict, sabotage & blame |  |  |
| dealing with issues about control, authority and trust |  |  |
| using different tools and models to clarify and explore the task, |  |  |
| Using summaries |  |  |
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| **Pushing for action outcomes:** |  |  |
| helping to generate specific outcomes, |  |  |
| Negotiating collective decisions |  |  |
| Drawing up a robust and achievable plan, |  |  |
| Getting buy-in from all the particpants |  |  |
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| **Managing time** |  |  |
| Planning in advance |  |  |
| Negotiating time allocation |  |  |
| Being firm in timekeeping |  |  |
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| **Following through** |  |  |
| Ensuring an unobtrusive record is kept |  |  |
| Reporting on the consequences and implications of the workshop |  |  |
| Following up on action plans |  |  |
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| **ADD YOUR OWN BELOW:** |  |  |
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