

Self-Assessment: Effective Design and Facilitation Skills

Revised by Kathy Obear, Ed. D., 2011

Directions: Read each of the following and rate your current level of knowledge and skill in each of the five sections using the following scale.

1= Rarely 2 = Sometimes 3= Much of the time 4= Most of the time 5= Almost always

A. Designing training sessions:

- _____ 1. I assess the learning needs of participants before I design the training session.
- _____ 2. I gather background data on the demographics and experiences of the participants before I design the training session.
- _____ 3. I use some type of conceptual model(s) as I design activities. (Examples: “What, So What, Now What,” Gibb: Who am I? Who are You? What are we going to do? How are we going to do it?” or the Experiential Learning Cycle: Do, Reflect, Analyze, Generalize, Apply.
- _____ 4. I write specific, realistic, and behavioral learning outcomes that are linked to the learning needs of participants.
- _____ 5. I write clear and understandable designs and lesson plans.
- _____ 6. I develop effective warm-up/icebreaker activities that leave participants feeling energized, engaged and motivated to learn.
- _____ 7. I sequence activities to teach foundational concepts and skills before more complex ones.
- _____ 8. I design activities that meet the varying learning styles of all learners.
- _____ 9. I effectively use a variety of learning methods and tools, including experiential learning, small group activities, journaling, media, role plays, etc.
- _____ 10. I create multiple opportunities for participants to teach each other in a participative, democratic learning environment.
- _____ 11. I design activities so they are inclusive of all participants across social group identities.
- _____ 12. I use the principles of Universal Design in all learning activities to create maximum accessibility to the material and activities.
- _____ 13. I develop useful handouts and learning tools that help participants both deepen their learning and apply the concepts and skills to their lives.

B. Facilitating training sessions:

- _____ 14. I create learning environments that are safe, respectful, and challenging.
- _____ 15. I use effective listening and communication techniques, including clarifying, paraphrasing, open-ended questions, etc.
- _____ 16. I demonstrate empathy effectively.
- _____ 17. I use silence effectively.
- _____ 18. I use humor appropriately and effectively.
- _____ 19. I manage time effectively.
- _____ 20. I introduce activities and give directions well.
- _____ 21. I effectively teach key concepts, definitions, and terms as I process activities and facilitate discussions.
- _____ 22. I process activities using open-ended and closed-ended questions effectively.
- _____ 23. I use processing questions to move participants through the Experiential Learning Cycle to help them make meaning of activities and apply their insights to create change (Do, Reflect, Analyze, Generalize, Apply; or What? So What? Now What?)
- _____ 24. I effectively move discussions and activities along and keep the group focused and “on track.”
- _____ 25. I acknowledge and appreciate people’s participation.
- _____ 26. I summarize discussions and make transitions effectively.
- _____ 27. I encourage group members to participate and engage them in the process through my choice of activities and my facilitation style.
- _____ 28. I use “Connecting Language” that bridges one person’s comments to another’s.
- _____ 29. I effectively find some relevant point in participant comments, even those that seem way off the topic.
- _____ 30. I effectively help participants recognize assumptions and help them differentiate between observable facts and interpretations.

- _____ 31. If I believe someone is on a tangent, I can effectively acknowledge their point, and redirect the conversation back to the group's topic.
- _____ 32. I minimize how much I use the "telling" style, and maximize how often I pose questions or dilemmas to facilitate dialogue among participants.
- _____ 33. I am able to "relate in" and "see myself in the participants" to find compassion and make a connection with them, rather than judging them or distancing from them.
- _____ 34. I use self-disclosure and share feelings, thoughts, opinions, and personal experiences effectively.
- _____ 35. I easily "go with the flow" and am flexible with the agenda as I adjust to the needs of the group in the moment.
- _____ 36. I consider feedback and coaching from group members and co-facilitators.
- _____ 37. I can "meet the participants where they are" and not demand or expect them to be farther along in their understanding or skill development.
- _____ 38. I can easily stay in the facilitator role and not become a participant in the learning process.
- _____ 39. I effectively use my voice and nonverbal behavior to facilitate learning and engage participants.
- _____ 40. I effectively name and discuss group dynamics with participants in the moment and use them as "teachable moments" to facilitate deeper learning.
- _____ 41. I can "let go of the outcome" and "trust the process" knowing learning takes place even when I do not recognize it happening in the moment.

C. Facilitating with an Inclusion Lens

- _____ 42. I talk about the college's commitment to diversity and inclusion.
- _____ 43. I state that it is everyone's responsibility to help create a campus climate that is respectful and inclusive for all community members.
- _____ 44. I effectively discuss the common daily indignities and micro-aggressions that people from subordinated groups experience on campus.
- _____ 45. I effectively discuss specific behaviors and actions that help create an inclusive campus environment.
- _____ 46. I consistently demonstrate respect for all participants across dominant and subordinated group memberships.

- _____ 47. I pay attention to the multiple group memberships of participants and notice patterns of participation, including who's talking, who is quiet, who interrupts, who gets interrupted, who takes leadership, who's ideas "plop" or are ignored, etc.
- _____ 48. I notice what issues of diversity are discussed effectively and which ones are ignored or not addressed productively.
- _____ 49. I recognize and interrupt prejudice, stereotypes, and exclusionary group dynamics that occur in the session.
- _____ 50. I am aware of how people may experience and interpret comments and nonverbal behaviors differently based upon their cultural perspective, and their experiences in their multiple dominant and subordinated groups.

D. Responding in "difficult dialogues" with an Inclusion Lens

- _____ 51. I effectively navigate discussions where group members are feeling and expressing deep emotions, including anger, sadness, fear, frustration, hopelessness, etc.
- _____ 52. I am able to be "in the moment" ~ fully present and focused on what is happening in the group and in myself during difficult dialogues.
- _____ 53. I effectively respond to participant behaviors I believe are distracting, including dominating, interrupting, side-tracking, side conversations, etc.
- _____ 54. I acknowledge comments which sound inappropriate or triggering.
- _____ 55. I engage people in dialogue when I experience one of their comments as inappropriate or triggering.
- _____ 56. I recognize that "resistance" and challenges from participants are often doorways to deeper understanding and learning for the group.
- _____ 57. I effectively navigate conflict and disagreement among group members.
- _____ 58. I respond effectively to challenges and engage "resistance" from group members without taking it personally or feeling deeply triggered.
- _____ 59. I can use triggering events as "teachable moments" for the group.

E. My self-work as a facilitator

- _____ 60. I am aware of my biases, assumptions, and stereotypes for the full range of dominant and subordinated groups.
- _____ 61. I continually interrupt, reframe, and unlearn my biases, stereotypes, and assumptions about dominant and subordinated groups.
- _____ 62. I understand how my various dominant/insider and subordinated/outsider group memberships impact how I am perceived and experienced by others.
- _____ 63. I understand how my various dominant/insider and subordinated/outsider group memberships impact how I make meaning of situations, and then how I react/respond.
- _____ 64. I am aware of how my beliefs about “what is “effective” _____ has been influenced by my socialization and experiences in my multiple dominant and subordinated group memberships (i.e., facilitation, dialogue skills, conflict resolution, training, meeting management, supervision, advising...)
- _____ 65. I continuously self-reflect to examine my behaviors, assumptions, feelings, and attitudes and their impact on others with an Inclusion Lens.
- _____ 66. I continually seek and utilize feedback about my behaviors and attitudes from members of dominant and subordinated groups; and utilize their input to improve my practice.
- _____ 67. I am aware of my “early warning signals” that I am beginning to feel triggered.
- _____ 68. I am able to notice and navigate my own triggered feelings of anger, fear, stress, grief, etc., so that I do not “work my issues on the group.”
- _____ 69. I am aware of my common triggers and their intrapersonal roots.
- _____ 70. I actively do my work around my triggers: explore their roots; do my healing work; etc.
- _____ 71. I actively expand my understanding of issues of diversity, inclusion, and social justice.