Facilitator Core Competencies

There are three components to this tool to help you identify strengths and opportunities for growth as a facilitator: (1) skills and knowledge; (2) emotional intelligence; and (3) will and capacity.

I. Skills and Knowledge		
Domain	**Element**	**1–5** **1 = low** **5 = high**
(A) Team Development and Facilitation	(1) I can engage colleagues in the development of a shared vision for our team.	
	(2) I can facilitate the creation of goals that are aligned to our school's or organization's goals.	
	(3) I use various strategies to ensure that all members are invested in our team's work and that all take responsibility for their part in it.	
	(4) I can design effective meeting agendas with clear and meaningful outcomes.	
	(5) I can facilitate meetings that stay focused and meet outcomes.	
	(6) I assess and support the will, skill, knowledge, and capacity of team members so that meetings are inclusive of all.	
	(7) I effectively develop and model norms and community agreements within meetings.	
	(8) I ensure there is a process to reflect on our holding of norms and community agreements.	
	(9) I intentionally work to develop trust within the team as well as between me and team members. I have various ways of intentionally developing and assessing levels of trust.	
	(10) I address the group's affective needs in meetings through structures such as a check-in, dyad, grounding, and intention setting.	
	(11) I use various structures and processes for collaboration.	
	12) I can facilitate healthy decision-making processes using a variety of strategies.	

	(13) I apply knowledge of team development theories to make decisions about meetings and processes.	
	(14) I apply knowledge of adult learning to design and lead learning activities.	
(B) Communication	(1) I use active listening effectively: I summarize and reflect back what's being said accurately.	
	(2) I use a range of questions to promote open discussion and clarify issues.	
	(3) I use structures to ensure equity of participation in meetings: I deal with disruptive or overly talkative group members and draw out quieter members of the group.	
	(4) I am aware of and can address dynamics of race, class, gender, and power in a group.	
	(5) I can confront difficult issues and have hard conversations.	
	(6) I can model language that encourages accountability and solutions instead of blame.	
	(7) I can address deficit thinking and actions by moving others to more productive, asset-focused language and action.	
	(8) I can support others in questioning beliefs and examining the intended and unintended consequences of beliefs and actions.	
(C) Conflict and Commitment	(1) I remain open and flexible to multiple options and points of view in order to challenge assumptions and beliefs.	
	(2) When there's unhealthy conflict, I seek to understand different perspectives, I acknowledge views from all sides, and then I have strategies to redirect the energy towards our shared ideals.	
	(3) I mediate, manage, and depersonalize unhealthy conflict between adults effectively.	
	(4) I encourage divergent thinking, multiple perspectives, and productive conflict about ideas.	
	(5) I intentionally develop peer-to-peer accountability.	
	(6) I hold others accountable for their actions.	

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II. Emotional Intelligence		
Domain	**Element**	**1–5** **1 = low** **5 = high**
(D) Self-Awareness	(1) I recognize and am aware of my emotions, especially those that surface when I'm facilitating a team.	
	(2) I am aware that my emotions are contagious.	
	(3) I recognize my strengths and limits. I know when I need to ask for help.	
(E) Self-Management	(1) I can establish a positive, calm climate for a meeting right from the start.	
	(2) I can manage my emotions—especially difficult ones—so that I can effectively facilitate a team.	
	(3) I have a range of strategies to help me manage the emotions that arise from dealing with change, setbacks, and challenges.	
	(4) I can choose appropriate emotional responses to situations and create the space for others to choose appropriate responses.	
	(5) I can be transparent about my emotions in appropriate times for the sake of building a team and to model self-management.	
	(6) I seek feedback on my leadership and facilitation; I adjust and change my actions based on feedback.	
	(7) I can admit to mistakes, faults, and my own areas for growth as a way to build trust and model emotional intelligence leadership skills.	
	(8) I persist in the face of adversity and am frequently described by others as perseverant, resourceful, action oriented, committed, and passionate.	
	(9) I honor obligations by following through, being responsible, and being willing to be held accountable by others.	
	(10) I display optimism, confidence, and a positive, solutions-oriented attitude.	

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(F) Social Awareness	(1) I demonstrate empathy authentically and regularly.	
	(2) I can sense the unspoken emotions of others.	
	(3) I enable others to engage in self-reflection and evaluation, leading toward greater individual and collective responsibility.	
	(4) I recognize power relationships in the interactions of others and pay close attention to how they impact an individual's participation in the group; I have strategies to address power dynamics if they are negatively impacting the group.	
	(5) I have various strategies for cultivating an emotional climate where everyone gets what he or she needs to be a contributing member of the group.	
(G) Social Management	(1) I recognize the emotional undercurrents in a group, and I'm responsive to the feelings and needs of others.	
	(2) I model emotional self-management to manage the group.	
	(3) I use various strategies to enroll everyone in the group; I use these during meeting times as well as at other times to get buy-in.	
	(4) I am genuinely interested in developing every member of this group. I learn about everyone's strengths, goals, and areas for growth to do so.	
	(5) I can advocate for change even in the face of opposition. I've found effective ways to overcome barriers to change.	

III. WILL AND CAPACITY

These questions are intended to help you reflect on your will and capacity to facilitate a team.

1. How did you feel about becoming the facilitator of a team when you were first asked to do so? If you volunteered to facilitate a team, what made you want to do so?

2. What feelings come up for you regarding the team and your leadership in the team?

3. What hopes and concerns do you have for yourself as facilitator of the team?

4. How do you see this team as a vehicle for helping your school realize its vision, mission, and goals? What connections can you see between the work this team can do and the improvement of children's experience and outcomes at your school?

5. What connections are there between your core values and your role as team facilitator?

6. What do you feel that you need from your administration to be an effective facilitator? How much of what you need do you currently have?

7. Given your roles and responsibilities, will you have ample time to plan and prepare for, facilitate, and reflect on team meetings? Has time in your schedule been allocated for this work?

8. On a scale of 1 to 10, with 1 being low and 10 being high, how willing do you feel to facilitate this team? Explain your response.

9. If your number was lower than 5, what would it take to increase your willingness? Is there anything within your sphere of influence or control that you could do to increase your willingness?

10. On a scale of 1 to 10, with 1 being low and 10 being high, how much capacity do you feel you have to facilitate this team? Explain your response.

11. If your number was lower than 5, what would it take to increase your capacity? Is there anything within your sphere of influence or control that you could do to increase your capacity?

12. Why does this team matter—to you, to your colleagues, and to students?

13. Why might you be the right person right now to facilitate this team? What unique qualities, insights, and skills do you bring as a facilitator?