



FACILITATOR SKILL ASSESSMENT

**Below is a list of several practices demonstrated by skilled facilitators.
 Rate yourself on the 7 point scale based upon your current perceived level of proficiency.
 For assistance in developing your facilitation skills, contact Rebecca at Bruns Leadership Consulting.**

	Never show proficiency				Sometimes show proficiency		Always show proficiency
<u>Presentation Skills</u>							
1. Being clear & to the point.	1	2	3	4	5	6	7
2. Effectively & accurately capturing participants' comments.	1	2	3	4	5	6	7
3. Maintaining eye contact with group.	1	2	3	4	5	6	7
4. Speaking in easily understandable language.	1	2	3	4	5	6	7
5. Ensuring body language and voice are appropriate.	1	2	3	4	5	6	7
6. Giving clear instructions.	1	2	3	4	5	6	7
<u>Relationship Skills</u>							
7. Showing respect for participants' diverse experiences and perceptions.	1	2	3	4	5	6	7
8. Demonstrating the ability to listen.	1	2	3	4	5	6	7
9. Acting in supportive and helpful ways to participants.	1	2	3	4	5	6	7
10. Maintaining a high level of positive regard for participants' diverse capabilities.	1	2	3	4	5	6	7
11. Showing sensitivity to participants' different learning and developmental situations.	1	2	3	4	5	6	7
12. Displaying congruence between words, tone & body language.	1	2	3	4	5	6	7
<u>Co-Facilitation Skills</u>							
13. Showing support and respect for co-facilitators.	1	2	3	4	5	6	7
14. Demonstrating priority commitment to learners' needs.	1	2	3	4	5	6	7
15. Working through issues with co-facilitators in a timely and effective manner.	1	2	3	4	5	6	7
16. Demonstrating knowledge about the content and process of the course.	1	2	3	4	5	6	7
17. Helping participants build on each other's ideas.	1	2	3	4	5	6	7



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| 18. Facilitating the discussion to highlight key points. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 19. Showing the ability to vary instructional methods appropriately. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Learning Environment Management

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| 20. Establishing an environment supportive of individual self-esteem, morale and commitment to the organization. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 21. Demonstrating the view that mistakes are positive learning opportunities. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 22. Maintaining a learning environment of “no sacred cows.” | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 23. Creating an environment of “expectancy” rather than “expectations.” | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 24. Encouraging self-directed learning. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Continuous Learning Attitude

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| 25. Demonstrating the capacity to learn from participants. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 26. Applying new learning “on the fly.” | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 27. Demonstrating a non-defensive reaction to feedback. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Enthusiasm Attitude

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| 28. Managing one’s own energy level for the benefit of participants. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 29. Demonstrating a high level of energy and self-direction. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 30. Showing a belief in oneself and an openness to learning. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Joyousness Attitude

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| 31. Showing a sincere desire to keep all learning fun and to having fun learning. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
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Empathic Attitude

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| 32. Using appropriate language (non-sexist, non-racist, non-inflammatory). | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 33. Maintaining an awareness and respect for where another person is at any moment in time. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |