

Contents:

Introduction..... 4

Competencies in Prose Statements..... 5

Grounding the Competencies: A Story of a Competent Facilitator at Work 6
Before, During, and After the Event

Certification Portfolio Template 9
Instructions for Preparing
Outline of Sections of Portfolio
Observer Sheet 14
Facilitator Reflection Sheet 15

Competency Checklist 16

ToP Certification Introduction

ICA's Focus

ICA's work and impact has focused on

- Individuals – Training in facilitation and leadership methods
- Communities – Comprehensive, integrated human development
- Organizations – Facilitation and facilitative leadership training

We have focused on strengthening communities, building civil society, transforming organizational culture and have worked in all sectors of society. Our primary approach to all of these situations has been facilitative. This has been true since the very earliest days on college campuses and inner-city ghettos. In most cases, we have worked groups of people with common interests; people who want to make something positive happen in their lives, their communities and their organizations.

We have provided facilitation to catalyze and enable them to articulate and realize their own visions for the future.

We have also done training to help people to gain the capacities they need to play a facilitative leadership role in their own situations.

In some cases, our work is supported by grants and donations. This is especially true for our work in the community development field. Much of our work with organizations; from small not-for-profits to multi-national companies and all levels of government, is done on a fee for service basis.

ICA's Needs Professional Standards for ToP Facilitators

We see a rising demand among people who engage us and work with us for real confidence that they will get facilitation of collaborative processes with real integrity and effectiveness. There has been a growing demand for standards and professional ways to ensure those standards are being met by facilitators. Some governments, companies and organizations are asking for facilitators whose knowledge and skills meet professional practice standards. Funders and major organizational donors are more and more frequently asking for evidence that those providing service are competent. People are looking for people who are good at facilitating and they have been able to show it. They want the assurance they will get genuine value for their investment. We want to be real. We want the people we train to be real. The people practicing in our name are us.

We have encountered situations in which ToP methods were used improperly and inexpertly. We have seen people claim to be certified by ICA who have only taken one or two courses. We have heard ICA's say their facilitators have a limited understanding of the methods and are only able to use prepared facilitation plans and are unable to adapt.

We do not want our practitioners be limited or for ICA's to become another among the myriad of social agencies focused on a single issue or a kind of social service delivery agency. We do not want our facilitators who work with organizations to be unable to play a thoroughly professional role in enabling an organization to move forward.

ICA's Core Methodologies are a Primary Asset

The backbone of our professional practice as human development facilitators, organizational development facilitators and trainers is our body of methods. We use these methods in all of our work. Their participatory nature and their ability to catalyze initiative and responsibility make us unique and set us apart from being just any NGO.

ICA's body of knowledge; its intellectual property, embodied in the work of our staff, colleagues and trainees, is our strongest asset as a networked organization. It is what binds us together, sets us apart and provides us with an inexhaustible resource. Methods become visible to the world in their use. When people use them expertly, ICA's reputation and impact grow. When people use them badly, or inexpertly, ICA suffers.

As a global organization, it is critical that we have a common understanding of our foundational approaches and that we have master ToP facilitators in every ICA. If we are to make a coherent impact and extend into new areas, we need a clear, shared understanding of what we mean by ToP facilitation competence and mastery. We need common standards of acceptable practice and we need an objective means of assessing it.

Certifying ToP Facilitators

Certification of ToP facilitators is a necessary step in protecting our quality. Performance-based certification measures not only what people know, but how they apply what they know. It takes excellence out of abstraction and gives us confidence that we are all delivering quality ICA service.

ICA began working with IAF to develop standards of competence and a process that can appropriately measure competence. Representatives of several ICA's met at the IAF conference in Ottawa, Canada in 2002. We decided to begin building a global approach to ToP Facilitator Certification.

We developed a series of intentions.

- We want to build, expand and deepen the impact ToP facilitation has in communities and organizations around the world.
- We want those using ToP methods to have the necessary facilitative capacities to address critical global issues in ways that catalyze those directly involved to make a significant difference.
- We want to establish our ToP - ICA approach to facilitation as a distinct approach with professional integrity.
- We want to establish some public, transparent, professional standards for ToP facilitation.
- We want to create and operate a certification process that will meet professional standards for certification.

We decided that

- We want to develop an evidence based process for certifying competence in ToP methods and approaches
- We want to operate out of a common set of standards of competence
- We want a common set of elements for certifying people.
- Each ICA will design it's own specific process for certifying ToP facilitators.
- Each ICA will create its own training program.

Our focus is on an objective, "evidence of competence" based certification process. Our training programs prepare people for certification, but certification is no simply a result of completing a training program. Candidates for ToP Facilitator Certification will show their competence in relation to a globally common set of competencies and standards of competence. This may happen at the close of a training program, but it will be a wholly separate component.

Current Situation

We have a consensus on a set of competencies for ToP Facilitators. They have been distributed to each ICA.

ICA's in Canada and the US have certified several facilitators.

ICA Taiwan has certified several ToP facilitators as part of their intensive training program.

Some ICA in other countries have prepared certification processes or are discussing and developing them.

Introduction:

ICA can sustain and grow its reputation for great facilitators around the world when we have a way to demonstrate that our facilitators meet high standards.

This guide is intended to help you put together evidence so you can show others that you reach or exceed the standard for a good ToP facilitator. It is a performance assessment, looking at what you can do.

You can also use this process of working toward certification to find out what you are especially good at, and where you need more training or more practice.

The result of being assessed as a ToP facilitator is not a grade. If you show evidence of all the competencies, you “pass”, and you can then use the title “ICA Certified ToP Facilitator”. If the assessors can’t see the evidence of all the competencies, you are “deferred”. When you are deferred, the assessors give you advice on what to work on to get to the point where you can show the evidence and “pass”. Every assessor has already gone through the process themselves.

The steps are simple:

1. Prepare a portfolio that shows evidence that you have the competencies. There are instructions later in this document that help you put the portfolio together. Some of this is putting your facilitation event plans on paper and some is having someone observe what you do when you are facilitating and taking notes. Some is comments from your clients or participants.
2. Two neutral assessors who know ToP methods well and are already ICA Certified ToP facilitators sit down with you and talk through your portfolio with you, looking for evidence of each competency. They take notes on what they see and what you say about what you do. They look for what the observer has seen. This interview usually takes 2-3 hours.
3. The assessors take a little time by themselves and decide if they have seen enough evidence of the competencies to know that you meet the standards.
4. The assessors come back and let you know if you “passed” or are “deferred”. They tell you what they can see you are good at and where you need to improve.
5. Celebrate!

When you have the certification, you will get a certificate. Also your name will be put on a website so you can show people that you have the certification.

The Competencies in Prose Statements

A competent ToP Facilitator can demonstrate the following competencies:

1. A competent ToP Facilitator can manage the relationship with the client; first understanding what the client needs, then designing appropriate facilitation plans to meet those needs and communicating them with the client, and managing the whole project effectively.
2. A competent ToP Facilitator can create a positive, respectful environment where everyone can communicate actively, resolve group conflicts and manage disruptive behaviour, and use their facilitation plans to engage the group effectively.
3. A competent ToP Facilitator can bring out group creativity through understanding different learning styles and needs and applying approaches that fit them; bringing out the group's creative thinking; and using time, space, visuals, and equipment successfully.
4. A competent ToP Facilitator can design and lead ToP methods effectively, particularly great Focused Conversations, productive Consensus Workshops, the Historical Scan / Wall of Wonder, ToP Strategic Planning, and Action Planning.
5. A competent ToP Facilitator can act with neutrality, with self-reflective ethical behaviour. S/he can model a positive professional attitude that helps the group face its depth issues and possibilities, make responsible choices, and engage on a journey of growth and transformation.
6. A competent ToP Facilitator can actively orchestrate events; keeping the group focused and productive through adapting processes and demonstrating effective teamwork.
7. A competent ToP Facilitator can produce effective results, authentic consensus, quality documentation, and solid plans for implementing the results.

Grounding the Competencies:

What does a competent ToP facilitator look like in action? What do the competencies look like?

A Story :

A request comes from a community leader for you to help plan an HIV-testing project.

PREPARATION

(Competency 1)

You sit down with the community leader to talk about what's needed. You ask them to tell you what they've been thinking, what results they want out of the project, who will be affected, and who might be important to have involved in the whole project and the planning part. You suggest a meeting with a diverse group of stakeholders to do some planning, and s/he agrees. Together you decide the time and place of that meeting, and who will invite them. You finish this interview with a quick summary: "this is what I've heard you say that you want, and this is what I can do. I'll get back to you with the detailed meeting agenda".

In a short time, perhaps a day or so, you make a detailed design for the stakeholder meeting. You give the community leader (your "client") a written page that says what you heard, what you are going to do, and what roles and responsibilities each of you have, and check to make sure you are still OK (Sometimes this is called "contracting")

(Competency 3)

When you design the meeting, you think about how the group thinks and processes information, (such as visual, auditory, kinesthetic or multiple intelligences) and include processes that will work for them. For example, you know that some of the group cannot read, so you plan to use drawings and visual clues.

Your design for the meeting includes the results needed (the product or content, and also how the group will be different or change as a result of the experience). The overall process has a flow, such as from surface to deeper, or past-present-future. You have an opening section that sets ground rules and makes people feel welcome, and a closing section that brings closure to the meeting. You select from a variety of methods to include – ToP methods such as Focused Conversation, Consensus Workshop, Historical Scan, Strategic Planning, or Action Planning. It also may include other facilitation processes as necessary to get the results the group needs. Your design includes how much time you will spend on each part of the meeting to create eventfulness, and how you will arrange the space for maximum participation. You prepare your materials – such as making a flipchart poster of the agenda, and gathering markers, cards, and tape or sticky.

If you choose these ToP methods:

Your plans for a Focused Conversation include the rational and experiential aims, a concrete beginning point, specific questions on all 4 levels that will accomplish the aims, and an opening and closing. Your plans for a Consensus Workshop method include rational and experiential aims, and a clear, simple focus question that will achieve the rational aim as well as the steps you will follow. Your plans for a ToP Strategic plan include focus questions and a tailored agenda that meets the group's needs. Your plans for Action Planning include choice of an appropriate version (simple or complex, for example), and the opening and closing of the session. Your plans for a Wall of Wonder/Historical Scan include a timeline that works for the group and appropriate categories down the side such as "world", "field", "organization".

ToP Facilitator Certification Guide, 4/4/08

AT THE EVENT

(Competency 2,4,5,6,7)

Before the meeting starts, you set up the space so the group will feel comfortable and participate. You start the meeting according to your plan. You model respectful listening, while guiding the group forward. You create an atmosphere where people are listening to each other and creating a product together. You lead the processes appropriately (see detail below). If there is conflict between participants, you intervene and make sure both are heard and the underlying insight is available to the group. When somebody dominates or disrupts the group, you manage the person and the group with respect, to help the group get its best results and necessary experience. You keep the group focused and moving forward. When the group gets stuck, you unblock them with open-ended questions and process, and occasionally restating what you've heard them say. If you discover your plans aren't working, you adapt so the group gets what it needs. You guide the group to struggle productively to reveal root issues and insights, and allow it to grow, change, and transform in a productive way. You help the group develop and state authentic consensus – not necessarily agreement, but commitment to move forward.

At the end, you make sure the group has real, solid, and doable implementation plans and next steps, with real names of those who are committed to follow through. You help the group work out how they will monitor and evaluate their commitments.

You work respectfully and productively as a team with your co-facilitator (when you have one) by asking for and accepting their help when you are up front, and helping quietly when they need it when they are up front.

At the end of the event, you lead the group in reflection that increases their awareness and their motivation.

Detail on leading ToP methods:

If you lead a Focused Conversation during the event, you guide the conversation along, managing a flow that keeps the group on track but also allows them to think deeply about the important questions. You make sure everyone is heard and hears others. You can add questions at any stage where the group needs more, and leave out ones you planned when necessary without skipping a stage.

If you lead a Consensus Workshop, you help the group generate quality brainstorming, help them cluster ideas that create insight into answers to the focus question, guide them to give meaningful names that answer the focus question to clusters, and reach a resolve. You adapt the method to the group (encouraging drawing ideas when not everyone is literate, for example, or speeding up or slowing the process down when the group needs it). You document the work of the group by using their words.

If you lead a ToP Strategic Planning process, you make sure they understand their history and the external and internal situation. You give them helpful context and directions, so they know what they are doing and why at each step. You guide them so that they create consensus on a strong practical vision, deep and honest contradictions, motivating strategies, and concrete implementation steps.

If you lead ToP Action Planning, you give the group clear instructions, help them connect the current reality with their hoped-for victory and name the result they are committed to in “results” language. You make sure that each action plan is aligned with the others, and that they are committed to follow through on the actions they plan. You document their work in a clear visual way.

ToP Facilitator Certification Guide, 4/4/08

If you lead a Historical Scan / Wall of Wonder, you give clear instructions for each step, encourage honesty about both positive and negative aspects of their history, guide the group through the process, and create a visual on the wall that the group understands.

AFTER THE EVENT

(competencies 7, 5, 1)

You write up results in the group's own words. When required, you document results with visuals and summaries that are true to the group's consensus. You make sure participants have access to the documentation of their work.

You take time to reflect on your own experience and learnings, writing them down when possible on a reflection sheet. You also reflect with your facilitation team, and with the client, so you can learn from your experience. You are aware when you've dealt with an ethical dilemma, and how you made the decision you did. (i.e. when a participant needed to be heard, and the group was anxious to move on and finish.)

You work with the client to follow through with further meetings or actions, depending on what they need from you.

ToP Certification Portfolio *(add name here) (add date here)* **Portfolio Template**

Introduction:

A portfolio is a notebook of documentation that shows the evidence that you know and use each of the competencies of a ToP facilitator well.

The following template will help you put together a portfolio that you can bring to the assessment interview that will show what you do as a ToP facilitator.

To do this, start with the facilitation plans and documents that you have already done. Pick the best ones you have that show as many competencies as possible. Use them to help answer the questions. You can use some of the pages directly in the portfolio. (For example, you can attach the real plans you have rather than rewrite them).

Have someone observe you facilitate at least once, and take notes on what they see (objective data), using the observer's notes sheet. The more ToP methods they observe, the stronger the evidence is that you are a good facilitator of ToP methods.

Put all the evidence you can find, including the portfolio pages, in a binder. Use the template sections as a checklist: Do you have each of these somewhere in your portfolio? Sometimes one example will show several competencies: for example, a conversation you do in a complex event is also evidence of your knowledge of the focused conversation method. You don't need to put it in twice, just provide a way to find it.

Bring your portfolio binder to the assessment interview. If you can send it electronically ahead of time to the assessor, even better.

ToP Certification Portfolio *(add name here)* *(add date here)*

Documentation of a complete substantial project involving at least one full day of facilitation using more than one ToP method

1. Client Meeting Page:

My client asked for:

What the client said in first meeting:

What I told the client we could do: (contract or agreement with client)

ToP Certification Portfolio *(add name here) (add date here)*

Documentation of a complete substantial project involving at least one full day of facilitation using more than one ToP method

2. Detailed Plan:

(you can attach your plans or an event orchestration sheets as well as writing answers to any of questions that aren't answered on your original plans)

Rational aim of this event:

Experiential aim of this event:

Process steps and timing in this event:

What did you plan to do with the group, and when?

Room setup:

Attach a drawing or description of how you set up the room.

3. Documentation of product

Attach a copy of your documentation of this project.

4. Participant evaluations

Attach participant evaluations.

5. Client's comments/evaluations

Attach any letter or comments that the client made about your facilitation.

6. Observer's notes

Attach the observer's notes of this project (see form that follows)

7. Facilitator's reflection on event

Attach your own reflection on the event (see the form that follows)

8. Co-facilitator's comments/ feedback

Attach any comments or evaluation of your facilitation by your co-facilitator.

These are different from the observer's notes – they include opinions and suggestions.

ToP Certification Portfolio *(add name here)* *(add date here)*

Documentation of ToP facilitation processes if not complete in project above:

Attach documents from real life of the following if they are not already evident as part of the complex project:

Three Focused Conversation plans with aims, opening comments, all levels of questions, and closing, each followed by a reflection sheet and an observer sheet

Three Consensus Workshop plans, each followed by a reflection sheet and an observer sheet

Plans for a Strategic Planning Process: Vision, Obstacles, Strategies, Implementation, each followed by a page for documentation, one reflection sheet and an observer sheet for the whole process

Orchestration sheet (or plan) for a small group process (less than 10 people) followed by a reflection sheet

Orchestration sheet (or plan) for a large group process (more than 30 people) followed by a reflection sheet

Orchestration sheet (or plan) for showing that you used at least 3 processing/learning styles in an event followed by a reflection sheet

Action planning/ implementation plan followed by a reflection sheet

Orchestration sheet (or plan) for an Historical Scan/ Wall of Wonder (steps in your own words) followed by a reflection sheet and a page for a document or photo

Orchestration sheet for a co-facilitated event (shows which roles different people played) followed by a reflection sheet and co-facilitator's comments

ToP Certification Portfolio *(add name here)* *(add date here)*

Evidence of understanding:

These are stories that show you understand these concepts – write the story out and be ready to tell it in the interview.

What is a story of how a group you worked with changed or transformed over time?

What is a story of the “human change” that happened in a group as a result of your facilitation? (This may involve a change in individuals, changes in operating images, shifts in mental models, or changes in the group’s culture)

What is a story of an ethical dilemma you faced in a facilitation and how did you respond as a facilitator?

Observer's Notes

Competency:

What I saw the facilitator do that showed this competency

1. A competent ToP Facilitator can manage the relationship with the client; first understanding what the client needs, then designing appropriate facilitation plans to meet those needs and communicating them with the client, and managing the whole project effectively.

2. A competent ToP Facilitator can create a positive, respectful environment where everyone can communicate actively, resolve group conflicts and manage disruptive behaviour, and use their facilitation plans to engage the group effectively.

3. A competent ToP Facilitator can bring out group creativity through understanding different learning styles and needs and applying approaches that fit them; bringing out the group's creative thinking; and using time, space, visuals, and equipment successfully.

4. A competent ToP Facilitator can design and lead ToP methods effectively, particularly great Focused Conversations, Productive Consensus Workshops, the Historical Scan / Wall of Wonder, ToP Strategic Planning, and Action Planning.

5. A competent ToP Facilitator can act with neutrality, with self-reflective ethical behaviour. S/he can model a positive professional attitude that helps the group face its depth issues and possibilities, make responsible choices, and engage on a journey of growth and transformation.

6. A competent ToP Facilitator can actively orchestrate events; keeping the group focused and productive through adapting processes and demonstrating effective teamwork.

7. A competent ToP Facilitator can produce effective results, authentic consensus, quality documentation, and solid plans for implementing the results.

ToP Certification Portfolio *(add name here) (add date here)*
Facilitation Event Reflection Worksheet

- Describe the group and the topic.
- Describe your plan. Attach a copy of your facilitation plan including rational and experiential aims, major elements, procedures and the questions you planned to ask and the time you planned for each part.
- Describe what actually happened that was different from your plan.
- Describe the results in relationship to the “Rational Objective.”
- Describe the level of consensus achieved by the group and the steps in the process that enabled them to reach it.
- Describe the results in relationship to the “Experiential Objective. i.e. the change in the group, its image or understanding of itself as a group, relationships within the group, commitment to its task or purpose.

ToP Certification Portfolio (add name here) (add date here)

ICA Facilitator Assessment: Checklist and Portfolio Table of Contents				
Candidate:				
1.0 Manage Positive Client Relationships				
<i>Competency</i>	<i>Major Process Steps</i>	<i>Indicators we are looking for</i>	<i>How we will know – the standard we are measuring</i>	<i>Page</i>
<p>1.1 Understand Client Needs</p> <p>Assess client needs, apply process to content and clarify mutual understanding Assess and understand client needs Can assist clients in applying process and method to content and task Clarify mutual understanding and commitment Can establish clear rational and experiential aims</p>	<p>Portfolio</p> <p>Client Interview/ Survey</p>	<p>A request from a client and an appropriate response</p>	<p>Request and response is in portfolio <i>or</i> Client survey – at least average of 3 on 5-point scale on satisfaction with bullets</p>	
<p>1.2 Create Appropriate Designs</p> <p>Design customized constructs toward a quality product drawing upon a variety of methods, applications and resources Design customized constructs toward a quality product Can draw upon a variety of methods, applications and resources and determine which to apply Uses “ORID” as an underlying pattern to create designs</p>	<p>Portfolio</p> <p>Client Interview/ Survey</p> <p>Observation</p>	<p>3 event designs, with reflection sheet on their use</p> <p>Notes on a design conference</p>	<p>Designs in portfolio show use of variety of methods, at least Focused Conversation, Workshop, Action Planning, Strategic Planning <i>and</i> Reflection sheets showing quality results</p>	
<p>1.3 Communicate Client Needs</p> <p>Articulate client needs and plans in writing using graphics and communicate essential method and principles. Can articulate understanding of client needs in writing Can articulate plans in writing Can depict plans using graphics Can communicate essentials of method, process and principles</p>	<p>Portfolio</p> <p>Client Interview/ Survey</p>	<p>Proposal to client</p>	<p>Description of client needs and plans in client proposal in portfolio is clear <i>or</i> Client survey – at least average of 3 on 5-point scale on satisfaction with bullets</p>	
<p>1.4 Manage Projects Effectively</p> <p>Appropriate management of facilitation projects Negotiate and write contracts Management of time and schedules</p>	<p>Client Interview/ Survey</p> <p>Portfolio</p>	<p>Bullets under this competency are indicators</p>	<p>Client survey – at least average of 3 on 5-point scale on satisfaction with bullets <i>or</i> Paper / email trail of dialogue with client about project</p>	

ICA Facilitator Assessment: Checklist and Portfolio Table of Contents

Candidate:

1.0 Manage Positive Client Relationships

Maintain positive relationships
Resolve disputes
Complete contracted work on time and within budget in an appropriately professional style
Conducts appropriate participant and client debriefing and evaluation process

ICA Facilitator Assessment: Checklist and Portfolio Table of Contents				
Candidate:				
2.0 Create a Participatory Environment				
<i>Competency</i>	<i>Major Process Steps</i>	<i>Indicators we are looking for</i>	<i>How we will know – the standard we are measuring</i>	<i>Page</i>
<p>2.1 Communicate Effectively</p> <p>Effective communication skills, an objective stance, rapport, active listening and participant feedback Effective verbal communication skills Rapport with participants Practice active listening Ability to observe and provide feedback to participants</p>	<p>Observation</p> <p>Participant evaluations</p> <p>Client Interview/ Survey</p>	<p>Interactive conversation</p> <p>Facilitator asking questions, listening, responding</p>	<p>Observer can record an example of each bullet <i>or</i> Participants and Client survey – at least average of 3 on 5-point scale on satisfaction with bullets</p>	
<p>2.2 Create Positive Atmosphere</p> <p>Encourage respect for experience and perception of diverse participants; creating a climate of safety and trust Encourage positive regard for experience and perception of all participants Create a climate of safety and trust Bring forth the diversity of the group</p>	<p>Observation</p> <p>Participant evaluations</p> <p>Client Interview/ Survey</p>	<p>All members of group responding actively</p>	<p>Observer can record an example of each bullet <i>or</i> Participants and Client survey – at least average of 3 on 5-point scale on satisfaction with bullets</p>	
<p>2.3 Resolve Group Conflicts</p> <p>Mediate conflict and manage disruptive individual and group behaviour Recognize and allow conflict to surface and objectify it Mediate conflict Manage disruptive individual and group behaviour</p>	<p>Observation</p> <p>Participant evaluations</p> <p>Client Interview/ Survey</p>	<p>Facilitator taking group through simple or complex resolution of a conflict that surfaces</p>	<p>Observer can record an example of each bullet <i>or</i> Participants and Client survey – at least average of 3 on 5-point scale on satisfaction with bullets</p>	
<p>2.4 Implement Plans Effectively</p> <p>Clarify objectives, focus questions, procedures and engage the group in their task Articulate clear contexts Clarify rational and existential objectives Create appropriate focus questions Provide clear procedures and instructions Establish and maintain group</p>	<p>Observation</p> <p>Participant evaluations</p> <p>Client Interview/ Survey</p>	<p>Clear plans and adaptation to real group on feet</p>	<p>(see ToP tools pages)</p> <p>Plans in portfolio meet a level of clarity (need an example of clear plans to compare to) <i>and</i> Observer rates procedures as clear, and can record example of adaptation And/or Participants and Client survey – at least average of 3 on 5-point scale on satisfaction with bullets</p>	

ICA Facilitator Assessment: Checklist and Portfolio Table of Contents

Candidate:

2.0 Create a Participatory Environment

norms Able to get the group effectively engaged in their tasks				
--	--	--	--	--

ICA Facilitator Assessment: Checklist and Portfolio Table of Contents				
Candidate:				
3.0 Evoke the Creativity of the Group				
<i>Competency</i>	<i>Major Process Steps</i>	<i>Indicators we are looking for</i>	<i>How we will know – the standard we are measuring</i>	<i>Page</i>
<p>3.1 Understand Learning Needs</p> <p>Assess learning styles, needs and abilities and design appropriate experiences Understand multiple learning styles and learning theory Assess group sensory needs and abilities Able to blend learning and thinking styles</p>	Candidate interview	Can give examples of learning styles and participation styles	Candidate can describe the concept and give an example of each bullet in interview	
<p>3.2 Apply Appropriate Approaches</p> <p>Use learning approaches that best fit the group and modify approach to meet emerging needs Select from a wide variety of sensory approaches Use approaches that best fit the needs and abilities of the group</p>	Observation	Use of visual, kinesthetic, and auditory tools	Observer records use of more than one learning style used in an event (i.e. verbal, visual, interpersonal, intrapersonal) or Observer records use of visual, kinesthetic and auditory tools in an event	
<p>3.3 Elicit Group Creativity</p> <p>Engage participants of all styles, awaken group energy and encourage creative thinking Communicate with all styles Draw out participants of all styles Awaken group energy Encourage creative thinking Discern and respond to stalled creativity Able to adapt own style to group needs</p>	Observation Participant evaluation	Use of icebreakers, poetry, graphics, music, etc. Participants responding in different creative ways	Observer records example of participants responding in more than one style (i.e. verbal, visual, interpersonal, intrapersonal) or Designs in portfolio plan for use of strategies to engage at least 3 learning/processing styles Participant evaluation – at least a 3 on satisfaction with creativity elicited	
<p>3.4 Utilize Space and Time</p> <p>Plan effective use of time, space, visuals and equipment Arrange space to meet the purpose of the meeting Plan and monitor effective use of time Records ideas visibly and legibly Uses visual materials and equipment effectively Know when to move the group and when to stay</p>	Portfolio Observation Participant evaluation	Time plan Room setup with rationale Clear flipcharts Appropriate eventfulness in session Finishes on time with results	Design of complete project in portfolio, with time plan, room setup, eventfulness. and Observer can record example of eventfulness and finishing on time And/or Participant survey – at least a 3 on satisfaction with visual materials, space, time, eventfulness and results	

ICA Facilitator Assessment: Checklist and Portfolio Table of Contents

Candidate:

3.0 Evoke the Creativity of the Group

Manage symbolic and celebratory aspects of meetings				
---	--	--	--	--

ICA Facilitator Assessment: Checklist and Portfolio Table of Contents				
				Candidate:
4.0 Use ToP Methods Effectively				
<i>Competency</i>	<i>Major Process Steps</i>	<i>Indicators we are looking for</i>	<i>How we will know – the standard we are measuring</i>	<i>Page</i>
<p>4.1 Conduct Great Focused Conversations 4.1a Design Create effective focused conversation. Identifies appropriate rational and experiential aims, opening and closing Provides appropriate concrete beginning point Create and adapt 4 levels of questions in sequence</p> <p>4.1b Lead Orchestrate discussion flow: Able to use the discussion method to reach depth in the content Able to guide and adapt discussion flow Adapt discussion method to many applications</p>	Portfolio Observation Participant evaluations	Well-designed and well-led conversations with clear use of rational and experiential aims, four levels of questions, opening and closing	Plans for at least 3 conversations for different situations in portfolio, with clear rational and experiential aims, four levels of questions, opening and closing Reflection sheets and observer give examples of depth insight in participant answers. <i>or</i> Participants rate depth in conversation as at least a 3	
<p>4.2 Do Productive Consensus Workshops 4.2a Design Knows what situations are best suited for use of workshop method Identifies rational and experiential aims Designs appropriate focus question that will achieve rational aim of workshop</p> <p>4.2b Lead Generate quality brainstorm Assist the group in synthesizing ideas in clusters Enables the group to give meaningful names to data clusters Guide appropriate reflection Adapt workshop method to many applications Document results (see results page)</p>	Portfolio Observation Participant evaluations	Well-designed and well-led workshops Cards on wall, gestalted and named	Plans for at least 3 workshops for different situations in portfolio. Reflection sheets, workshop documents, and observation show use of gestalting and naming that answers the focus question (need rubric or sample to measure against) <i>or</i> Participants rate meaningful results at least a 3 (on a 5 pt. scale)	
<p>4.3 Facilitate ToP Strategic Planning 4.3a Design Know when strategic planning is appropriate Understands ToP Strategic</p>	Portfolio Observation Interview	Well-designed and planned agenda of Vision, Obstacles, Strategies, and	Two sample strategic planning agendas in portfolio <i>and</i> Pre-planning notes in portfolio	

ICA Facilitator Assessment: Checklist and Portfolio Table of Contents

Candidate:

4.0 Use ToP Methods Effectively

naming parts and the whole,
reflection / evaluation
Adapts process to needs of
group
Uses visual on wall
appropriately

with all parts

ICA Facilitator Assessment: Checklist and Portfolio Table of Contents				
Candidate:				
5.0 Model Positive Professional Attitude				
Competency	Major Process Steps	Indicators we are looking for	How we will know – the standard we are measuring	Page
<p>5.1 Evoke Depth and Substance to Illuminate Group Potential</p> <p>Reveal the possibility in every situation Honour the wisdom of the group Enable the group to acknowledge and understand its real situation Elicit root issues Enable the group to see real possibilities and options Enable the group to assume ownership and responsibility for its results Uncover profound insights of the group</p>	<p>Portfolio</p> <p>Observation</p> <p>Client interview/ Survey</p> <p>Participant evaluations</p> <p>Candidate interview</p>	<p>Clear focused Experiential Aim</p> <p>Group identifies root issues and/or profound insight</p>	<p>Design in portfolio shows deep experiential aim (need rubric or sample to measure against) <i>and</i> Observer can give example of group reaching insight <i>and</i> Obstacles workshop documentation in portfolio shows root issue naming (<i>need rubric or sample to measure against</i>)</p> <p>Client and participants rate that process revealed root issues and profound insights at least a 3 (on a 5-point scale)</p>	
<p>5.2 Care for Group Journey</p> <p>Understand dynamics of individual and group change Understand and apply processes of image change Enable groups to bring up and deal with difficult issues and undiscussables Guide group through discouragement Enable group to go on journey of change, transformation and development of new capacity over time Build capacity, not dependency</p>	<p>Portfolio, Interview, Observation</p>	<p>Can describe group transformation and how it happened through facilitated events</p> <p>Evidence of working with a group over time, with increased capacity of group evident</p> <p>Able and willing to surface and discuss difficult issues</p> <p>Facilitates difficult naming</p> <p>Can talk through image change</p>	<p>Facilitation story in portfolio or in candidate interview shows understanding of image change in a group – candidate can name what image the group started with and what it changed to <i>and</i> Observer can record example of group going let through facing challenges and dealing with them <i>and</i> Evidence of work over time with a client in portfolio <i>or</i> Client and participants rate candidate at least 3 on bullets, or have a story of transformation (need a rubric or sample to measure against)</p>	
<p>5.3 Practice Self-Assessment and Self-Awareness</p> <p>Reflect on behaviour and results Maintain congruence between actions and personal and professional values Modify personal behaviour / style to reflect the needs of the</p>	<p>Portfolio</p> <p>Interview</p>	<p>Can describe how reflects on difficult challenges and own behaviour</p>	<p>Reflection sheets on experience have self-evaluation questions and answers</p>	

ICA Facilitator Assessment: Checklist and Portfolio Table of Contents				
				Candidate:
5.0 Model Positive Professional Attitude				
group Cultivate understanding of one's own values and their potential impact on work with clients				
5.4 Act with Integrity Describe situations as facilitator sees them and inquire into different views Demonstrate affirmation of the group and its possibility Make choices with authenticity and responsibility Demonstrate inclusiveness Model professional boundaries and ethics (as described in ethics and values statement)	Portfolio Interview	Can describe ethical dilemma in facilitation experience and how chose to act as a result	Story of ethical dilemma and response on reflection sheet or in interview	
5.5 Model Neutrality Honour the wisdom of the group Encourage trust in the capacity and experience of others Vigilant to minimize influence on group outcomes Maintain an objective, non-defensive, non-judgmental stance	Observation		Observer can record example of objective stance	

ICA Facilitator Assessment: Checklist and Portfolio Table of Contents				
Candidate:				
6.0 Orchestrate Quality Events				
<i>Competency</i>	<i>Major Process Steps</i>	<i>Indicators we are looking for</i>	<i>How we will know – the standard we are measuring</i>	<i>Page</i>
<p>6.1 Manage Overall Process</p> <p>Conduct whole, integrated processes Establish clear context and brings appropriate closure Apply a variety of participatory processes Manage large and small group processes</p>	<p>Portfolio</p> <p>Observation</p>	<p>Demonstrates management of large and small group</p>	<p>Design and reflection sheets in portfolio describe context and closure, small and large group processes <i>or</i> Observer rates candidate at least a 3 on process management</p>	
<p>6.2 Ensure Dynamic Process</p> <p>Keep the conversation moving, focused on the task and elicit the wisdom of the group. Keep the group moving Recognize tangents - redirect to task Listen, question and summarize to elicit the sense of the group Help the group reflect on experience</p>	<p>Observation</p> <p>Client Interview/ Survey</p>	<p>Demonstrates bullets</p>	<p>Observer rates candidate at least a 3 on bullets <i>or</i> Participants and Client survey – at least average of 3 on 5-point scale on satisfaction with bullets</p>	
<p>6.3 Adapt to Group Needs</p> <p>Adapt processes to specific group situations. Adapt processes to fit the needs of the situation Target questions to orchestrate change Able to assess and respond to the group's energy Enable groups to develop identity and purpose</p>	<p>Observation</p> <p>Candidate interviews</p> <p>Participant evaluation</p>	<p>Demonstrates changes in plan according to group needs</p>	<p>Plans and reflection sheets & observation demonstrate changes and explanations <i>or</i> Observer notes changes to plans to adapt to group Candidate explains changes from plans in interview Participant evaluation rates at least 3 on facilitator flexibility and on development of identity and purpose</p>	
<p>6.4 Work Effectively with a Team</p> <p>Demonstrate team values and processes Support co-facilitation in delivery of services Demonstrate team values and processes Support co-facilitation in delivery of services Design services in cooperation with clients and colleagues</p>	<p>Portfolio</p> <p>Mentor Interview</p> <p>Peer interviews</p>	<p>Co-facilitates successfully</p>	<p>Peer or mentor rates candidate at least a 3 on bullets in interview <i>and</i> Examples of teamwork described in reflection sheet in portfolio</p>	

ICA Facilitator Assessment: Checklist and Portfolio Table of Contents				
Candidate:				
7.0 Produce Effective Results				
<i>Competency</i>	<i>Major Process Steps</i>	<i>Indicators we are looking for</i>	<i>How we will know – the standard we are measuring</i>	<i>Page</i>
<p>7.1 Apply Appropriate Methods</p> <p>Can determine what results are required and ensure task completion Know a variety of applications to meet group objectives Can determine what product or result is required Adapt processes to changing situations Assess and communicate group progress Assist with task completion</p>	<p>Portfolio</p> <p>Client interview/ Survey</p>	<p>Complex design</p> <p>Proposal to client</p> <p>Group completes task</p>	<p>Complex design(s) in portfolio shows use of variety of methods, at least Focused Conversation, Consensus Workshop, Action Planning, Strategic Planning, Historical Scan. And/or Client and participants rate candidate at least a 3 on appropriate processes for the group, and on enabling task completion and results</p>	
<p>7.2 Clearly Document Results</p> <p>Keep ongoing records of group work and produce quality documentation on schedule Keep ongoing notes and records Produces quality documentation on time</p>	<p>Portfolio</p> <p>Client interview/ Survey</p>	<p>Clear documentation</p>	<p>Event documentation in portfolio is clear, readable <i>and</i> Workshop documentation in portfolio demonstrates visual and content integrity to workshop results <i>and</i> Strategic planning results in portfolio And/or Client survey rates documentation as at least a 3</p>	
<p>7.3 Develop Authentic Consensus</p> <p>Determine what is required and enable the group to develop and articulate authentic consensus Able to determine what kind of decision or consensus is required Enable the group to develop authentic consensus Enables effective articulation of consensus and decisions</p>	<p>Portfolio</p> <p>Client interview/ Survey</p> <p>Candidate interview</p> <p>Observation</p>	<p>Description of consensus in an event</p>	<p>Reflection sheet in portfolio says what consensus was reached <i>or</i> Candidate describes formation of effective consensus <i>or</i> Observer documents example of consensus And/or Client and participants rate consensus development as at least 3</p>	
<p>7.4 Prepare for Solid Implementation</p> <p>Able to enable groups to create appropriate implementation plans Able to determine what kind and level of implementation planning is necessary Able to design effective implementation planning</p>	<p>Portfolio</p> <p>Client interview/ Survey</p>	<p>Demonstrates use of implementation processes</p>	<p>Implementation plan design, plan documentation, and reflection sheet in portfolio And/or Client and participants rate implementation plans at least a 3</p>	

ICA Facilitator Assessment: Checklist and Portfolio Table of Contents

Candidate:

7.0 Produce Effective Results

processes Evokes commitment to follow-through Able to clarify and assist working groups				
---	--	--	--	--