

Markers of Effectiveness: Success Factors for Facilitators

Success Factor	Comments
1. Facilitate versus lead the sessions. <ul style="list-style-type: none"> ○ Establishing a collaborative relationship with participants ○ Giving participants ownership of their learning ○ Developing trust and respect of participants ○ Maintaining focus in group ○ Maintaining confidence and enthusiasm ○ Identifying key themes from a group discussion ○ Remaining objective ○ Leading a brainstorm ○ Channeling discussions ○ ○ ○ ○ ○ ○ ○ ○ 	

Markers of Effectiveness: Success Factors for Facilitators

Success Factor	Comments
<p>2. Acknowledge others' comments explicitly by:</p> <ul style="list-style-type: none"> ○ Using interpersonal communication skills ○ Paraphrasing conversations positively ○ Using good rapport building skills <ul style="list-style-type: none"> ● Smiling and nodding ● Paraphrasing and reflecting back ● Making connections between individual comments and the work as a whole ○ ○ ○ ○ ○ ○ ○ 	
<p>3. Adjust the session agenda in real time, balancing the speed the audience can reasonably achieve with the ultimate objectives of the course.</p> <ul style="list-style-type: none"> ○ Keeping the workshop moving towards objectives ○ Setting the content and parameters of the workshop ○ Managing time ○ ○ ○ ○ ○ ○ ○ ○ 	

Markers of Effectiveness: Success Factors for Facilitators

Success Factor	Comments
<p>4. Actively listen to and engage with others. Read body language and facial expressions to gauge participants' state of mind. Use your assessment of participants' state of mind to adjust strategies when necessary.</p> <ul style="list-style-type: none"> ○ Using good communication skills such as active listening and reflective questioning and other listening skills ○ Using engagement skills to engage a variety of audiences ○ ○ ○ ○ ○ ○ ○ 	
<p>5. When flip charting, record participants' thoughts and specific words versus your own, as appropriate.</p> <ul style="list-style-type: none"> ○ Summarizing discussions ○ ○ ○ ○ ○ ○ ○ ○ 	

Markers of Effectiveness: Success Factors for Facilitators

Success Factor	Comments
<p>6. Ensure that the classroom is a learning environment.</p> <ul style="list-style-type: none"> ○ Establishing comfort between not only ones self and the participants, but also among participants ○ Effectively enforcing ground rules and explain boundaries ○ Knowing when and how to intervene ○ ○ ○ ○ ○ ○ ○ 	
<p>7. Ensure that <i>you</i> are OK with everyone in the room. If you have misgivings or negative feelings about someone, always avoid making that the basis for your decisions and actions in facilitation.</p> <ul style="list-style-type: none"> ○ No perceived biases ○ Don't alienate people ○ Facilitation of participants of diverse backgrounds ○ ○ ○ ○ ○ ○ ○ 	

Markers of Effectiveness: Success Factors for Facilitators

Success Factor	Comments
<p>8. When participants go off on tangents, provide them a line of sight to how their discussion connects to the learning objective(s).</p> <ul style="list-style-type: none"> ○ Recognizing if discussion becomes unproductive to learning ○ Maintaining focus and purpose of group-keep them on target ○ Guiding discussion in a manner that moves the group forward ○ ○ ○ ○ ○ ○ 	
<p>9. Balance the group's overall dynamics. Gauge their collective temperament and lean the other way as needed for them to practice balancing themselves.</p> <ul style="list-style-type: none"> ○ Managing sidebar conversations ○ Keeping conversations balanced among participants ○ Maintaining energy and enthusiasm ○ ○ ○ ○ ○ ○ 	

Markers of Effectiveness: Success Factors for Facilitators

Success Factor	Comments
<p>10. Always allow for hot topics to be raised, but diffuse the emotional pitch that often accompanies them, through either:</p> <ul style="list-style-type: none"> ○ Using non-personal techniques (e.g., introducing a related model) ○ Empathic mirroring (in 1-on-1s or in the room) ○ Mediating when necessary ○ Using conflict resolution skills ○ ○ ○ ○ ○ ○ ○ 	
<p>11. Use resources and support</p> <ul style="list-style-type: none"> ○ Using peers as mentors and liaisons ○ Checking in with the agenda to see where you have been and where you are heading ○ Using ground rules ○ Using parking lot ○ Using the Resource Center ○ ○ ○ ○ ○ ○ ○ 	

Source: Adapted from American Public Human Services Association (2011)