Facilitators of leadership learning: developing and observing the competencies

Facilitation competency framework
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Introduction and purpose

This booklet has been designed to help both new and more experienced facilitators explore the National College facilitation competency framework (the framework) and to support them in the facilitation of leadership learning. The framework embraces face-to-face and online facilitation of leadership development provision and is based on 10 competencies, 3 skills and 4 areas of knowledge and understanding. This booklet provides advice, guidance and reflective questions to support the development of professional practice.

All facilitators can use the framework to support their own development when working with their co-facilitator, or to prepare and evaluate their sessions. More experienced facilitators can use the framework when observing other facilitators for appointment or quality assurances purposes.

Organisations also have a commitment to the ongoing professional development of facilitators in their care, and this document should be helpful when carrying out this role.
Towards an understanding of facilitator development

Facilitators often begin and progress in their development by observing and emulating the practice of others. The framework is intended to help facilitators deconstruct and understand effective practice. This booklet advocates a self-directed approach to facilitator development, one based on accurate self-assessment and linked to clear goals for future performance.

When facilitators are new to the role, they often focus on learning skills and techniques and understanding the programme they are facilitating. Practice strengthens and is strengthened by knowledge in the areas of leadership, learning, facilitation and impact. Through an understanding that can only be gained through experience, facilitators move on to develop a deeper sense of purpose in their actions whether designing learning experiences, working with groups or making interventions.

Highly effective facilitation shifts beyond the intentional application of skills and knowledge. In practice, facilitators working at this level become less reliant on the technical aspects of the role and more driven by a personal philosophy for their approach. Outstanding facilitators address the political aspects of the role. Throughout all stages in facilitator development feedback, challenge and support are critical.

The National College for School Leadership (National College) proposes that facilitation is ‘a dynamic, personalised process that empowers and challenges individuals and groups to engage in significant learning. This learning leads to meaningful change in behaviour in relation to professional practice’. The facilitation of leadership learning rests upon the ability of the facilitator to develop and sustain high-quality relationships underpinned by a climate of authenticity, openness and trust.

It is the experience of the National College that effective facilitators have an awareness of the impact of their behaviour and tailor their actions to specific situations in a way that consistently maximises the learning of others. Effective facilitators are driven to do this by a strong desire to improve outcomes for children and young people.
Threshold requirements

The National College encourages organisations appointing leadership development facilitators to apply a rigorous selection process based on the competencies in this framework. This is in addition to the threshold requirements for the facilitator role. Threshold requirements are necessary for entry to the role, but will not reliably distinguish outstanding from average performers. Examples of threshold requirements include:

- commitment to the moral purpose
- successful work experience in a relevant context
- educational background
- strong and up-to-date understanding of local and national education issues
- intellectual ability, which is often demonstrated by degree-level study or equivalent experience
- IT skills
- management and leadership skills
Summary of the framework

The term ‘competency’ which is used in this framework is an adapted version of that developed by David McClelland (1973). In his work McClelland doesn’t define it precisely but a deferred definition would indicate that a competency is a personal characteristic, evidenced in (patterns of) behaviour(s) that differentiate levels of performance in a given, job, role, organisation or culture.

In considering this definition, it is important to distinguish between habitual behaviour and skills. One simple distinction that can be helpful is that a skill is an ability to do something, while a behavioural competency is the regular (or embedded) semi-conscious habit of actually doing it. These behaviours include what a person is saying, doing, thinking and feeling, and are observed in practice by others as what is said and done.

Daniel Goleman (2004) built on McClelland’s work by identifying a set of competencies for emotional and social intelligence that underpins effective performance in complex roles that involve relationships and leadership. Daniel Goleman (1998:317) defines emotional intelligence as: ‘The capacity for recognising our own feelings and those of others; for motivating ourselves; for managing emotions well in ourselves and in our relationships.’

A key feature of this framework, as opposed to other facilitator frameworks that focus more on skills, is that the competencies derive from Goleman’s work on the four emotional and social intelligence domains. Figure 1 illustrates the National College framework of competencies, skills, knowledge and understanding.

Figure 1: Facilitation competency framework

- **Self-awareness**
  - Emotional self-awareness
  - Accurate self-assessment
  - Self-confidence

- **Social awareness**
  - Empathy
  - Contextual awareness

- **Self-management**
  - Emotional self-control
  - Achievement orientation
  - Adaptability

- **Relationship management**
  - Developing others
  - Co-facilitation

- **Skills**
  - Group management
  - Enquiry strategies
  - Designing learning experiences

- **Knowledge and understanding**
  - Learning
  - Facilitation
  - Leadership
  - Impact

- **Impact**
Competencies that distinguish outstanding performance

- **Self-awareness**: The first domain, according to Goleman, is perhaps the most important. Having a clear understanding of one’s emotions, strengths, weaknesses, drives and capabilities is critical. Self-awareness lies at the centre of this framework because it enables facilitators to focus their developmental efforts in the areas that matter and to sustain progress over time. Facilitators with a high degree of self-awareness are honest with themselves and others. They assess themselves realistically; they speak accurately and openly about their emotions and the impact they have on their work; they are open to feedback; and they have self-confidence founded on an accurate understanding of their self-worth and capabilities.

- **Self-management**: This domain is described by Goleman (1994) as what ‘frees us from being prisoners to our emotions’ (p46). The signs of self-management are easier to see than those of self-awareness. Facilitators with a high degree of competence in this domain have a propensity for reflection and thoughtfulness; are comfortable with ambiguity and change; show openness to new ideas; display integrity; and have an ability to say no to impulsive urges. Attached to these behaviours, facilitators want to improve and demonstrate initiative.

- **Social awareness**: The third domain is about the ability to read another’s facial expressions, voice and other non-verbal signals and to understand their feelings and emotions. This empathy helps facilitators work with individuals and groups to understand and keep in tune with the needs of their participants. Alongside an awareness of context, facilitators are able to respond effectively to the needs of individuals and the group and can recognise emerging patterns of behaviour.

- **Relationship management**: The fourth domain is where the three previous competencies come together. This is the most visible aspect of a facilitator’s behaviour. It is where skills like conflict management, team building and influencing others become apparent. Facilitators who are strong in the first three domains will usually manage relationships effectively because they are attuned to the needs and emotions of themselves and others. This means, as facilitators, they can approach relationships from a position of authenticity. It enables what Goleman refers to as ‘friendliness with a purpose’; helping people move in a desired direction.

- **Skills**: The skills that facilitators need centre on being able to design learning experiences that will impact on the participants and their wider context in schools with others, including classroom practices. During those learning experiences, facilitators are required to work with their participants to maximise their learning through managing the group and by using effective enquiry.

- **Knowledge and understanding**: It is important that facilitators have a sound understanding of current practice and the specific programme they are working on. In the context of facilitating leadership learning and to maintain credibility, it is important that facilitators have a sound understanding of the theory underpinning leadership, learning, facilitation and impact.
Behavourial descriptors for levels of performance

The framework provides descriptive and illustrative examples of practice for three levels of performance against each of the competencies and skills. The behavioural levels in this framework increase in the order of their sophistication, complexity and potential impact on the facilitation of learning.

All facilitators have strengths and areas for development, no matter how experienced they are. Although some facilitators frequently display competencies at a high level, it is rare for anyone to consistently display them at such a level all the time. This is recognised by the National College and expectations for performance against the competency framework are illustrated in Table 1.

Table 1: Levels of performance

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective</td>
<td>All National College facilitators are expected to display behaviours consistently at this level.</td>
</tr>
<tr>
<td>Highly effective</td>
<td>Facilitators who are highly effective are likely to have most of their typical behaviours here.</td>
</tr>
<tr>
<td>Outstanding</td>
<td>Facilitators whose overall facilitation is considered to be at an outstanding level are likely to have many but by no means all their typical behaviours here.</td>
</tr>
</tbody>
</table>

The external influences on behaviour are unique in each new set of circumstances. For facilitators, this can range from a group of difficult participants or a challenging learning curriculum, through to a dismal room or environment. For online facilitators this can extend to additional challenges that may be posed by technology. It may also relate to how the facilitators are feeling about aspects of their life.

Table 2 provides a simple scale for reflecting on how frequently facilitators display appropriate behaviour(s) in situations and the extent to which these behaviours can be considered competencies.

Table 2: Competency frequency

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rarely</td>
<td>There is little evidence that they exemplify this level of competency, and if there is, there may be contradictions.</td>
</tr>
<tr>
<td>Sometimes</td>
<td>Show some evidence that they can exemplify of this level of competency, but this is not a habitual behaviour.</td>
</tr>
<tr>
<td>Often</td>
<td>Often exemplify this level of behaviour, but there is room for improvement.</td>
</tr>
<tr>
<td>Consistently</td>
<td>This is the competency in practice and they always or nearly always behave in this way in situations when it is appropriate. It might also be considered as a strength and something to retain and build upon.</td>
</tr>
</tbody>
</table>
Beyond knowledge and competencies, the additional ingredient necessary to outstanding performance appears to be the desire to use one’s talent. Boyatzis (2004 with Goleman and Mc Kee, 2006 with Mc Kee) refers to talent as being ‘driven by a person’s values, philosophy, sense of calling or mission, unconscious motives and traits.’ (p.57) This insight potentially provides facilitators with a helpful framework for considering what they can do, how they typically respond to situations and the underlying causes of their behaviour.

There are six key shapers of competencies, and they exist at different levels of consciousness within people. These are often depicted as the levels of an iceberg with the waterline representing the surface of consciousness. Above the surface level are knowledge and skills; these are easier to see and develop than the deeper drivers of performance such as motives, traits that are below the surface (see Table 3).

**Table 3: Competency drivers**

<table>
<thead>
<tr>
<th>Iceberg level</th>
<th>Definition</th>
<th>Questions to ask yourself</th>
<th>Sample development actions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Skills</strong></td>
<td>The things a person can do well, eg asking deep, probing questions or writing an opinion piece for an online discussion</td>
<td>Do I have the ability? Can I act effectively?</td>
<td>Skill training, courses</td>
</tr>
<tr>
<td><strong>Knowledge</strong></td>
<td>What a person knows about a subject or a situation, eg learning theory or knowledge about current local or national school leadership issues</td>
<td>Do I know enough to act? Am I missing information? Do I understand the situation?</td>
<td>Research, study, observation, asking questions, books</td>
</tr>
<tr>
<td><strong>Social role, values</strong></td>
<td>How a person projects to others. It reflects a person’s values-in-use – what they feel it is important to do</td>
<td>Do I know the part to play? Do I see this as appropriate? Is this the right thing to do here?</td>
<td>Choosing new roles to play, examining values in the context of the situation</td>
</tr>
<tr>
<td><strong>Self-image</strong></td>
<td>The way a person sees themselves, eg being a learner or an expert, based on their experiences and their perceptions of how they are seen by others</td>
<td>Do I see myself doing this?</td>
<td>Reordering personal priorities, defining and adopting a new self-image</td>
</tr>
<tr>
<td><strong>Trait</strong></td>
<td>A person’s recognisable habitual behaviour, ie relatively enduring characteristics of a person’s behaviour, either physical, cognitive or psycho-social, eg being a good listener</td>
<td>Do I have the enduring reliable patterns of behaviour needed to do this?</td>
<td>Organised practice of trait behaviours, establishment of systems to substitute</td>
</tr>
<tr>
<td><strong>Motive</strong></td>
<td>Natural and constant thoughts and preferences in a particular area (ie achievement, affiliation and power) that drive, direct and select a person’s behaviour</td>
<td>Do I enjoy this? Does it get me energised?</td>
<td>Long-term organised practice of motives, thoughts and behaviours</td>
</tr>
</tbody>
</table>

Adapted from Hay Group, 2003b
Learning as self-directed change

For facilitators striving to improve their performance, this model of intentional change may be useful for structuring the developmental process. ‘Self-directed change is an intentional change in an aspect of who you are (that is, your Real Self) or who you want to be (that is, your Ideal Self) or both. Self-directed learning is self-directed change in which you are aware of the change and understand the process of change’ (p.19) (Boyatzis, 1999). See Appendix 1 for a diagram that relates to the discoveries below.

Discovery 1: Discovering the dream

Your ideal self: The starting point is to construct a personal vision that is truly energising. This should be shaped by your values, motives and other factors, such as role models. Reflect on the things you want to develop and what others might want you to develop. Be bold. Don’t skip this important step.

− If you were the best facilitator in the world, how would you be?
− Think about a specific time when you were at your best. What were you thinking, feeling, saying and doing? How did it affect others?
− How is your vision shaped by the expectations of others? Is this what you truly want for yourself?

Discovery 2: Discovering the context; exploring your real self

Your real self: Seek to understand your level of competency through the eyes of others. Systematically gather feedback from people who know you well and you trust to be honest. Monitor your behaviours as a facilitator and reflect on your current performance using a learning journal.

− What are your strengths and areas for development?
− What do others say about the patterns to your behaviour?
− How many of the competencies do you consistently demonstrate as a facilitator and at what level?
− How does the presence or absence of a competency or level affect the impact of your facilitation?

Your strengths and your gaps: Identify your strengths: areas of yourself that overlap with your vision of your ideal self. These are the things you want to keep, relish and build on. Then identify your gaps: areas of yourself that do not match with your ideal self. These are things you want to adapt and change. Self-directed learning arises out of a strong sense of what you value and want to change. Focus on both.

− How can you build on your strengths while reducing your gaps?
− Why are these things important to you?
Discovery 3: Discovering the path and creating a learning agenda

Identify goals and a plan: Create your personal learning agenda. Identify specific, measurable, relevant and time-bound actions for specific competencies. Take account of your learning habits and preferences. Having a good plan significantly increases the likelihood of success. Reflect on the competency acquisition process, which is outlined below.

- How will you learn most effectively?
- What actions will you commit to?
- What criteria do you use to judge your effectiveness?

Discovery 4: Experimenting and practising new behaviour in pursuit of the change

Experiment, practise and learn: Try new behaviours in a safe environment. This is a process of continuous improvement. Develop and use relationships with others to inform, support and reinforce your learning. Some competencies require extensive effort over an extended period. Changing deep-seated behaviours takes continued practice.

- What opportunities do you have to practise new behaviours?

Discovery 5: Supportive relationship at each step

The final critical component is that having the ongoing support of a mentor, coach, consultant or referent group (a group of individuals who are mutually interested in achieving behavioural change) is vital. Receiving ongoing feedback, challenge and support from others is key to overcoming obstacles and relapses, and maintaining the momentum of change.

- Who will help you at each stage of this process?
Once we have declared our intention to develop our facilitation competencies, it is useful to consider the different ways that this can be completed. Any competency can be acquired or developed by using the step-by-step competency acquisition process outlined below. Although some steps are harder than others for some competencies, this basic process works for acquiring or developing any competency, to a greater or lesser degree:

**Recognition:** I know it when I see it. You recognise the competency when it is there or when someone demonstrates it, but cannot explain it or replicate it. One might see self-confidence and presence, for example, but see and explain it to yourself in terms of something undefined that makes people want to learn when X is leading or facilitating a session, but see it as unique to the facilitator in question – ‘something about him or her’.

**Understanding:** I know what it is. You can define and explain a competency at this step in the process; you know what the person is doing, what a person thinks about when doing it, or what is missing in your or their practice, even though you may not be able to do it yourself.

**Self-assessment:** I see how much I have of it. This is the comparison between where you are now and where you will be when you have acquired or further developed the competency. This is an important first step in the process of reflecting on your own practice and indeed in your self-awareness development. Accurate, objective feedback – from an instrument such as the 360-degree diagnostic, outlined in the next section below, or from other people’s views, for example – is vitally important here, so that you can make an assessment of what you bring and what stands in your way. People’s views of themselves alone are rarely accurate enough to yield a reliable self-assessment regarding a difficult competency. Ultimately, however, the development of the ability to assess oneself is at the heart of this stage in the process.

**Experimentation:** I am trying it out. This includes experimentation and hands-on practice of the competency, preferably in a safe context where it does not threaten overall job performance. Developmental tasks and on-the-job assignments are useful here. Careful note of the levels and behavioural indicators are helpful too. Continuous learning eventually depends to some extent on familiarity with and ease of application of the levels, etc.

**Skill practice:** I am doing it on the job. Once the competency has been practised adequately it can be integrated into daily performance on the job. A goal-setting process is helpful in making long-term plans for how to do this. It is helpful if, whenever one is preparing to facilitate the learning of others, one has one or two competencies in mind that will be put to very conscious use in the session – preferably at a level that is at least as high or if possible higher than on previous occasions. This is also an opportunity for co-facilitators or others with more experience to take part in a facilitator’s development.

**Feedback and support:** I know how I am doing. It is critical to get external observations on how well you have begun to demonstrate a new competency, to advance and enhance the process of development over time. External observation helps create a realistic self-assessment which drives the next steps for development. This is an opportunity to obtain outside help from peers, colleagues, participants or others.
Observing competencies in others

Some of the competencies in the framework are more difficult to observe than others. It is easy to observe a facilitator’s skills, knowledge and understanding. These aspects, such as extent of education, experience and expertise, are often presented in CVs and can be explored through questioning.

A common method of measuring behavioural competencies uses a 360-degree diagnostic questionnaire to which a group of raters (including the facilitator) respond to a survey by detailing how consistently the facilitator displays behaviours that indicate the presence of the competency. It should be noted that reports based on such questionnaires are a snapshot in time taken from a particular perspective.

The most accurate way of observing the facilitation competencies is to evaluate a facilitator carrying out their role in practice. This should take place over a number of hours and in the context of assessment, it should expose the facilitator to realistic scenarios and tasks. A skilled third party whose objectivity is reasonably reliable should undertake such observations. The observer needs to be skilled at observing the behaviour of others and confident in their knowledge and understanding of the competency framework.

When it comes to observing behavioural competencies accurately, quick judgements can get in the way of accuracy and objectivity. One way to reduce the impact that subjective impressions can have on the observation process is to use a structured approach, which encourages observers to delay making judgements until all the evidence has been gathered. This is often referred to as the ORCE model, demonstrated in Figure 2.

Figure 2: ORCE model

During an activity (for example an interview, or a group discussion activity) the focus is on observing what the facilitator is saying and doing, and recording this as accurately as possible. The aim is to do this without passing judgement on the evidence the facilitator is providing at this stage.

After the observation activity, when all the evidence is available, the observer reviews the evidence, classifies it against the competencies being assessed, and comes to an evaluation of the facilitator’s performance in each of the competency areas. However, it is important that judgements are made on the day.

Giving and receiving feedback

As facilitators we should actively seek feedback, be that from our participants, co-facilitators or lead facilitator. There will also be times when, as facilitators, we will be expected to give feedback. A useful technique is to think context, behaviour, impact (CBI). By using these headings you will get used to phrasing feedback in such a way that recipients are clear about what they did, the behaviours they displayed and how that impacted on the learning of others. The intention is that the feedback should be developmental and non-judgmental, so it is useful to avoid phrases such as ‘If I were you I would do...’, and begin to explore with them in a style that is more like coaching to elicit ideas for future practice.
## Facilitation competency framework

### Competency framework grid

<table>
<thead>
<tr>
<th>Level</th>
<th>Effective</th>
<th>Highly effective</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Emotional self-awareness</strong></td>
<td>Understands the connection between what is happening and what they are feeling</td>
<td>Is able to describe how their feelings affect their actions</td>
<td>Understands the underlying reasons for their feelings</td>
</tr>
<tr>
<td><strong>Accurate self-assessment</strong></td>
<td>Is open to positive and critical feedback and seeks clarification when necessary</td>
<td>Is able to be light-hearted about their capabilities</td>
<td>Actively seeks positive and negative feedback about their performance from a range of sources</td>
</tr>
<tr>
<td><strong>Self-confidence</strong></td>
<td>Believes in their own ability as a facilitator</td>
<td>Is self-assured and challenges participants appropriately</td>
<td>Has a powerful presence so that people want to listen</td>
</tr>
<tr>
<td><strong>Emotional self-control</strong></td>
<td>Demonstrates patience in challenging circumstances</td>
<td>Responds calmly to challenging and emotional situations</td>
<td>Stays composed and positive in stressful situations</td>
</tr>
<tr>
<td><strong>Achievement orientation</strong></td>
<td>Sets measurable and challenging goals</td>
<td>Anticipates and deals with potential obstacles to achieving goals</td>
<td>Takes calculated risks to reach goals</td>
</tr>
<tr>
<td><strong>Adaptability</strong></td>
<td>Adapts to situations by applying standard procedures flexibly</td>
<td>Responds in the moment by smoothly juggling multiple demands, tolerates ambiguity and manages complexity</td>
<td>Adapts overall strategy, goals and plans to fit the situation and to cope with unexpected events or circumstances</td>
</tr>
<tr>
<td><strong>Empathy</strong></td>
<td>Accurately reads moods and feelings, drawing on written, verbal and non-verbal cues to understand others’ needs</td>
<td>Accords respect and relates well to people of diverse backgrounds, showing awareness of their uniqueness as individuals</td>
<td>Sees things from others’ perspectives and uses different viewpoints to extend or deepen learning and understanding</td>
</tr>
<tr>
<td><strong>Contextual awareness</strong></td>
<td>Understands the values and culture of the group and their work organisations, and uses this to promote learning. Recognises similarity of conditions under which behaviour occurs</td>
<td>Understands the dynamics of the group as well as the wider organisational context and can create hypotheses of cause and effect in behaviour</td>
<td>Observes or challenges the prevailing culture, values, norms and unspoken rules of the group when necessary to generate learning. Can articulate themes and patterns of behaviour for the group</td>
</tr>
<tr>
<td><strong>Co-facilitation</strong></td>
<td>Supports and expresses positive regard and respect for co-facilitator’s work. Seeks their input and values their contributions</td>
<td>Works as a team member to respond to group needs and create the right learning environment</td>
<td>Generates coherence within the programme or learning event from a variety of contributions to create the sense of a holistic learning experience</td>
</tr>
<tr>
<td><strong>Developing others</strong></td>
<td>Creates an environment that provides others with opportunities to learn, to practise new skills and capabilities whilst maintaining warmth and neutrality on an unconditional basis</td>
<td>Provides timely and specific feedback on what is done well and opportunities for improvement. Offers encouragement, affirmation and challenge, but does not take over and offer the solution</td>
<td>Helps and encourages others to create their own learning strategies. Persist in declining to take ownership while supporting others to resolve issues and evaluate outcomes for themselves</td>
</tr>
<tr>
<td>Level</td>
<td>Effective</td>
<td>Highly effective</td>
<td>Outstanding</td>
</tr>
<tr>
<td>-----------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Group management</td>
<td>Helps the group establish and maintain group norms and protocols</td>
<td>Works flexibly with the content of the programme to meet the learning needs of the moment, and those of individuals</td>
<td>Balances the diverse learning needs of individuals, ensuring that everyone has appropriate opportunities to ask questions and make their contributions</td>
</tr>
<tr>
<td>Enquiry strategies</td>
<td>Probes for the meaning of questions to clarify the learning need and to open up the possibility that individuals will discover their own answers</td>
<td>Probes for underlying concerns and issues associated with questions and comments</td>
<td>Formulates and applies a strategy of enquiry to enable individuals to explore issues and develop insight</td>
</tr>
<tr>
<td>Designing learning experiences</td>
<td>Plans a learning experience that incorporates all elements (pre-, during and post-session or online activity) as the foundation of learning</td>
<td>Builds flexibility into the design (while guaranteeing the integrity of the programme) to allow emerging needs to be accommodated</td>
<td>Designs learning experiences that include planning for learning and development to continue beyond the event</td>
</tr>
</tbody>
</table>
Emotional self-awareness

Emotional self-awareness is recognising how our emotions affect our performance as facilitators and an ability to show understanding of those feelings. It is important because it alerts the facilitator to the signs that indicate what they are feeling, and uses them as a continuing guide to how they are doing.

<table>
<thead>
<tr>
<th>Level</th>
<th>Descriptor</th>
<th>Examples of behaviour that support learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective</td>
<td>Understands the connection between what is happening and what they are feeling</td>
<td>Is present in the moment and mindful of their environment. Recognises the emotions they feel in particular situations and knows what triggered them. Understands others are affected by behaviour caused by their emotions. Reflects openly and honestly with trusted others about how they feel in particular situations. May write a journal or blog to develop reflective practice</td>
</tr>
<tr>
<td>Highly effective</td>
<td>Is able to describe how their feelings affect their actions</td>
<td>Describes how their actions are triggered or affected by specific feelings. Uses a rich vocabulary to describe the links between what they think, feel, say and do. Deconstructs events to identify how they felt in specific moments and the affect this had on their actions</td>
</tr>
<tr>
<td>Outstanding</td>
<td>Understands the underlying reasons for their feelings</td>
<td>Articulates the deep driver behaviours and the underlying triggers for their feelings. Describes the causal factors for their emotions, feelings and behaviours. Understands how their own emotional profile is shaped by factors such as their temperament, life experiences and self-concept. Models openness and appropriately discloses their feelings to others. Uses approaches like questioning, playback and summarising to deepen self-understanding</td>
</tr>
</tbody>
</table>

Questions for reflection
- How do you usually respond in difficult, stressful situations?
- What triggers an emotional reaction in you?
- What are the patterns to your thoughts feelings and actions?

Limiting behaviours
- Treats others abrasively, unaware of the impact it has
- Asks for participant disclosure, but rarely offers anything about themselves
- Experiences unexplained tension, aches and pains
- Struggles to align their actions with their personal values

Personal notes and reflections
Accurate self-assessment

Accurate self-assessment is being aware of and having a realistic sense of our own strengths and limitations as facilitator. It is important because it enables the facilitator to target areas for change and enhance performance.

<table>
<thead>
<tr>
<th>Level</th>
<th>Descriptor</th>
<th>Examples of practice that support the facilitation of learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective</td>
<td>Is open to positive and critical feedback and seeks clarification when necessary</td>
<td>Is continuously learning from experience and has a realistic sense of their strengths and weaknesses. Carefully listens to and takes on board feedback from others and asks questions to clarify understanding. Reflects on participant evaluation forms and uses this to enhance self-knowledge. Acknowledges areas for development when engaged in learning conversations with other facilitators</td>
</tr>
<tr>
<td>Highly effective</td>
<td>Is able to be light-hearted about their capabilities</td>
<td>Able to show humour and perspective when discussing their abilities. Puts feedback into perspective and considers it professionally to support their development. In discussion would accurately and openly articulate their assessment of a session, online activity, or specific incident and align it with competencies, strengths and areas for development</td>
</tr>
<tr>
<td>Outstanding</td>
<td>Actively seeks positive and negative feedback about their performance from a range of sources</td>
<td>Actively seeks feedback from others without being prompted and provides a helpful frame to gather ongoing evidence. Proactively shares their knowledge about their strengths and areas for development with others. Engages in deep self-reflection with a commitment to further their self-understanding. Maintains a blog or reflective journal to track progress in the development of specific competencies</td>
</tr>
</tbody>
</table>

Questions for reflection

- What are your main strengths as a facilitator? How can you develop these?
- Do others share a similar view about your strengths and weaknesses?
- What are your three key competencies you want to develop? How can others support your development?

Limiting behaviours

- Is unaware of their strengths and limitations
- Becomes resistant to the need for change
- Becomes defensive when receiving feedback
- Takes self too seriously

Personal notes and reflections
Self-confidence

Self-confidence is a sense of self-worth and self-belief as a facilitator of learning. It is important because it enables the facilitator to deal with a variety of situations confidently and to help participants get the most from their learning experience.

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>Effective</td>
<td>Believes in their own ability as a facilitator</td>
<td>Has confidence in their ability to facilitate learning. Is most comfortable when rapport has been established and works well with smaller groups. Ensures they are well prepared for their session and the learning processes, and this enables them to facilitate with confidence. Is open to challenge and able to use this to generate learning for others</td>
</tr>
<tr>
<td>Highly</td>
<td>Is self-assured and challenges participants appropriately</td>
<td>Displays authenticity and realness when facilitating. Openly shares their feelings and concerns to support the learning. Pitches challenge appropriately to the situation, environment and needs of individuals and the group. Identifies, acknowledges and questions unethical or limiting behaviours, values, beliefs or group norms. Is decisive and able to make decisions despite uncertainty and pressure</td>
</tr>
<tr>
<td>Outstanding</td>
<td>Has a powerful presence so that people want to listen</td>
<td>Creates a resonance and rapport with groups. Has presence, brought about by their verbal and non-verbal behaviours, whether online or face-to-face. Uses their presence to model effective facilitation and shares their experiences to deepen the learning of the group. Comfortably facilitates large group discussions of a complex, political and sensitive nature. Naturally integrates information sharing and asking probing questions to prompt deep thinking and learning</td>
</tr>
</tbody>
</table>

Questions for reflection

- Which sessions are you most proud of facilitating?
- Why is it so important to be yourself when facilitating learning?
- In what ways can you develop greater presence?

Limiting behaviours

- Doubts their own ability to facilitate learning
- Indecisive and uncertain when responding
- Puts on a persona that they believe others want to see
- Is overly shy or quiet when working with the group

Personal notes and reflections
Emotional self-control

Emotional self-control is the ability to show restraint and keep disruptive emotions in check. It is important because it allows the facilitator to focus effectively on the learning needs of the group by not allowing their emotions to impact on the learning.

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<tbody>
<tr>
<td><strong>Effective</strong></td>
<td>Demonstrates patience in challenging circumstances</td>
<td>Has a positive approach to giving adequate airtime to discuss difficult issues. Manages situations that might make them feel uncomfortable in a way that allows participants to talk through or share their points in a constructive way. Remains calm as challenging situations emerge and develop. Would not make an emotive response. In reflection would record how they felt about specific situations. Agrees working protocols that include emotional elements at the start of online courses or face-to-face sessions</td>
</tr>
<tr>
<td><strong>Highly effective</strong></td>
<td>Responds calmly to challenging and emotional situations</td>
<td>Makes time for feelings to be declared and involves other group members, to check out the sense of what is being expressed. When faced with a challenging situation would explore with group how others feel about a comment or example and question responses to gather further information. In reflection they may declare their discomfort, but this would not have been observed</td>
</tr>
<tr>
<td><strong>Outstanding</strong></td>
<td>Stays composed and positive in stressful situations</td>
<td>Maintains a positive, open and invitational manner when under pressure. Will take practical steps to address the issue at hand, drawing on their experience, self-understanding and inner resources. Where possible, such situations will be pre-empted through planning and pre-preparation, including exploring any risks. Will not be phased by challenges as they occur, such as technology failure or overt challenge from the group</td>
</tr>
</tbody>
</table>

Questions for reflection
- Think of a time when you were stressed. How did you respond?
- What could you have done to avoid the situation?
- How do you regain control of difficult situations?

Limiting behaviours
- Gets impatient or shows frustration
- Becomes irritated in situations involving conflict
- Reacts impulsively in stressful situations
- Loses control and upon reflection regrets the implications of their actions

Personal notes and reflections
Will resist the temptation to fill silences
Achievement orientation

Achievement orientation is the focus on standards of excellence and motivation to set challenging goals to improve performance. It is important because it provides the motivation to constantly enhance performance and deepen the learning of others.

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<tbody>
<tr>
<td>Effective</td>
<td>Sets measurable and challenging goals</td>
<td>Seeks feedback from others and evaluates own performance. Reviews evaluation forms to improve future sessions and their practice. Sets goals that are specific, measurable, achievable, relevant and time-bound. May need prompting to match their learning goals with this framework. However, they are committed to their own development</td>
</tr>
<tr>
<td>Highly effective</td>
<td>Anticipates and deals with potential obstacles to achieving goals</td>
<td>Plans and identifies risks and issues before the session. Works with co-facilitator to consider issues such as those relating to technology, and the context for the session. Identifies the extent to which session design and content can be flexed when working within the programme. Discusses strengths and areas for development with co-facilitators and agrees for them to support their development. Responds to obstacles as they arise and remains focused on objectives</td>
</tr>
<tr>
<td>Outstanding</td>
<td>Takes calculated risks to reach goals</td>
<td>Plans to take calculated risks when designing learning experiences. Responds to situations as they arise, taking risks “in the moment” and as appropriate to enhance their own and others’ learning. This might include trying out new techniques, behaviours or approaches; using new technology to integrate face-to-face and online environments or working across multiple sites; applying complex ideas and concepts; or handing over autonomy to the group. In reflective dialogue, they would articulate an understanding of the risks and the personal learning that took place</td>
</tr>
</tbody>
</table>

Questions for reflection

− What are your aspirations as a facilitator?
− How challenging are your goals?
− What personal risks might you take to improve your performance?

Limiting behaviours

− Tends to set unrealistic goals
− Is content with their own performance
− Does not evaluate risks before taking them
− Tends not to plan for risks and issues

Personal notes and reflections
Adaptability

Adaptability is openness to new ideas, perspectives and behaviour, adapting accordingly and being able to respond positively to changing circumstances. It is important because it enables a facilitator to think and act flexibly to meet the diverse needs of learners.

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<tbody>
<tr>
<td>Effective</td>
<td>Adapts to situation by applying standard procedures flexibly</td>
<td>Takes on board ideas and suggestions from others and agrees parameters for flexing delivery when designing or preparing for sessions. Adapts own facilitation approach to compliment that of co-facilitator. Comfortably makes tweaks to timings, agendas and content within limits to meet the need of learners. Responds well to requests for variation in style and structure to suit the needs of learners.</td>
</tr>
<tr>
<td>Highly effective</td>
<td>Responds in the moment by smoothly juggling multiple demands. Tolerates ambiguity and manages complexity</td>
<td>Can flex in the moment to aid an activity and does so in an open and invitational way. Is comfortable with making changes, having spent time in designing sessions, activities or online seminars. Devises on-the-spot tactics to help learners with different learning preferences and varied agendas for learning. Accurately reads the group’s responses and is flexible in the moment, juggling multiple demands.</td>
</tr>
<tr>
<td>Outstanding</td>
<td>Adapts overall strategy, goals and plans to fit the situation and to cope with unexpected events or circumstances</td>
<td>Responds to new priorities and unforeseen circumstances positively. Has the bigger picture in mind and makes changes within that context. Able to re-design plans for learning activities, objectives and strategies at short notice while preserving essential learning agenda and opportunities for participants. Would be able to read a situation and divert or enhance their plans to accommodate participant learning. Would remain calm whatever the challenge or situation</td>
</tr>
</tbody>
</table>

Questions for reflection

- How do you respond when a co-facilitator has a different approach to your own?
- What do you do to adapt your approach so that it complements that of other facilitators?
- How do you feel when participants want you to amend your plans?

Limiting behaviours

- Sticks to the plan regardless of the learning taking place
- Feels stressed when asked to respond to multiple demands
- Gets frustrated with changing ideas and situations
- Struggles to take new ideas and perspectives on board

Personal notes and reflections
Empathy

Empathy is the ability to sense and understand the feelings and concerns of others and use it to develop understanding. It is important because it helps the facilitator to identify effective means of developing the learning of individuals and groups.

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<tr>
<td>Effective</td>
<td>Accurately reads moods and feelings, drawing on written, verbal and non-verbal cues to understand others’ needs</td>
<td>Promptly responds to the emerging needs and feelings of learners. Communicates understanding sensitively with non-possessive warmth. Tentatively reflects back the content and intensity of emotions and checks for accuracy. Draws on what is observed, said and not said. Begins to ask probing questions that deepen self-awareness and draw attention to patterns of feeling. Provides a space for learners to express their expectations and concerns, using questions sensitively to show that they have been understood</td>
</tr>
<tr>
<td>Highly effective</td>
<td>Accords respect and relates well to people of diverse backgrounds, showing awareness of their uniqueness as individuals</td>
<td>Affirms contributions without judgement. Displays thoughtfulness in any response. Counters stereotyping by stating a person’s uniqueness. Uses verbal and non-verbal cues to indicate agreement. Provides a timely pause between a situation and further exploration if required</td>
</tr>
<tr>
<td>Outstanding</td>
<td>Sees things from others’ perspectives and uses different viewpoints to extend or deepen learning and understanding</td>
<td>Openly acknowledges and supports others’ perspective. Makes it ok to disagree with the facilitator. Engages with group through responses. Will pick up conversation threads and use them for further exploration. Uses different perspectives to enhance learning</td>
</tr>
</tbody>
</table>

Questions for reflection
- How do you support participants experiencing cognitive dissonance?
- How can you become more in tune with the feelings and needs of others?
- Do you listen attentively to how others feel?

Limiting behaviours
- Doesn’t value the feelings and needs of others
- Frequently misinterprets the feelings of others
- Listens and questions at surface level only
- Ignores the feelings of others when observed

Personal notes and reflections
## Contextual awareness

Contextual awareness involves understanding and responding to the immediate climate and wider professional context of learners. This includes identifying themes and patterns of behaviour and interactions. It is important because it helps the facilitator to manage the group and then respond to their learning needs both during and after the event. It forms the basis of challenge and enquiry strategies.

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<tr>
<td>Effective</td>
<td>Understands the values and culture of the group and their work organisations, and uses this to promote learning. Recognises similarity of conditions under which behaviour occurs</td>
<td>Responds explicitly to positive values and ways of working. Where relevant, acts to clarify those that are implicit, such as agreeing ways of working together. Makes connections to prior learning and programme context. Articulates their observations of the group culture and climate and how this is helping or hindering learning, for example, adding motivational comments in communications to participants during an online course. Able to refer to how they align themselves with the participants</td>
</tr>
<tr>
<td>Highly effective</td>
<td>Understands the dynamics of the group and the wider organisational context and can create hypotheses of cause and effect in behaviour</td>
<td>Understands the underlying relationships and politics that influence group dynamics and subsequent learning. Displays behaviours and questions the group’s dynamics in a more subtle way. Is aware of the wider context and brings this political dimension into the learning environment</td>
</tr>
<tr>
<td>Outstanding</td>
<td>Observes or challenges the prevailing culture, values, norms and unspoken rules of the group when necessary to generate learning. Can articulate themes and patterns of behaviour for the group</td>
<td>Questions prevailing cultures and values within the group to reinforce those that strengthen the learning and professional contexts, or to scrutinise assumptions that may hinder learning. Continually refers to the context of individuals and groups when designing learning experiences and integrates this when facilitating. Incorporates wider contextual information into the learning</td>
</tr>
</tbody>
</table>

### Questions for reflection
- How do you maintain understanding of the culture and values of the group?
- How do you deal with emerging patterns of behaviour across the group?
- In what ways do you link the learning with the group’s context?

### Limiting behaviours
- Limited understanding of participants’ culture and context
- Is not tuned in to patterns of behaviour
- Keeps the content of the programme in the here and now

### Personal notes and reflections
Developing others

Developing others is the desire to help and support others to increase their capabilities and fulfil more of their potential without taking ownership of the learning, the problem or the solution. It is important because it creates a cycle of positive expectations and trust, providing opportunities for learning and improving outcomes.

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<tr>
<td>Effective</td>
<td>Creates an environment that provides others with opportunities to learn, practise new skills and capabilities whilst maintaining warmth and neutrality on an unconditional basis</td>
<td>Recognises and affirms the potential of all participants regardless of what they might say and do. Establishes a clear learning contract, aligning expectations with the aims and objectives of the programme. Creates an effective climate for taking risks and practising new skills. Begins to acknowledge the subtle differences between teaching and facilitation. Through effective tasking and questioning, enables participants to get on with activities. Affirms participant contributions. May still offer individuals support if struggling to engage so they can succeed</td>
</tr>
<tr>
<td>Highly effective</td>
<td>Provides timely and specific feedback on what is done well and opportunities for improvement. Offers encouragement, affirmation and challenge but does not take over and offer the solution</td>
<td>Encourages critical reflection, contributing as necessary to help identify further learning and points for action. Affirms learner achievement and challenges them to build on their successes. Will use strategies to “play back” observations with a view of helping individuals and groups to learn from the situation, thus taking on more of a coaching stance. Steps back once given tasks and observes group, interjecting if required. When reflecting, will recognise the importance of working in this way</td>
</tr>
<tr>
<td>Outstanding</td>
<td>Helps and encourages others to create their own learning strategies. Persists in declining to take ownership while supporting others to resolve issues and evaluate outcomes for themselves</td>
<td>Prompts recognition of individuals as to how they learn best, helping them to build and develop understanding within and beyond the event. Will listen, read and watch the group attentively and intervene judicially as and when necessary to shift thinking or move learning on. Particularly supports those new to learning online</td>
</tr>
</tbody>
</table>

Questions for reflection
- What are the things that you say and do that most help people learn?
- How do you convey unconditional warmth and positive regard?
- How can you help people make and shape their learning for themselves?

Limiting behaviours
- Takes ownership and gives advice or answers to problems
- Asks questions, then answers them when participants hesitate
- Constantly interrupts when groups are working
- Expresses dislike, disapproval or displays warmth conditionally

Personal notes and reflections
Co-facilitation involves working collaboratively with others involved in the learning process. It is important because in a group learning situation, working with a co-facilitator improves the experience for learners. Co-facilitators can observe, analyse and reflect on the process being facilitated, and help each other to learn and improve.

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<tbody>
<tr>
<td>Effective</td>
<td>Supports and expresses positive regard and respect for co-facilitator’s work. Seeks their input and values their contributions</td>
<td>Makes explicit agreement with co-facilitator regarding ways of working together. Openly negotiates a fair division of duties; identifies and discusses their strengths and areas for development. Genuinely supports co-facilitator and offers ongoing feedback. Does not interrupt their co-facilitator unnecessarily or undermine their status with the group. They will support their co-facilitator when facilitating if required. However, when observed it is more like taking turns</td>
</tr>
<tr>
<td>Highly effective</td>
<td>Works as a team member to respond to group needs and create the right learning environment</td>
<td>Works collaboratively with co-facilitator to discuss, plan and agree actions. Takes an active part at all times, including scanning the room or contributing to online activity. There may still be a power relationship with one doing more than the other. Generates feedback with co-facilitator and spends time reviewing the session or online seminars and sets actions for the next session</td>
</tr>
<tr>
<td>Outstanding</td>
<td>Generates coherence within the programme or learning event from a variety of contributions to create the sense of a holistic learning experience</td>
<td>Genuinely plans and delivers with co-facilitator as an equal partner, clarifying roles and responsibilities. Works closely with co-facilitator or online guest speakers to bring together strands of the learning event and build a sense of coherence. Refers to comments from co-facilitator or online speakers when responding to questions or developing new thinking. The process appears symbiotic and flows naturally between one and the other. Models a highly effective relationship and uses their experience to share the meta-learning with participants</td>
</tr>
</tbody>
</table>

Questions for reflection
- What are the strengths and weaknesses for yourself and others you work with?
- How do you maintain effective working relationships with others?
- In what ways do you model effective relationships to the group?

Limiting behaviours
- Competes with co-facilitators and doesn’t utilise their skills
- Doesn’t acknowledge the input of others
- Dominates planning and delivery sessions
- Resorts to turn-taking when co-facilitating

Personal notes and reflections
Group management

Group management is the skill of managing the group process. It is important because creating a safe and positive environment in which individuals and the group can learn and practise new skills is critical for success.

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<tbody>
<tr>
<td>Effective</td>
<td>Helps the group establish and maintain group norms and protocols</td>
<td>Invites the group to establish and take accountability for their working protocols and revisits them during the programme. Ensures that behaviour patterns support the learning for all. Draws on the protocols to manage conflict and unhelpful behaviour. Provides clear tasking and grouping arrangements. Monitors group during activities to ensure everyone is on task and on track, and intervenes effectively when this is not the case. Considers the environment for learning, including participants supporting each other</td>
</tr>
<tr>
<td>Highly effective</td>
<td>Works flexibly with the content of the programme to meet the learning needs of the moment, and those of individuals</td>
<td>Can respond to situations where significant learning in the moment (for the group or individuals) may demand some flexibility in the timings of the event. More care is taken when contracting and considering the aims of the session or online activity. Will take time to review groupings to ensure the best environment for learning. Is more responsive to group needs as they emerge. Ensures the building of trust for participants to practise in the safety of the group. Creates opportunities for learning without managing or mediating discussion</td>
</tr>
<tr>
<td>Outstanding</td>
<td>Balances the diverse learning needs of individuals, ensuring that everyone has appropriate opportunities to ask questions and make their contributions</td>
<td>An engaging and effective learning environment is established from the outset. Contracting is a core, sophisticated process and is referred back to in later sessions in an iterative way. Groupings will be purposeful and used deliberately to support learning. Finds ways to ensure the inclusion of more thoughtful or reticent participants and takes positive action to reduce the impact of more dominant members who might hinder the learning of others. Uses subgroup composition thoughtfully to enable full contribution to the learning processes. Manages time, pace and strategies to motivate participants. Will be responsive to individuals and group requests</td>
</tr>
</tbody>
</table>

Questions for reflection

- How can you establish protocols to support the learning of the group?
- What considerations should be made when establishing groupings?
- How do you manage challenging participants?

Limiting behaviours

- No group protocols established at the outset of the event
- Poor instructions given when creating subgroups
- Challenging participants ignored
- Little effort made to include all participants in the session

Personal notes and reflections
Enquiry strategies

Enquiry strategies is the skill of having a portfolio of questions to engage the group in dialogue and other tactics to help individuals and the group promote and develop. It is important because doing this effectively will ensure that the group and individuals learn through discovery rather than pedagogy and are able to own their learning for themselves.

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<tbody>
<tr>
<td>Effective</td>
<td>Probes for the meaning of questions to clarify the learning need and to open up the possibility that individuals will discover their own answers</td>
<td>Distinguishes a range of possible meanings in questions asked and seeks clarification. Listens carefully. Will use questioning in sessions and online blogs that goes beyond accepting the first response. Generally questions will be more conversational and focus more on seeking clarification. Questions and probes to individuals will deepen learning as they explore an issue with them</td>
</tr>
<tr>
<td>Highly effective</td>
<td>Probes for underlying concerns and associated issues with questions and comments</td>
<td>Plans and creates opportunity for enquiry and probes at specific points in the session or online activity that are at a deeper level; interventions will be purposeful. Accurately senses when questions or comments are the product of concern that is not being directly articulated and will seek to elicit the concern so that it can be addressed. Can probe further as a result of participant responses and engage others to contribute. Will be more enquiring when reviewing own practice</td>
</tr>
<tr>
<td>Outstanding</td>
<td>Formulates and applies a strategy of enquiry to enable individuals to explore issues and develop insight</td>
<td>Devises activities that facilitate experiential learning and an enquiry approach. Encourages individuals to try things out and to de-construct the experience to discern new learning. Uses a range of questioning strategies consistently. Fully integrates questioning and deeper probing as a result of participant responses. Can summarise and rephrase accurately to clarify understanding. Makes judicial interventions that lead to deeper learning. Will not rush this aspect and it is done in a considered manner. Promotes structured reflection</td>
</tr>
</tbody>
</table>

Questions for reflection

- What types of questions do you frequently ask? What are their impact?
- How can you use your co-facilitator when developing your enquiry strategies?
- How does effective questioning rest on effective listening?

Limiting behaviours

- Listening and probing superficial
- Uses leading questions
- Takes contributions at face value
- Asks questions that are inappropriate for the situation

Personal notes and reflections
Designing learning experiences is the ability to design programmes, sessions or events that create an environment with the potential to generate behaviour change. Any designs will take account of the National College signature characteristics for blended learning. It is important because enabling people to have a learning experience rather than didactic input is essential to lasting behaviour change.

<table>
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</thead>
<tbody>
<tr>
<td>Effective</td>
<td>Plans a learning experience that incorporates blended learning into the design</td>
<td>Draws carefully on participants’ professional experiences and context to generate relevance and make illustrations and activities appropriate. Can prepare high-quality learning experiences using appropriate adult learning models. Understands the importance of the different stages in the learning process. Effective uses of small and large group composition. Designs a blend that provides opportunities that challenge and support, work-based learning, opportunities for structured self-reflection, opportunities to learn with and from credible peers, and the integration of high-quality content</td>
</tr>
<tr>
<td>Highly effective</td>
<td>Builds flexibility into the design (while guaranteeing the integrity of the programme) to allow emerging needs to be accommodated</td>
<td>Has a range of approaches and strategies in managing activities that meet the programme objectives and at the same time respond to the learning agenda of the group, as well as to the needs emerging in the moment. Develops comprehensive plans for delivering the session, including promoting learning beyond the event, and considers content and processes in equal measure. In action is able to flex and respond as necessary. Incorporates feedback and evaluative commentary into the event</td>
</tr>
<tr>
<td>Outstanding</td>
<td>Designs learning experiences that include planning for learning and development to continue beyond the event</td>
<td>Extensive and detailed use of different experiential models in design. Uses design techniques in a range of experiences including learning, continuous quality improvement, quality assurance, assessment and updated development sessions. Defines the purpose and rationale for key activities and processes. Introduces the group to models for self-directed learning, and invites them to consider ways of experimenting with and reflecting on behaviour change. Weaves in various programme elements, such as reflection; advocates and fully integrates blended learning including using emerging technologies</td>
</tr>
</tbody>
</table>

Questions for reflection
- How have you incorporated adult learning models into your planning?
- When planning how can you ensure learning before and after the event?
- When working with a co-facilitator, how do you ensure equal contribution during the design phase?

Limiting behaviours
- Does not draw on relevant theory to underpin design
- Does not consider pre- or post-event activities
- Does not incorporate context or work-based practice into design process
- Does not retain a strong focus on learning aims
## Knowledge and understanding

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning</strong></td>
<td>The expectation is that facilitators will have a sound knowledge of current developments in learning and those aspects that promote personalisation and transformation. In addition, facilitators should know the distinctive features of pupil and adult learning. In National College programmes the work of Kolb, Glaser and Roadcap, Salmon, Boyatzis and Mc Kee are acknowledged in terms of how adults learn and the design of adult learning experiences. An understanding of the importance of metacognition or meta-learning to exemplify actions is required. More experienced facilitators will be able to compare and contrast different models of learning.</td>
</tr>
<tr>
<td><strong>Leadership</strong></td>
<td>Facilitators will use their practical knowledge of leadership to sit alongside leadership theory. Drawing on research and other evidence bases, facilitators will use the key messages that high-quality leadership makes a difference and the notion of shared, devolved, delegated leadership is critical in 21st-century schools. More experienced facilitators will draw on international examples in the field of leadership.</td>
</tr>
<tr>
<td><strong>Facilitation</strong></td>
<td>This is a body of knowledge that has grown in recent years. There is acknowledgement that the skills of facilitation are important in a process of learning that enables the building of skill capacity and adopts a more coaching approach. The National College has adopted an approach of facilitation that draws heavily on the work of Goleman and McClelland. Using emotional intelligence and drawing on competencies that manifest themselves as behaviours is critical. More experienced facilitators will have knowledge of different facilitation frameworks and how they impact on their role.</td>
</tr>
<tr>
<td><strong>Impact</strong></td>
<td>Facilitators should have a broad knowledge of impact in terms of impact of actions, impact of activities to support learning, impact of the overall experience that in turn will impact on the leadership of our schools and ultimately on improved learning outcomes for pupils and students in our schools. Facilitators will also have a sound understanding of assessment and evaluation measures to assess performance. More experienced facilitators will draw on a range of literature relating to impact in different contexts.</td>
</tr>
</tbody>
</table>

### Questions for reflection
- What are the key links between these areas?
- What are the differences in learning as the assimilation or accommodation of knowledge, the development of understanding and creation of significant or transformative change?
- How does learning for leadership impact on behaviour and improve outcomes for children and young people?

### Limiting behaviours
- Limited understanding of key areas of knowledge and understanding
- Able to recall facts and figures but has is unable to discern meaning
- Has a good knowledge of educational issues but does not link concepts to group context or impact on their learning

### Personal notes and reflections
References


Rogers, K, Empathy an unappreciated way of being [online]. Available at www.elementuk.com/libraryofarticles/empathic.pdf


Appendix 1: Boyatzis model of intentional change

Boyatzis model of intentional change

Discovery 1
My ideal self – who do I want to be?

Discovery 2
My real self – who am I?

Discovery 3
My learning agenda – where building on my strengths while reducing gaps

Discovery 4
Creating and building new neutral pathways through practising mastery

Discovery 4
New behaviour, thoughts, and feelings through experimentation

Discovery 5
Resonant relationships that help, support, and encourage each step in the process

Discovery 2
My strengths – where my ideal and real self are similar

Discovery 2
My gaps – where my ideal and real self are different

Discovery 2
Resonant relationships that help, support, and encourage each step in the process
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