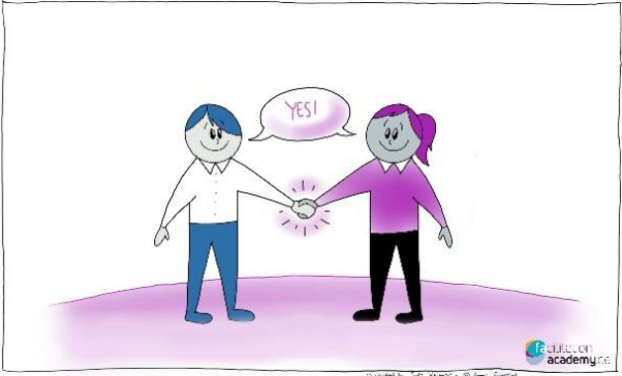

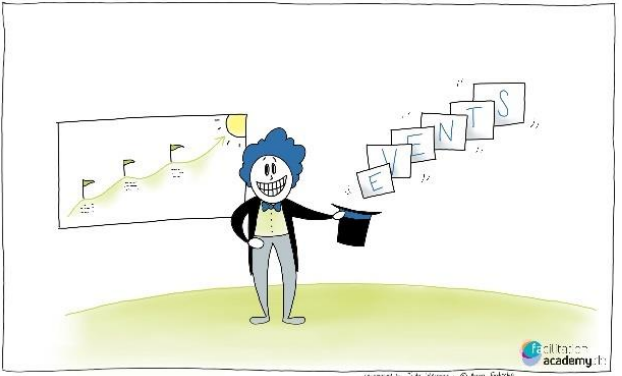

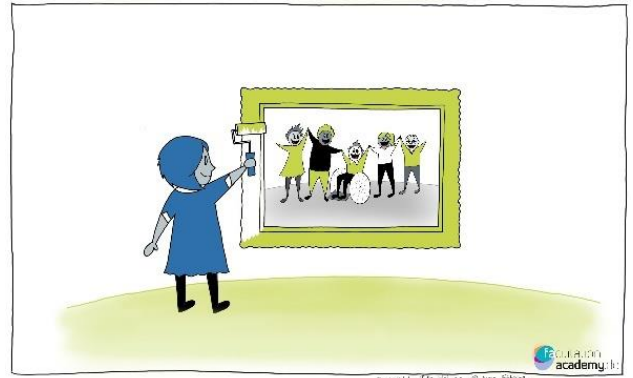


THE 18 INTERNATIONAL CORE COMPETENCES OF FACILITATION

A: CREATE COLLABORATIVE CLIENT RELATIONSHIP	
<p>A1 Develop working partnerships</p> <ul style="list-style-type: none"> • Clarify mutual commitment • Develop consensus on tasks, deliverables, roles & responsibilities • Demonstrate collaborative values and processes 	 <p>A cartoon illustration of a man in a white shirt and blue pants shaking hands with a woman in a purple top and black pants. A speech bubble above them says 'YES!'. The background is a simple purple ground.</p>
<p>A2. Design and customise processes to meet client needs</p> <ul style="list-style-type: none"> • Analyse organisational environment • Diagnose client need • Establish stakeholders' roles and level of involvement • Create appropriate designs to achieve intended outcomes • Predefine quality outcomes with client 	 <p>A cartoon illustration of two figures that look like documents or processes with faces and arms. The one on the left has a speech bubble with a question mark and a sun, while the one on the right has a speech bubble with a gear and a sun. They are standing on a blue ground.</p>
<p>A3. Manage multi-session events effectively</p> <ul style="list-style-type: none"> • Contract with client for scope and deliverables • Develop event plan • Deliver event effectively • Assess/ evaluate client satisfaction at all stages of the event or project 	 <p>A cartoon illustration of a man in a suit presenting. He is pointing to a screen on the left that shows a line graph with three flags. To his right, several boxes with the word 'EVENTS' are floating in the air. He is standing on a green ground.</p>
B: PLAN APPROPRIATE GROUP PROCESSES	
<p>B1. Select clear methods and processes that</p> <ul style="list-style-type: none"> • Foster open participation with respect for client culture and participant diversity • Engage participants who have different approaches to learning and ways of processing information • Achieve quality outcome that meets the needs of the client 	 <p>A cartoon illustration of four people walking on a path that is shaped like a large arrow pointing to the right. The path has the words 'PARTICIPATION' and 'PROCESSES' written on it. At the end of the path is a sign that says 'TARGET'. The people are walking on a blue ground.</p>

B2. Prepare time and space to support group process (time and space)

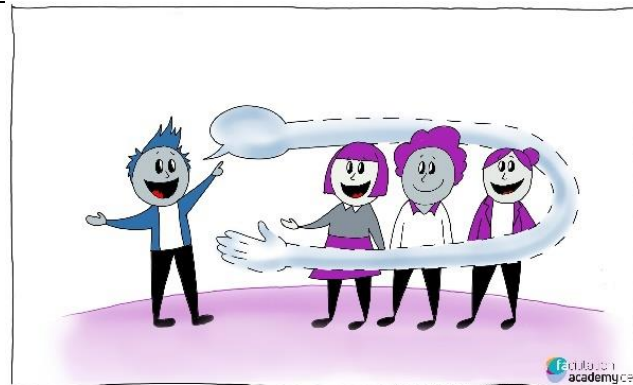
- Arrange appropriate space and logistics to support the purpose of the meeting
- Plan effective use of time
- Provide appropriate atmosphere to support the purpose of sessions/ meetings



C: CREATE AND SUSTAIN A PARTICIPATORY ENVIRONMENT

C1. Demonstrate effective participatory and interpersonal communication skills

- Apply a variety of participatory processes
- Demonstrate effective verbal communication skills
- Develop rapport with participants
- Practice active listening
- Demonstrate ability to observe and provide feedback to participants



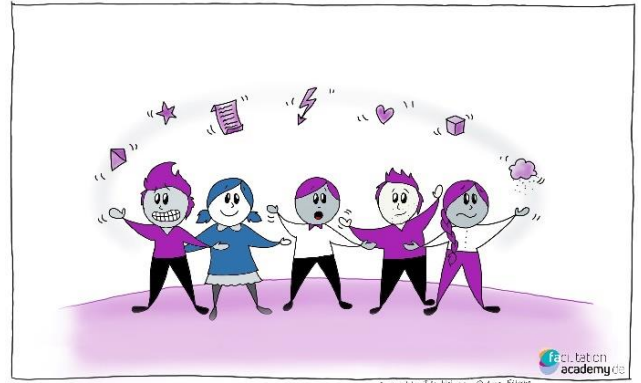
C2. Honor and recognize diversity, ensuring inclusiveness

- Encourage positive regard for the experience and perception of all participants
- Create a climate of trust and safety
- Recognise barriers to participation and ways to address them
- Accept all ideas without judgement
- Create opportunities for participants to benefit from the diversity of the group
- Cultivate cultural awareness and sensitivity



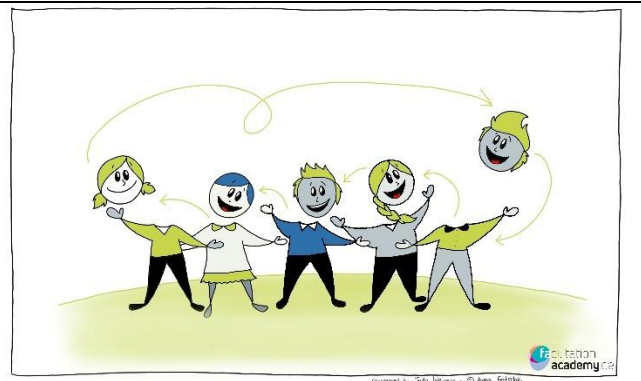
C3. Manage group conflicts

- Help individuals identify and review underlying assumptions
- Recognise conflict and its role within group learning/ maturity
- Provide a safe environment for conflict to surface
- Manage the range of behaviours demonstrated by group members
- Recognise and address the value of tension and conflict and its impact in arriving at a group decision
- Be sensitive to cultural factors regarding conflict



C4. Evoke group creativity

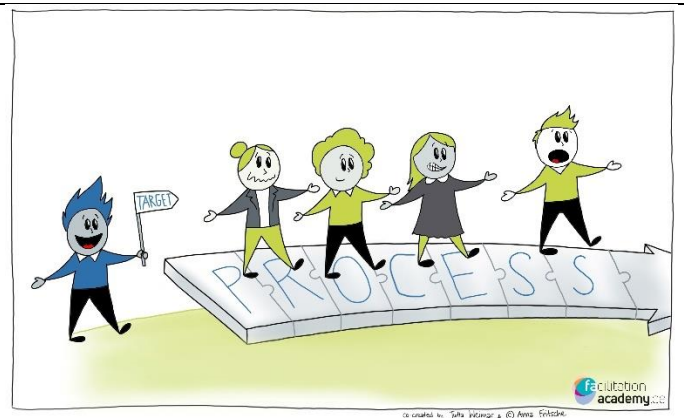
- Draw out participants with various approaches to learning and ways of processing of information
- Encourage creative thinking
- Use approaches that best fit needs and abilities of the group
- Stimulate and tap group energy



D: GUIDE GROUP TO APPROPRIATE AND USEFUL OUTCOMES

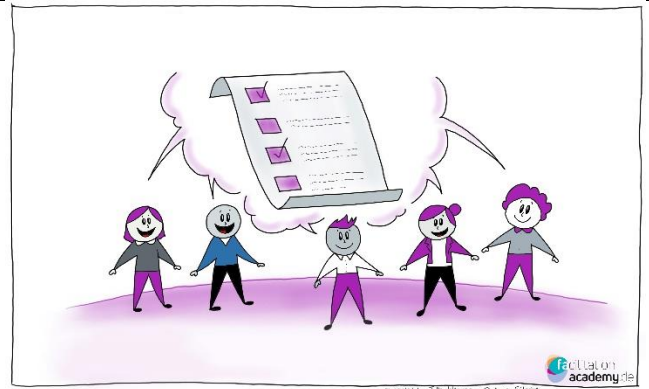
D1. Guide the group with clear methods and processes

- Establish clear context for the session
- Clarify and summarise to elicit the sense of the group
- Manage small and large group process



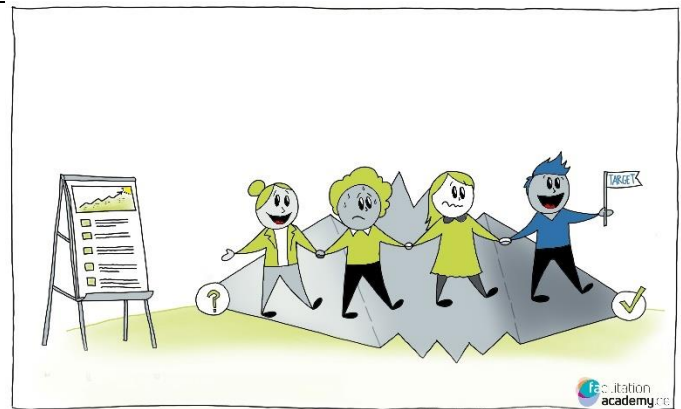
D2. Facilitate group self-awareness about its task

- Vary the pace of activities according to needs of group
- Identify information the group needs, and draw out data and insight from the group
- Help the group to make sense of the underlying issues in their discussion, clarify patterns, trends, root causes, frameworks for action



D3. Guide the group to consensus and desired outcome

- Use a variety of approaches relevant to achieving group consensus
- Use a variety of approaches relevant to meeting group objectives
- Adapt processes to changing situations and needs of the group
- Assess and communicate group progress
- Recognise and clarify tangents in order to refocus on the task
- Foster task completion



E: BUILD AND MAINTAIN PROFESSIONAL KNOWLEDGE

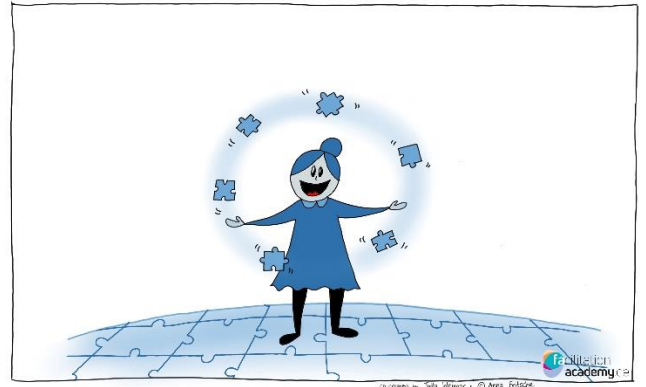
E1. Maintain a base of knowledge

- Knowledgeable in the theory and practice of group process facilitation and related knowledge about people, organisations, groups and processes (e.g. organisational development, psychology, conflict resolution, dynamics of change, learning and thinking theory)



E2. Know a range of facilitation methods

- Understand a range of models and/ or processes that may help groups generate ideas, solve problems, prioritise, take decisions and plan
- Understand a variety of group methods and techniques
- Know consequences of misuse of group methods
- Distinguish process from task and content
- Learn new processes, methods, models and technologies in support of client's changing/ emerging needs



E3. Maintain professional standing

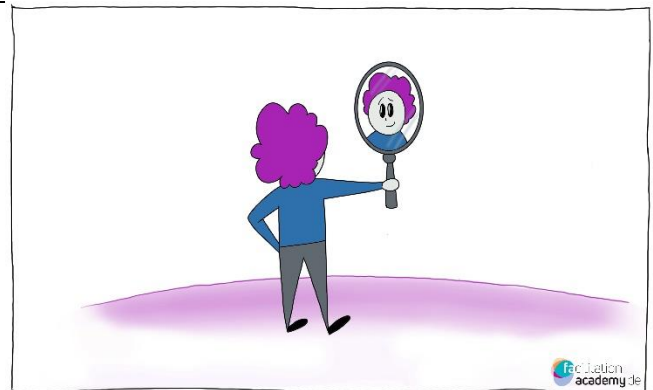
- Engage in ongoing study/ learning related to our field
- Continuously gain awareness of new information in our profession
- Practice reflection and learning
- Build personal industry knowledge and networks across our field



F: MODEL POSITIVE PROFESSIONAL ATTITUDE AS A PROCESS FACILITATOR

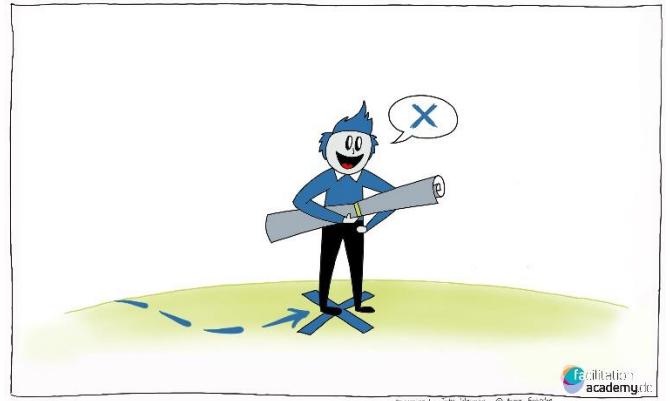
F1. Practice self-assessment and self-awareness

- Reflect on behaviour and overall outcomes
- Maintain congruence between actions and personal and professional values
- Modify personal behaviour/ style to reflect the needs of the group
- Cultivate understanding of one's own values and their potential impact on work with clients



F2. Act with integrity

- Demonstrate a belief in the group and its possibilities
- Approach situations with authenticity and a positive attitude
- Describe situations as facilitator sees them and inquire into different views
- Model professional boundaries and ethics (as described in the IAF Statement of Values and Code of Ethics)



F3. Trust group potential and model neutrality

- Honour the wisdom of the group
- Encourage trust in the capacity and experience of others
- Vigilant to minimise influence on group outcomes and the content of the discussions
- Maintain an objective, non-defensive, non-judgmental stance

