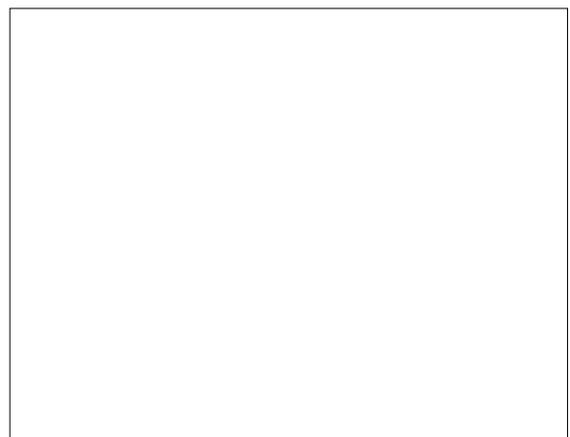


**YOUR ATTITUDE
AND PERSONAL
LEARNING GOALS**

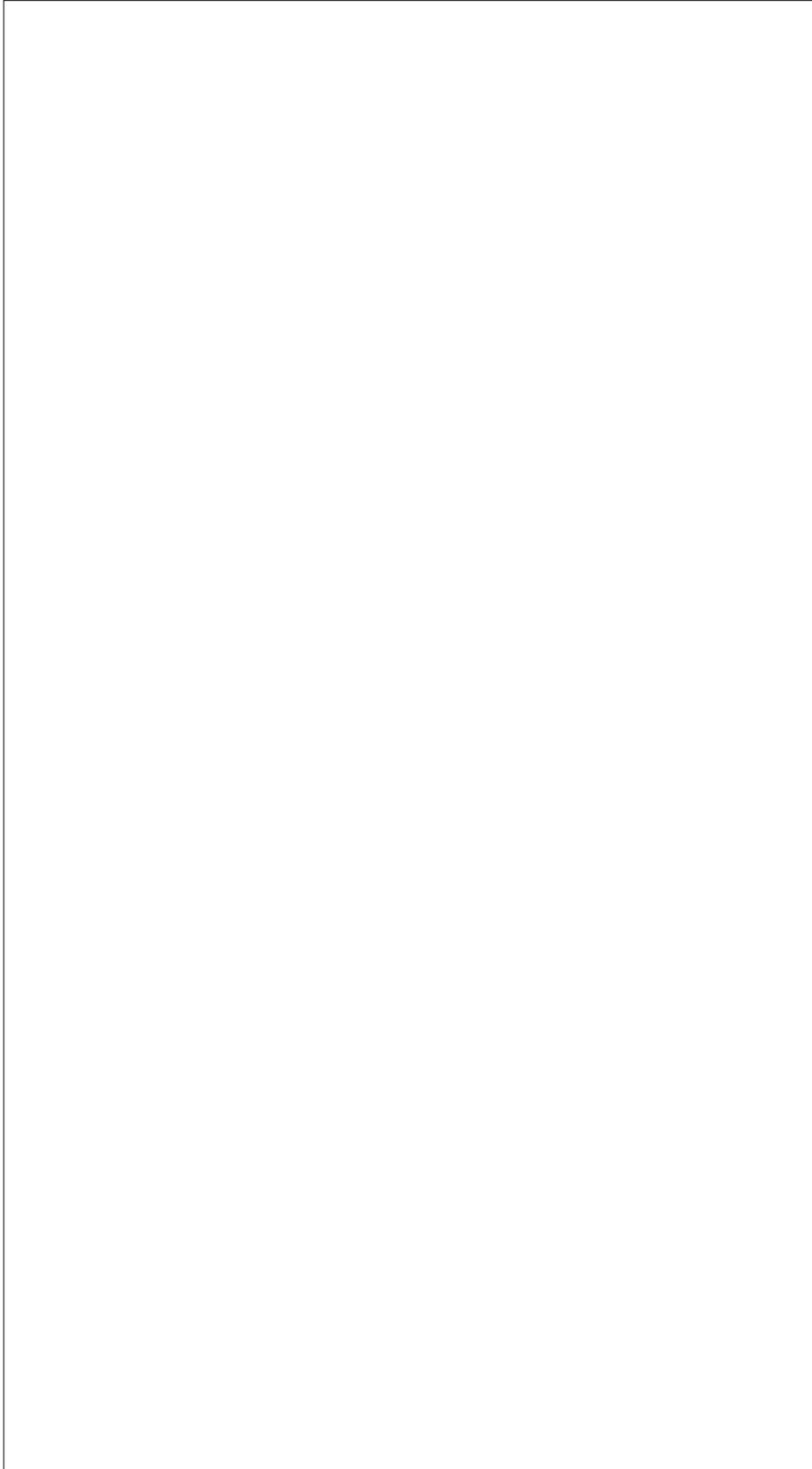
YOUR SYMBOL

Which symbol do you connect with facilitation?

A large, empty rectangular box with a thin black border, intended for the user to draw a symbol representing facilitation.

AI **PROFESSIONAL FACILITATOR**

You bring with you experience and expectations regarding facilitation into your facilitator's team. Generally speaking, what in your opinion characterizes a good facilitator? If you would like to, assemble a collage...

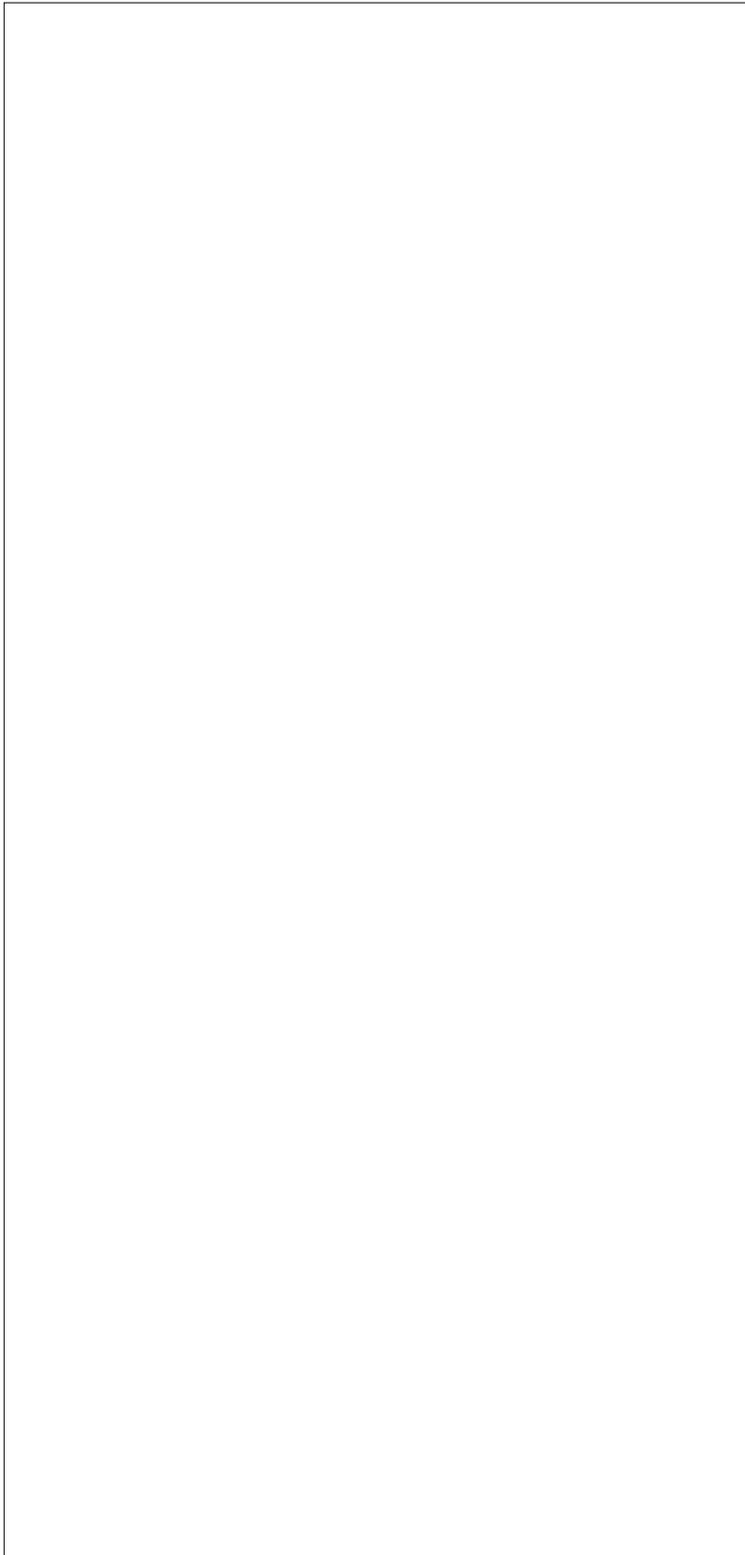


**CHARACTERISTICS
OF A FACILITATOR**

A2

YOUR COMPETENCIES

You described an ideal facilitator. Another way to describe him or her is through so-called competencies. According to a widely recognized definition these are your abilities “to meet complex demands, by drawing on and mobilizing psychosocial resources,” including skills and attitudes. Although your competencies help you in a whole range of activities, there are some that have specific relevance for your role as a facilitator in non-formal education. Please describe your competencies that qualify you for the role of a facilitator.



COMPETENCIES OF A FACILITATOR

Task-specific factual competence

Specific skills, knowledge and abilities you need for your work as a facilitator in non-formal education; values, structure of the cooperation program, non-formal education, specific knowledge about the topic, democracy or civil society

Methodical competence

Ability to select, plan, and implement problem-solving strategies; critical thinking, learning ability, time management, presentation skills, training design, selection of methodological approaches

Social competence

Ability to: exchange information, communicate, establish and maintain social relationships, work in a team, empathize, empower leadership

Personal competence

Refers to attitudes towards the world in general, work and the self: motivation, accuracy, commitment, flexibility, responsibility

A3

TOPICS & KNOWLEDGE

YOUR EXPERTISE

You have already identified what an ideal facilitator needs to know. Describe your expertise regarding relevant topics, knowledge and methodology on how to facilitate:

RELEVANT TOPICS

METHODOLOGY

A4

MY POWER & RESPONSIBILITY

As a facilitator you take on responsibility in a leading role. Different people have different styles to deal with this. Although facilitating in an empowering way means applying your approach to the needs of the target group, this can imply many different things. What does it mean for you?

LAISSEZ-FAIRE

AUTHORITARIAN

YOUR TOOLS

List the three best measures that help you to observe if you lead according to your principles, and what helps you follow them:

①

②

③

A5 LEARNING STYLE

There are different paths to insight. Some people like to act in a structured, logical and step-by-step manner. Other people act intuitively and have no problem with open-ended tasks. There is a specific way of processing information in each learner's brain caused by spatial specialization (lateralization of brain function). In a popular way it is explained as a general division between the *left brain, cognitive and abstract* hemisphere and the *right brain, more intuitive non-verbal, social or spatial* hemisphere. Some validated models exist that help you to reflect on your way of learning and thinking, such as Allinson/Hayes' *Cognitive Style Index*. It places individuals on a continuum between the two poles of *intuitive* and *analytical*. Where on this continuum would you locate your stylistic orientation?

YOUR LEARNING STYLE

**nonconformist, open end,
trial and error, space,
collage, inspiration,
simultaneous**



**compliant, structured,
systematic, verbal, step by
step, analytical, detailed, plan**

Mark the shares of both domains

intuitive	analytical
<input type="checkbox"/> 5	<input type="checkbox"/> 5
<input type="checkbox"/> 4	<input type="checkbox"/> 4
<input type="checkbox"/> 3	<input type="checkbox"/> 3
<input type="checkbox"/> 2	<input type="checkbox"/> 2
<input type="checkbox"/> 1	<input type="checkbox"/> 1

A6

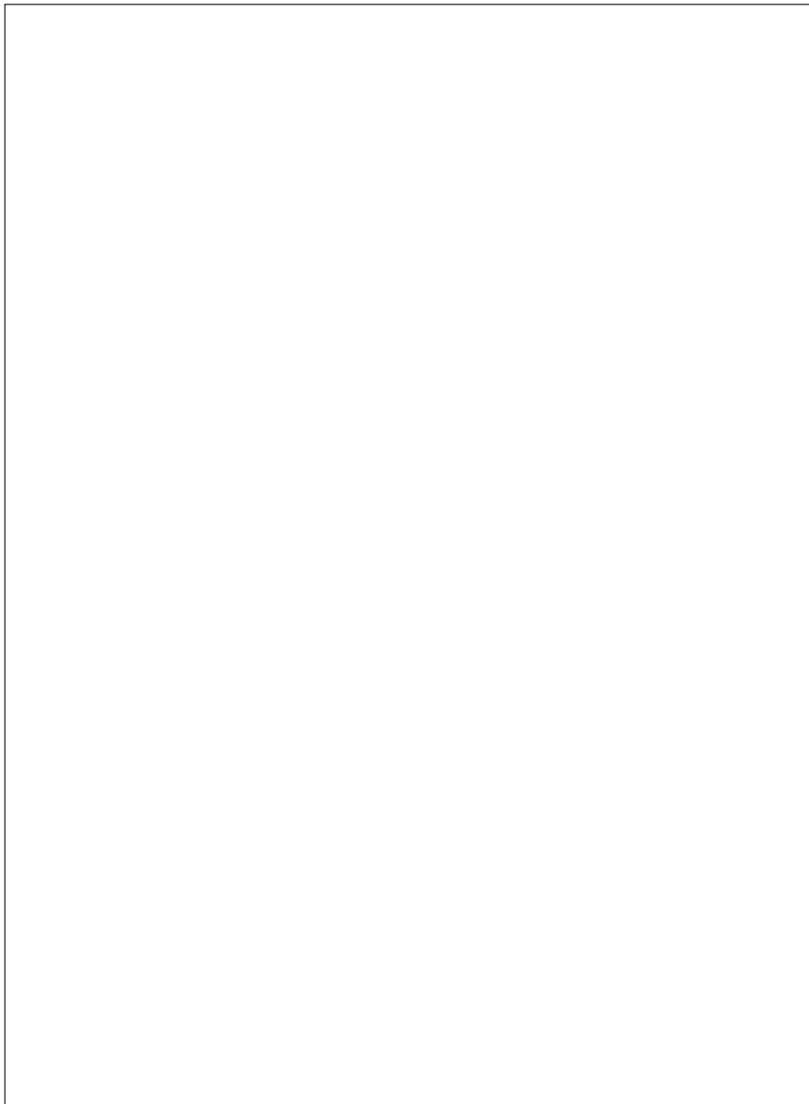
PERSONAL CHARACTERISTICS

You probably have an idea in your mind which specific characteristics a good facilitator has. Facilitators usually orient themselves on role models, experience in group processes or participants' expectations. Our experience says that there is *no one clearly dominant style* of personality that is better suited than others for the work as a facilitator. *Diversity in a team* makes the difference.

A more introverted facilitator will understand the needs of quieter learners more intuitively than an extroverted personality who in turn better reflects the needs of very active people. For a person who likes to come quickly to the point, the moderation of an answer-open discussion may be a challenge; for a person who likes the process of discussing, coming to the point is more difficult.

In general, all characteristics have positive potential for facilitation. It is down to you and your team to perceive and use the different qualities of your members in an efficient way.

YOUR CHARACTERISTICS



All characteristics form a specific individual profile. They include a lot of different aspects. Which of these keywords and aspects characterize you best?

WAY OF THINKING

Intuition, analysis, open-endedness, outcome orientation, structure, feeling, discipline, inspiration, logic, non-conformism...

ACTING AND DECIDING

Process-orientation, decision, feeling, action, thought, judgment, perception, holism, pragmatism, team player, leader, compromise, straightforwardness, trial, plan...

ATTITUDE TOWARDS PEOPLE AND GROUPS

Introversion, extroversion, conversation, reservation, inner thoughts, group activity, individual space, loudness, tranquility, trust, altruism, anxiety, excitement, team, lead, support,...

SENSUAL PERCEPTION

Detail-orientation, the big picture, look, touch, hear, read, diagrams, texts, pictures, sound, smell...

PERSONALITY INVENTORIES

These psychological instruments help you to make your personal description more concrete and valid. And they give you an idea of how your facilitation style is connected to your general characteristics. For example, the Myers Briggs Type Indicator:

www.myersbriggs.org/

A7

STRENGTHS & WEAKNESSES

Each person has strong sides that he or she can rely on, and weak sides that he or she would like to change or improve, or maybe just need to learn to accept.



WEAKNESSES

A8

MY DEVELOPING GOALS

Comparing your picture of a good facilitator with the competences, knowledge and personality you have, might show a gap you have to fill. What do you need to develop? Please focus on concrete, practical goals for the next months.

COMPETENCES

ATTITUDE

PERSONALITY

STYLE OF FACILITATION

A9

MY LEARNING PLAN

Self-learning implies that you shape your learning environment and decide independently when and what you want to learn. You therefore need to balance your tasks as a facilitator with your everyday life. This checklist is about the environments, instruments and conditions that create optimal learning conditions for you.

ENVIRONMENT & SPACE

WHAT INSPIRES YOU?

LEARNING TOOLS

LEARNING GOALS

**HOW, WITH WHOM,
THROUGH WHAT KIND
OF ACTION**

GOALS

LEARNING SPACE(S)

Improving presentation skills	Preparation time at home Seminar	Book: Presentation techniques Presentation, team feedback

NEW CONTENT & METHODS

TOPICS

CONCRETE SOURCES

A10 LETTER TO MYSELF

If you would like to, you could write a letter to yourself and ask what you would like to have achieved in 10 months in the field of facilitation training.

