




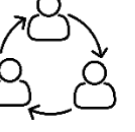




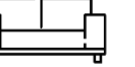



**Facilitation Competencies**  
Dialogue Facilitation Lab

Guiding Skills			Empowering Skills			Process Skills			Procedural Skills		
											
<b>Creating space for difference and dialogue</b>	<b>Co-Facilitation</b>	<b>Integrating content and process</b>	<b>Productive use of self</b>	<b>Naming and framing emotions</b>	<b>Co-creation and sharing power</b>	<b>Cultivating Connection</b>	<b>Connecting the personal with the structural</b>	<b>Bridging dialogue to action</b>	<b>Setting agenda, expectations, and tone</b>	<b>Setting Space</b>	<b>Anticipating and responding to participant needs</b>
<ul style="list-style-type: none"> <li>Creates environments where divergent and convergent experiences and perspectives emerge.</li> <li>Utilizes empathy to support and challenge participants within their own identity groups.</li> <li>Engages multi-partial rather than neutral or objective facilitation.</li> <li>Surfaces power dynamics in the group between co-facilitators and members as opportunities for learning</li> </ul>	<ul style="list-style-type: none"> <li>Shares power with co-facilitator and with members of the dialogue group in ways that make the best use of everyone's aspirations, skills, and abilities.</li> <li>Models with co-facilitator ways for participants to connect across social boundaries.</li> <li>Models with co-facilitator their commitment to intergroup collaboration and mutually beneficial learning</li> </ul>	<ul style="list-style-type: none"> <li>Invites and balancing contributions of self, text, and context</li> <li>Draws upon the happenings of the dialogue to encourage reflection on self and social issues, as well as illustrate conceptual foundations</li> <li>Generates content for dialogue by engaging participants in structured exercises and experiential activities</li> </ul>	<ul style="list-style-type: none"> <li>Purposefully uses self and experiences to guide and deepen dialogue, being mindful not to reproduce unequal power dynamics</li> <li>Sees self not as an autonomous individual, rather self is a manifestation of social group memberships, identities, and relationships</li> <li>Normalizes conversation about identities and positionalities</li> <li>Models how to speak from standpoints of identity and power</li> </ul>	<ul style="list-style-type: none"> <li>Names common emotions related to cognitive and affective learning about structural inequality</li> <li>Emotions related to learning are normalized, and dialogued about</li> <li>Cultivates space to productively explore emotions; minimizing feelings of isolation and shame</li> <li>Names own emotions and demonstrates vulnerability where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Sustains interactions which are less facilitator centered and more participant centered</li> <li>Helps participants realize dual roles as learners and teachers</li> <li>Encourages participants to engage and facilitate one another</li> <li>Affirms participants' own naming of issues and intergroup dynamics; encourages participants naming power dynamics.</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes participants' unique histories of separation, estrangement, and ignorance of each other.</li> <li>Models clear communication and connected speaking and listening with all participants</li> <li>Models interest and curiosity in the stories of all participants</li> <li>Inspires participants to acknowledge and affirm one another's contributions</li> </ul>	<ul style="list-style-type: none"> <li>Encourages participants to view experiences and issues through systems of power, privilege, and resistance.</li> <li>Challenges participants to question personal biases and misinformation; considering knowledge different social locations.</li> <li>Challenges participants to step beyond appreciating diversity, towards analyzing social inequity, and complicity in structural oppression</li> </ul>	<ul style="list-style-type: none"> <li>Advances dialogue beyond building relationships across difference; channels group energy toward redressing inequalities and social change.</li> <li>Pushes to connect critical analyses to actions that promote diversity and social justice.</li> <li>Challenges participants to interrupt misinformation and bias - educating and engaging others in for wider and more sustained impact</li> </ul>	<ul style="list-style-type: none"> <li>Co-creates learning environments with intention</li> <li>Clearly communicates purpose; Orients all participants to the space</li> <li>Assesses baseline needs to support all participants</li> <li>Establishes, models, and regularly revisits group norms.</li> <li>When appropriate gives detail about dialogue activities in advance</li> </ul>	<ul style="list-style-type: none"> <li>Selects and arranges spaces which are conducive to dialogic learning; adapting inadequate spaces as needed</li> <li>Understands how space is physically and symbolically conducive to dialogue; makes choices or names and frames limitations accordingly</li> <li>Accounting for the opportunities and limitations of dialogic space with facilitation techniques</li> </ul>	<ul style="list-style-type: none"> <li>Understands the embodied needs of dialogue participants</li> <li>Anticipates, prepares, and or communicates resources related to food, waste, and access</li> <li>Ensures equitable participation in all aspects of the dialogue, with particular attention to visual, auditory, and ambulatory needs</li> </ul>
<i>Looks like:</i>	<i>Looks like:</i>	<i>Looks like:</i>	<i>Looks like:</i>	<i>Looks like:</i>	<i>Looks like:</i>	<i>Looks like:</i>	<i>Looks like:</i>	<i>Looks like:</i>	<i>Looks like:</i>	<i>Looks like:</i>	<i>Looks like:</i>
<ul style="list-style-type: none"> <li>Encouraging participants to share personal experiences</li> <li>Acknowledging and affirming diverse contributions</li> <li>Reflecting and probing to encourage greater depth</li> <li>Managing and balancing voices and contributions among individuals and social groups</li> </ul>	<ul style="list-style-type: none"> <li>Openly sharing co-facilitation decisions and how those decisions were made, in and out of the group process</li> <li>Affirming the unique skills and abilities of co-facilitators and members</li> <li>Demonstrating humility and gratitude, owning mistakes and sharing appreciation</li> </ul>	<ul style="list-style-type: none"> <li>Inquiring about or commenting on the connections between participant reflections and assigned readings or contemporary social issues</li> <li>Inviting participants to dialogue about the dialogue; look for real time connections with theory and participant stories</li> </ul>	<ul style="list-style-type: none"> <li>Offering personal anecdotes sparingly to advance dialogue or illustrate concepts</li> <li>Speaking vulnerably of privileged and oppressed social locations to enable participant sharing</li> <li>Pursuing opportunities for self-work outside of facilitation experiences</li> </ul>	<ul style="list-style-type: none"> <li>Naming emotions like ambivalence, dissonance, discomfort, anger, grief, and guilt</li> <li>Modeling own emotions connected to learning</li> <li>Contextualizes observations and intergroup conflict through systems of oppression rather than blaming or calling out individuals</li> </ul>	<ul style="list-style-type: none"> <li>Jointly guiding content and process with participants.</li> <li>Encouraging participants to take roles in leading dialogue.</li> <li>Redirecting questions which seek an "expert answer" to the entire group for everyone's thoughts on the issue.</li> </ul>	<ul style="list-style-type: none"> <li>Openly affirming positions with which you disagree</li> <li>Demonstrating patience and optimism with intergroup conflict</li> <li>As participants share, inviting connection and resonance from other participants</li> </ul>	<ul style="list-style-type: none"> <li>Inviting participants to connect their stories of race, class, and gender to interlocking systems of white supremacy, capitalism, and cis-heteropatriarchy</li> <li>Inviting participants to question how knowledge was constructed, and whose interests their knowledge serves</li> </ul>	<ul style="list-style-type: none"> <li>Exploring opportunities for action within the participants' spheres of influence</li> <li>Encouraging participants to channel critique into crafting visions for change</li> </ul>	<ul style="list-style-type: none"> <li>Inviting participant authorship or feedback on shared values or norms to guide the learning space; as needed</li> <li>Naming group norms when attempting to re-focus the group or addressing intergroup conflict</li> <li>Developing a plan, or naming a lack of plan, before commencing</li> </ul>	<ul style="list-style-type: none"> <li>Choosing dialogue spaces conscious of the politics imbedded in the space related to images, ownership, and history</li> <li>Considering multiple space dimensions (inside/outside, on campus/off campus, formal/informal, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Considering the length and format of the dialogue relative to participant needs concerning hunger, fatigue, and bodily functions</li> <li>Ensuring all participants have easy access to the learning space, including furniture, restrooms, and all learning materials</li> </ul>