

# Facilitator Observation Assessment

## Certified ToP Facilitator, Colleague, and Mentor Observation Survey

Candidate: \_\_\_\_\_

Observer: \_\_\_\_\_

Date of submission \_\_\_\_\_

### Candidate Observation Events

**Brief description the occasion(s)**

**date(s):**

Brief description the occasion(s)	date(s):
_____	_____
_____	_____

The intent of this survey is to gather **objective data** and information and perspective on the proposed candidate for certification **from co-facilitators and mentors** who are familiar with ToP methods and who have witnessed and experienced the candidate's work. The questions are organized by competencies to highlight the various facets of the competencies upon which certification in the Technology of Participation is based.

For each of the 35 sub-competency there is an option for a numerical representation of what has been observed. The numerical scale is to indicate "evaluative" impressions. The **N/A is for Not Applicable**.

**It is not expected that every observer will have seen all 35 sub-competencies displayed. If the competency or sub-competency is not something you witnessed simply circle the NA and skip to the next. However Please indicate a numerical value or an NA for each of the 35 categories.**

**Focus attention on what you have observed to generously note objective data.** The idea is to collect as much **objective data as possible** rather than additional evaluative perspective. For example, it is more helpful to say "the candidate asked four levels of questions about the focus topic," rather than, "good conversation." At the end of each competency there is room for examples of what was seen as illustrative of the competency.

In addition, there is space at the end of the survey for summary reflections and recommendations on the candidate.

***It is intended that the observation surveys be kept confidential.*** During the assessment event the candidate will receive a summary of the observations and comments from client and mentor observers prepared by the assessment team without the identification with particular observers. The summary will become part of the portfolio.

Please complete these forms at least one week prior to the assessment day and send to:

**The Certification Coordinator, ICA-USA Phoenix, 4020 N. 25<sup>th</sup> Street, Phoenix AZ, 85016.**

It is estimated that this survey might require about 1-2 hours to complete. We thank you for participating in this candidates assessment process.

**Rating Scale** 1 = deficient & actually made the situation worse, 2 = poor, needs improvement, help or training, 3 = adequate, 4 = good, 5 = excellent N/A = not applicable, no experience with candidate in this.

<b>Competency 1.0 Managing Positive Client Relationships</b>		<i>Rating on scale of 1 - 5</i>
<i>How well does the candidate:</i>		
<b>1.1 Understand Client Needs:</b>		
a. Assess and understand the client's needs?		1 2 3 4 5 NA
b. Clarify and express mutual understanding and commitment with the client?		
c. Establish clear appropriate rational and experiential aims?		
<b>1.2 Create appropriate Designs:</b>		
a. Can draw upon a variety of methods applications and resources to fill clients need?		1 2 3 4 5 NA
b. Use of ORID as an underlying pattern to create design?		
c. Design appropriate process for focused intent and groups?		
<b>1.3 Communicate Client Needs:</b>		
a. Communicate needs and plans in writing or in contract?		1 2 3 4 5 NA
b. Can present a graphic design of the process if needed		
c. Communicate the essentials of methods, processes or principles?		
<b>1.4 Manage Projects Effectively:</b>		
a. Manage facilitation projects appropriately?		1 2 3 4 5 NA
b. Complete the work on time and within budget?		
c. Conduct participant and client debriefings?		
d. Resolve misunderstandings or disputes around work assumptions?		
<b>Examples of any of the above competencies in relation to the candidate</b>	<b>Suggestions for improvement:</b>	

<b>Competency 2.0 Create a Participatory Environment</b>		<i>Rating on scale of 1 - 5</i>
<i>How well does the candidate</i>		
<b>2.1 Communicate Effectively</b>		
a. Verbally communicate?		1 2 3 4 5 NA
b. Actively Listen to and respond to whole group?		
c. Observe group's responses and interact appropriately?		
d. Establish rapport with participants?		
<b>2.2 Create a Positive Atmosphere:</b> How well does the candidate:		
a. Encourage respect for all participants?		1 2 3 4 5 NA
b. Encourage all perceptions?		
c. Create a climate of safety and trust in the meeting?		
d. Encourage and incorporate diverse opinions and expression?		
<b>2.3 Resolve group conflicts:</b> How well does the candidate:		
a. Manage disruptive group behavior?		1 2 3 4 5 NA
b. Recognize and allow group conflict to surface?		
c. Objectify and clarify issues of conflict?		
d. Mediate conflict?		
<b>2.4 Implement Plans Effectively:</b> How well does the candidate:		
a. Clarify meeting context and purposes?		1 2 3 4 5 NA
b. Provide clear procedures and instructions?		
c. Engage the group effectively in their task?		
d. Establish & maintain group norms?		
<b>Examples of any of the above competency in relation to the candidate</b>	<b>Suggestions for improvement:</b>	

<b>3.0 Evoke the Creativity of the Group</b>		<i>Rating on scale of 1 - 5</i>
<i>How well does the candidate:</i>		
<b>3.1 Understand Learning Needs</b>		
<ul style="list-style-type: none"> <li>a. Understand multiple learning styles and learning theory?</li> <li>b. Assess group sensory needs and abilities?</li> <li>c. Draw out and incorporate the variety of learning and thinking styles in the group?</li> </ul>		1 2 3 4 5 NA
<b>3.2 Apply appropriate approaches</b>		
<ul style="list-style-type: none"> <li>a. Provide for and incorporate multiple ways of participation for the variety of styles?</li> <li>b. Record visibly &amp; legibly on flip chart or half sheets?</li> <li>c. Utilize games and team building exercises effectively?</li> </ul>		1 2 3 4 5 NA
<b>3.3 elicit group Creativity</b>		
<ul style="list-style-type: none"> <li>a. Encourage creative thinking?</li> <li>b. Awaken group energy?</li> <li>c. Discern and respond to stalled creativity?</li> <li>d. Adapt his/her style to the group?</li> </ul>		1 2 3 4 5 NA
<b>3.4 Utilize Space and Time</b>		
<ul style="list-style-type: none"> <li>a. Set up the space in accord with the purpose of the meeting?</li> <li>b. Monitor the effective use of time?</li> <li>c. Manage symbolic and celebratory aspects of the meeting?</li> <li>d. Utilize and manage visuals effectively?</li> </ul>		1 2 3 4 5 NA
<b>Examples of any of the above competencies in relation to the candidate</b>	<b>Suggestions for improvement:</b>	

<b>4.0 Effective Use of ToP Methods</b>		<i>Rating on scale of 1 - 5</i>
<b><i>How well does the candidate design and lead:</i></b>		
<b><u>4.1.Focused Conversation</u></b>		
<b>4.1.a Design</b> Identify appropriate focus, subject, or occasion Identify appropriate rational objective and experiential aim (image shift or shaping) Create appropriate context or introduction and closing? Create and adapt a 4 level series of questions?		1 2 3 4 5 NA
<b>4.1.b Leading</b> Establish context, time, and space for the conversation in the introduction? Elicits initial participation from everyone? Utilize open ended questions? Orchestrate natural discussion flow and bring tangents back to focus? Generate depth of reflection on or about the topic? Spontaneous second and third level questions to explore insights? Summarize, integrate, or bring the conversation to closure and transition to the next event? Ability to adapt the discussion method to many applications?		1 2 3 4 5 NA
<b>Examples of any of the above competencies in relation to the candidate</b>	<b>Suggestions for improvement:</b>	
<b><i>How well does the candidate design and lead:</i></b>		
<b><u>4.2 Consensus Workshop</u></b>		
<b>4.2.a Design</b> Knows situations best suited for consensus workshops? Clarifies appropriate topic ? Identify appropriate rational objective and experiential aim (image shift or shaping) Designs appropriate focus question that will achieve the rational aim of the workshop?		1 2 3 4 5 NA
<b>4.2.c Lead</b> Established clear context, Intents, and focus for the workshop Got participants engaged in the focus question? Generated quality brainstorm? Gave clear instructions and handled logistics invisibly/? Assist group in synthesizing ideas into clusters? Pacing allowed ample time for naming? Enables the group to give meaningful names to data clusters? Guide appropriate reflection Naming and reflection elicited clear consensus? Clear wrap up and transition? Document results Ability to secure results using workshop method? Adapt workshop method to many applications?		1 2 3 4 5 NA
<b>Examples of any of the above competencies in relation to the candidate</b>	<b>Suggestions for improvement:</b>	

<p><b>How well does the candidate design and lead:</b></p> <p><b>4.3 Strategic Planning</b></p> <p><b>4.3.a Design</b></p> <p>Know when strategic planning is appropriate?  Understand the ToP Strategic Planning cycle and its implications?  Understands the function, importance, and implications of each part of the cycle?  Adapts agenda to the group and time and knows the implications?  Adapts focus question to group or organization’s most appropriate entering point and window</p> <p><b>4.3.b Lead</b></p> <p>Vivid introduction with visuals and verbal imagery that brings group to focus and engagement?  Conducts appropriate <b>environmental analysis</b> activity?  Communicate helpful contexts for each workshop and exercise reconnecting to the focus question?  Guides group to identify <b>practical Vision?</b>  Smooth rapid pacing and synthesizing of vision according to underlying intent?  Underlying intent and content imbedded in the vision titles?  Artful arrangement during reflection according to passion?  Guides group to discover and be aware of their <b>underlying contradictions?</b>  Clarifies why step is necessary?  Free the group to open up all necessary levels of irritations, frustrations, and obstacles?  Enables contradictions to be seen as windows of opportunity and strategy?  Consistent, but not stuck in, what is the block; what is it blocking and how is it blocking?  Guides group to frame <b>motivating strategies?</b>  Process review and creative “what if” thinking exercises to stimulate strategic brainstorm?  Organizing and naming on the basis of similar action?  Appropriate formation of aligning strategies?  Guides group to generate concrete and <b>appropriate implementation</b> plans  Orchestrates appropriate input of the whole group into the implementation of each strategy?  Sufficient first year calendar reflection to insure coherent detail implementation?  Ensures artistic and highly functional document for follow-through and tracking?  Ability to prepare, lead, and Manage the entire strategic planning process and project?  Manage the cycle and process in a variety of settings and situations?</p>	<p>1 2 3 4 5 NA</p> <p>1 2 3 4 5 NA</p>
<p><b>Examples of any of the above competencies in relation to the candidate</b></p>	<p><b>Suggestions for improvement:</b></p>

<p><b>How well does the candidate design and lead:</b></p> <p><b>4.4 Action Planning</b></p> <p><b>4.4.a design</b></p> <p>Knows when Action Planning is appropriate          Understands the complete Action Planning cycle and sequence?          Adapts agenda to the group's time and situation?          Understands the implications of modifications          Creates appropriate and engaging context, introduction, and closing for the session</p>		<p>1 2 3 4 5 NA</p>
<p><b>4.4.b. Lead</b></p> <p>Establish exciting context?          Gives clear instructions?          Uses approach, language, phasing, to connect current reality to victory and commitment          Ensures outcome and action language are used appropriately?          Ensures alignment between actions on the calendar?          Ensures coordination, accountability, and follow-through mechanisms are in place?          Clarifies coordination and budget review, etc.?          Creates clear visual documentation          Ability to manage and help a group do action planning under a variety of conditions?</p>		<p>1 2 3 4 5 NA</p>
<p><b>Examples of any of the above competencies in relation to the candidate</b></p>	<p><b>Suggestions for improvement:</b></p>	
<p><b>How well does the candidate design and lead:</b></p> <p><b>4.5 ToP Historical Scan – Wall of Wonder</b></p> <p><b>4.5.a Design</b></p> <p>Determine appropriateness as an end product, as part of an environmental scan, or other?          Have clear purpose and aims?          Create appropriate categories and timelines of reference?</p>		<p>1 2 3 4 5 NA</p>
<p><b>4.5.b Lead</b></p> <p>Establish context and introduce purpose, process, and steps clearly to the group?          Encourage honesty to explore both positive and negative experiences and aspects of the history?          Guide group through the steps of brainstorming and posting events?          Guide group through the discernment of high points, low points, and turning points?          Guide group through the naming of parts and the whole of the history; and weaving a story?          Guiding appropriate reflection on learning, implications, trends, evaluation, or other reflections?          Ability to adapt process to the needs of the group?          Ability to assist a group in reflecting on the history of the organization?          Ability to prepare and manage the visual and reflecting dimensions in a variety of settings?</p>		<p>1 2 3 4 5 NA</p>
<p><b>Examples of any of the above competencies in relation to the candidate</b></p>	<p><b>Suggestions for improvement:</b></p>	

<b>5.0 Model A Positive and Professional Attitude</b>		<i>Rating on scale of 1 - 5</i>
<i>How well does the candidate:</i>		
<b>5.1 Evoke Depth and Substance from Group Potential</b> a. Draw out and honor the group's wisdom b. Help the group reveal or discover its root issues? c. Uncover profound insights of the group? d. Enable the group to take ownership and responsibility for generating its own results	1 2 3 4 5 NA	
<b>5.2 Care for Group Journey</b> a. Understand the dynamics of change in this group? b. Ability to enable the group to face challenges and discouragement? c. Ability to enable the group to bring up and deal with difficult or non-discussable topics? d. Understand and apply the process of image change (old image to new image)? e. Enable the group to go on a journey of change (developing a new capacity over time)	1 2 3 4 5 NA	
<b>5.3 Practice Self- assessment, Self-awareness and integrity</b> a. Reflect on behavior (personal and professional interaction) and results b. Walking her/his talk, or on congruence between actions and values? c. Flexing in her/his personal style to fit the needs of the group? d. Cultivate understanding of the potential impact of ones own values on the work?	1 2 3 4 5 NA	
<b>5.3 Act with Integrity</b> a. Demonstrate genuine affirmation of the group and its possibility? b. Explore perspectives of the situation differing from his or her own? c. Make choices with authenticity and responsibility? d. Clarity on their own Personal and professional values, boundaries and ethics?	1 2 3 4 5 NA	
<b>5.5 Model neutrality</b> a. Honor the wisdom of the group? b. Encourage trust in the capacity and experience of others in the group? c. Vigilant to maximize the groups integrity in their outcomes? d. Model an objective, neutral, non-defensive, non-judgmental stance?	1 2 3 4 5 NA	
<b>Examples of any of the above competencies in relation to the candidate</b>	<b>Suggestions for improvement:</b>	

<b>6.0 Orchestrate Quality Events</b>		<i>Rating on scale of 1 - 5</i>
<b>How well does the candidate:</b>		
<b>6.1 Manage over-all process</b>		
<ul style="list-style-type: none"> <li>a. Establishing clear contexts and transitions</li> <li>b. Managing the large and small group process?</li> <li>c. Integrating a variety of participatory processes?</li> <li>d. Conduct a whole integrated process and event?</li> </ul>		1 2 3 4 5 NA
<b>6.2. Ensure Dynamic Process</b>		
<ul style="list-style-type: none"> <li>a. Keeping the group and conversation moving and focusing on the task?</li> <li>b. Redirecting tangents?</li> <li>c. Listening, questioning and summarizing as group mirror?</li> <li>d. Helping the group to reflect on their experience?</li> </ul>		1 2 3 4 5 NA
<b>6.3 Adapt to group needs</b>		
<ul style="list-style-type: none"> <li>a. Flexibility - Adapting the process to meet the unexpected needs of the situation?</li> <li>b. Responding to group energy?</li> <li>c. Redirect questions to orchestrate change?</li> <li>d. Help the group to develop an identity &amp; purpose?</li> </ul>		1 2 3 4 5 NA
<b>6.4 Work effectively with a team</b>		
<ul style="list-style-type: none"> <li>a. Demonstrate team values and process</li> <li>b. Enable teamwork?</li> <li>c. Supporting co-facilitation in delivery of services?</li> <li>d. Design services in cooperation with clients and colleagues?</li> </ul>		1 2 3 4 5 NA
<b>Examples of any of the above competencies in relation to the candidate</b>	<b>Suggestions for improvement:</b>	



<b>7.0 Produce Effective Results</b>		<i>Rating on scale of 1 - 5</i>
<b>How well does the candidate:</b>		
<b>7.1 Apply appropriate Methods</b> a. Determining or clarifying the results desired or required? b. Know a variety of applications and approaches to meet group objectives c. Ability to adapt process to changing situations? d. Enabling task completion and getting results?		1 2 3 4 5 NA
<b>7.2 Clearly document results</b> a. Providing clear coherent documentation or notes from meetings? b. Keep ongoing coherent records of group work? c. Producing quality functional usable reference document for action?		1 2 3 4 5 NA
<b>7.3 Develop Authentic Consensus</b> a. Discern and clarify what will be required for a group to reach its appropriate consensus? b. Discern or anticipate what might rise to block or create resistance to consensus? c. Enabling the group journey to develop an appropriate consensus for their situation? d. Enabling effective articulation of the consensus and decisions?		1 2 3 4 5 NA
<b>7.4 Prepare for Solid Implementation</b> a. The ability to determine the kind and level of Implementation planning needed? b. Design of effective process for time allowed? c. Honor or negotiate modification to current implementation & accountability structures d. Evokes ownership, commitment, and follow through		1 2 3 4 5 NA
<b>Examples of any of the above competencies in relation to the candidate</b>	<b>Suggestions for improvement:</b>	

**General and Additional Reflections**

**As you consider certification of this candidate in the ToP Methods:**

<b>What 2-3 primary strengths would you highlight</b>	<b>What cautions might you mention:</b>
* May be continued on back of sheet .	