

FACILITATOR OBSERVATION FORM

When to Use: During the delivery of any 3MV sessions

Administered by: Observer (e.g., program manager or supervisor)

Completed by: Observer

Instructions: This tool will help you to assess the quality of a facilitator's basic group facilitation skills, which should be applied at every Many Men, Many Voices (3MV) intervention session. A second tool should be used to assess the fidelity of each 3MV session (i.e., the extent to which the facilitators correctly complete all the exercises). When observing basic group facilitation skills, focus on the facilitator's interactions with the participants as well as their nonverbals. Use active seeing and listening skills, paying particular attention to details.

Be sure that you complete the observation form by including the facilitator's name, your name, date of observation, and session number. You should document and provide verbal feedback on the facilitator's strengths, areas for improvement, and any next steps the facilitator can take to improve future deliveries.



FACILITATOR OBSERVATION FORM

Facilitator Name: _____ Observer Name: _____ Session Number: _____ Date: ____/____/____

Skill Items:	Score (1 to 5)	5 = High	3 = Average	1 = Low
Positive Attitude Toward Role of Group Facilitator as Opposed to Group Educator		Consistently demonstrates positive attitude toward his role as facilitator as opposed to educator; teaches clients by asking questions about the answers and processes their responses rather than lecturing and providing the answers	Intermittently demonstrates positive attitude about facilitator role; sometimes lectures participants and does not allow them to provide answers	Does not demonstrate positive attitude toward his role of facilitator; sees his role as educator who needs to teach clients by lecturing; tells participants what they should know, think, or do
Confidence		Demonstrates high level of confidence in his role as facilitator	Demonstrates moderate level of confidence as facilitator but does not maintain it throughout	Demonstrates low level of confidence in his role as facilitator
Time Management		Demonstrates high level of adherence to agenda and session design and completes all exercises	Demonstrates moderate level of adherence to agenda and session design; completes some of agenda but does not finish all exercises	Demonstrates low level of adherence to agenda and session design; allows clients to take over the agenda
Enforcing Ground Rules		Posts and notes Ground Rules during each session; reminds clients of need to adhere when appropriate	Posts Ground Rules during each session, but does not consistently refer to them when clients are not adhering	Reviews Ground Rules during first session; does not post Ground Rules at sessions or does not refer to them when clients are not adhering

Skill Items:	Score (1 to 5)	5 = High	3 = Average	1 = Low
Communication Skills (Active Listening)		Consistently uses active listening; responds to participants' affect as well as content	Intermittently uses active listening skills; responds to content or affect but not both	Does not demonstrate use of active listening skills
Positive Reinforcement		Consistently reinforces appropriate participant involvement and effort	Intermittently reinforces appropriate participant involvement and effort	Does not reinforce appropriate participant involvement and effort
Summarizing and Redirecting		Consistently uses summarizing and redirecting to adhere to agenda and session design	Intermittently uses summarizing and redirecting to adhere to agenda and session design	Does not use summarizing and redirecting to adhere to agenda and session design
Works as a Team With Cofacilitator		Consistently shares facilitation responsibilities with cofacilitator as decided and allows cofacilitator to interject	Intermittently shares facilitation responsibilities with cofacilitator as decided and intermittently allows cofacilitator to interject	Does not share facilitation with cofacilitator as decided and does not allow cofacilitator to interject
Acts as a Role Model With Peers		Consistently models professional demeanor with peer participants and maintains necessary boundaries	Inconsistently models professional demeanor with peer participants and maintains necessary boundaries	Does not model professional demeanor with peer participants or maintain necessary boundaries
Includes and Engages all Clients		Consistently engages and includes all participants in the exercises and group processing	Inconsistently engages or includes all participants in the exercises and group processing	Does not engage or include all participants in the exercises and group processing

Overall Comments

1. Facilitator strengths:

2. Areas to be improved:

3. Action plan and next steps: