



SELF-AWARENESS TOOL

Developing Facilitation Competence



International Association for
Communication in Healthcare



National Healthcare
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Introduction

What is a competency?

A competency describes the critical knowledge, skills, abilities and other attributes that individuals are expected to demonstrate when undertaking relevant tasks, and is a component of ensuring a person's effectiveness in their role.

Your competency

Becoming an effective, person-centred communicator is an ongoing journey. So it is with becoming an effective facilitator of communication skills in healthcare. You are already competent in many ways and you may already have the knowledge, skills and attributes to facilitate the NHCP teaching modules. This set of competencies is offered as a checklist for you to think about your own facilitation style and to identify any areas where you may not feel competent or confident in relation to this work.

Self-awareness tool

This set of competencies translates into a self-awareness tool for you to use to assess your current level of confidence and competence. This assessment will help you to identify what areas you might need to focus on to improve or maintain your level of competency.

FACILITATION COMPETENCE

Self-awareness tool

Take some time to reflect on the items below and check the score with regard to how you feel you are, most of the time in relation to each item.	Level of confidence/competence with this: (circle appropriate score)			
	Poor	Fair	Good	Excellent
	1	2	3	4

Prepare				
1. Room is set up for optimal learning and comfort	1	2	3	4
2. Good skills to integrate audio-visual equipment with teaching communication skills	1	2	3	4
3. Practices and is familiar with presentation and activities	1	2	3	4
4. Aware of who is attending the workshop (who the learners are)	1	2	3	4
5. Discusses and agrees roles and responsibilities with co-facilitator	1	2	3	4

Start				
6. Uses a strong opening to catch learner's attention and get them interested	1	2	3	4
7. Tells learners what they are going to learn, how it will be done and why it is important to them	1	2	3	4
8. Uses appropriate strategies for building learner safety (ways of working, emphasising choice, using smaller groups)	1	2	3	4

Structure				
9. Provides clear guidelines for group introductions and workshop agenda	1	2	3	4
10. Clearly identifies when learners are moving from one section of the workshop to the next	1	2	3	4
11. Summarises key learning points at the end of each section of the workshop	1	2	3	4
12. Works well with co-facilitator, good role clarity and sharing of responsibilities	1	2	3	4

Building rapport				
13. Greetings and introductions	1	2	3	4
14. Interpersonal style is positive and enthusiastic	1	2	3	4
15. Uses empathy to build rapport	1	2	3	4
16. Open warm facial expression (congruent with message)	1	2	3	4
17. Smiles often	1	2	3	4
18. Appropriate eye contact with learners	1	2	3	4
19. Open, upright posture, facing learners	1	2	3	4
20. Uses encouraging gestures and nodding	1	2	3	4
21. Moves with purpose to capture learner attention	1	2	3	4
22. Speaks slowly and clearly	1	2	3	4
23. Uses a warm tone of voice	1	2	3	4
24. Uses pauses to emphasise key points and before moving to the next point	1	2	3	4
25. Presents a professional appearance	1	2	3	4
26. Keeps to time	1	2	3	4

Listening				
27. Uses positive, visible cues to demonstrate active listening	1	2	3	4
28. Uses open questions to encourage learners to expand on their thoughts	1	2	3	4
29. Demonstrates this understanding using reflective listening	1	2	3	4
30. Uses summaries and clarifying questions to give learners the support they need to refine their ideas	1	2	3	4
31. Draws out learners own experience, insights and opinions	1	2	3	4

Giving information

32. Provides clear, concise verbal and visual instructions for learner activities	1	2	3	4
33. Uses a variety of learning approaches to match different learning styles (auditory/visual/kinaesthetic)	1	2	3	4
34. Can accept and respectfully respond to learners who disagree or are ambivalent	1	2	3	4
35. Keeps the learning session moving with a steady, up-beat pace	1	2	3	4
36. Can debrief activities, videos and simulations using the Calgary-Cambridge Framework	1	2	3	4
37. Uses the ALOBA framework to deliver feedback to learners during simulation sessions	1	2	3	4
38. Adjusts content to emerging learner needs as required	1	2	3	4

Close

39. Uses a strong closing (summarising the key points of learning) to ensure that learners will remember what they have learned.	1	2	3	4
40. Asks participants to reflect on how they will use their new knowledge.	1	2	3	4
41. Provides participants with the opportunity to evaluate the workshop	1	2	3	4
42. Thanks the learners for their participation and hard work	1	2	3	4

Strengths and priorities for development

Summarise the results of your own observation and any reflection on your facilitation skills in the table below.

Strengths	Priorities for development
1.	
2.	
3.	
4.	

If you have identified a development need for yourself, check what type of need it is – skills, knowledge or attitudes/attributes as different needs will have different solutions as follows.

- A knowledge related need can be address through reading and/or education.
- A skill related need can indicate the need to practice new ways of doing things.
- An attitude/attribute related need can be more difficult to meet and may require more in-depth work like coaching or mentoring. In some cases however, it is just a question of acquiring and practicing skills.

Thank you for completing this document.

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