**Facilitator Ranking**

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| Uninformed | Not aware of when he or she does not know: Group responds with frustration and reports that meetings are a waste of time, overwhelm them, have unproductive conflict, and often spin endlessly on topics of little value |
| Novice | Knows that more elegant ways to respond, but needs to lean control and to Aguirre mental maps and interventions strategies. Needs opportunities to practice in real time and through mental rehearsal. Trial and error is necessary. Group responds: Meeting tones are not consistent and sometimes the work goes well and other times it is stalled. This inconsistent positive reinforcement may give the illusion that t the group is more capable than it is, however, when things get tough, the meeting breaks down. Groups blame a difficult person as the problem, and are not aware of any contribution they, as a group, might be making top problems. When the difficult person is absent everyone notices how well the meeting went. |
| Proficient | Is not fluent or elegant in the face of uncertainty, needs to consciously focus, meaning responses are purposeful and require mental energy that will not be needed as more expertise develops. The facilitator is just beginning to improvise and adapt. He requires mental energy and may lapse into decision fatigue. Group response: groups perceive their meetings as effortless and many may not attribute the success to the facilitator. However, when the facilitator is absent thy begin to notice a qualitative difference. A strong facilitator can become paternalistic keeping order, but not helping members grow and learn. Groups can become dependent on the leader and stuck in their growth. |
| Accomplished | Accomplished and able to respond, adapt, and improvise in the face of uncertainly. She has committed many complex moves to routine memory and no longer requires conscious thought to access these skills. The facilitator trusts herself and maintains control, even when faced with the unexpected. Group response: Groups report that h they learn no only about how to do their jobs better but also how to work effectively with others. They begin to appreciate the quiet voice that finally speaks up and the loud voice that shows humility. They understanding dissenting views can be catalysts for deeper thinking. They transfer facilitation and intervention skills to other aspect do of the life. Skilled facilitators quietly celebrate when they observe explicit carryover of skills used in one setting to another. For example, a teacher might use paraphrasing as way to help student hold into ideas, or a PLC member may use outcome thinking to keep the group focused. |
| Highly Accomplished | Recognizes all the levels of learning and can explicate and consciously model the nuances of the discipline. He recognizes the need for learners to go through these phases and that interventions and strategies may be different for each phase. This is the optimum level to be a teacher of others. Group response: Groups report that they are also learning to facilitate groups in effective ways. Members are increasingly willing to and capable of assuming leadership positions in this and other groups. |

Garmston R. & Zimmerman, D. (2013). *Lemons to Lemonade: Resolving problems in*

*meetings, workshops, and plcs*. Thousand Oaks, CA: Corwin.