



# Fundamentals

## Facilitator Core Competencies

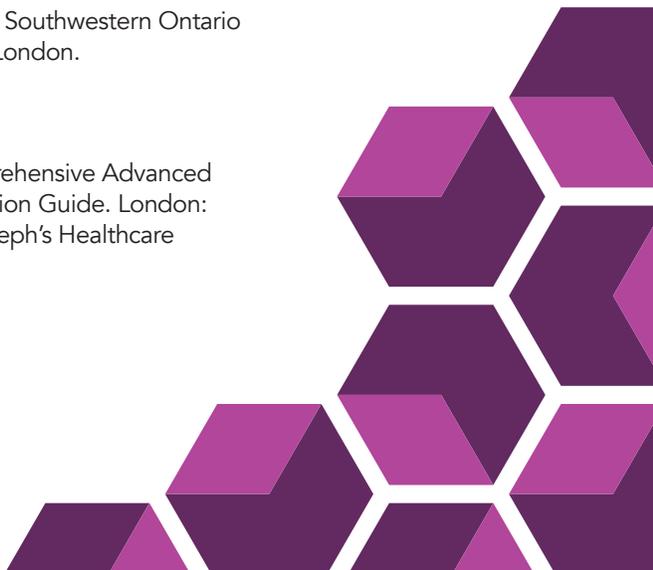
These descriptions are general and allow for flexibility in how the criteria are applied. Competencies should be defined in a way that is appropriate for the expectations of the Facilitator role (e.g. Lead Facilitator vs. Co-Facilitator where applicable) and the work environment.

Core competencies identify behaviours and skills all facilitators are expected to demonstrate to facilitate the Case-Based Learning Sessions and generally carry out the vision of the Fundamentals program and all of the blended learning strategies.

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To create a Fundamentals Learner-centred environment within the context of Adult Learning Principles (e.g. enabling autonomy; recognizing learner experiences, characteristics and styles; providing timely and meaningful learning opportunities; etc.), Fundamentals Facilitators are expected to demonstrate both “process-focused competency” and “content-focused competency”.

### Process-focused Competencies

The Fundamentals Facilitator is responsible for shepherding the *process* on behalf of the learner, rather than acting as an *expert* in the content.

When *facilitating* discussion during a Case-Based Learning Session, the Fundamentals Facilitator conducts the process without getting inappropriately involved in the content or discussion. The Fundamentals Facilitator must allow for the group process to define the discussion, rather than his or her own.

### Content-focused Competencies

There are times when teaching and mentoring, in contrast to facilitating, will be required by the Fundamentals Facilitator. In teaching and mentoring the Fundamentals facilitator relies on his or her content expertise, seeking to share some of it to the Fundamentals learner.

*Teaching* in the Fundamentals program requires the ability to offer the right knowledge, at the right time, in the right way, so that learners will absorb and use the knowledge for their best benefit and not to impinge on the self-discovery and self-reflection of the learner.

*Mentoring* in the Fundamentals program requires the ability to enable learners to grow, and become better professionals or care providers, thereby advancing their career and/or team results. The Fundamentals Facilitator does this in a way that does not merely provide answers but builds capacity in the learner.



**Process-focused competencies for the Fundamentals Facilitator include:**

1. Communication

Writes and speaks effectively, using conventions proper to the situation; states own opinions clearly and concisely; demonstrates openness and honesty; listens well during meetings and feedback sessions; explains reasoning behind own opinions; asks others for their opinions and feedback; asks questions to ensure understanding, reflects active listening and an understanding of learner's perspective; exercises a professional approach with others using all appropriate tools of communication; uses consideration and tact when offering opinions.

2. Learner Support

Listens and responds effectively to learner questions; resolves learner problems to mutual satisfaction; respects all learners; uses a team approach when dealing with learners concerns.

3. Problem Solving

Anticipates problems; sees how a problem and its solution will affect other learners; gathers information before making decisions; weighs alternatives against objectives and arrives at reasonable decisions; adapts well to changing priorities, deadlines and directions; works to eliminate all processes which do not add value; is willing to take action, even under pressure, criticism or tight deadlines; takes informed risks; recognizes and accurately evaluates the signs of a problem; analyzes current procedures for possible improvements; notifies supervisor of problems in a timely manner.

4. Cooperation/Teamwork

Works harmoniously with others to get a job done; responds positively to instructions and procedures; able to work well with staff, co-workers, peers and managers; shares critical information with everyone involved in a project; works effectively on projects that cross functional lines; helps to set a tone of cooperation within the work group and across groups; coordinates own work with others; seeks opinions; values working relationships; when appropriate facilitates discussion before decision-making process is complete.

5. Critical Thinking

Identify critical factors in coaching situations that affect the leadership actions available; employ facilitation techniques to hear a variety of views or develop alternative approaches.

**Content-focused competencies for the Fundamentals Facilitator include:**

1. Job Knowledge

Demonstrates knowledge of techniques, skills, equipment, procedures, technologies, tools and materials associated with hospice palliative care, coaching, facilitating, teaching and mentoring; applies knowledge to identify issues and internal problems; works to develop additional knowledge and skills.

2. Attention to Detail

Follows detailed facilitation guides, program timelines and other materials and ensures accuracy in documentation and data; organizes and maintains a system of records.

3. Organization

Able to manage multiple projects; able to determine project urgency in a practical way; uses goals to guide actions; creates detailed action plans; organizes and schedules people and tasks effectively.

4. Flexibility

Remains open-minded and changes opinions on the basis of new information; performs a wide variety of tasks and changes focus quickly as demands change; manages transitions from task to task effectively; adapts to varying learner needs.

5. Personal Development

Works to improve the performance of oneself and others by pursuing opportunities for continuous learning/ feedback; constructively helps and coaches others in their professional development; exhibits a "can-do" approach and inspires associates to excel; develops a team spirit; acts as a agent of positive change.

6. Quality Control

Establishes high standards and measures; is able to maintain high standards despite pressing deadlines; does work right the first time and inspects work for flaws; tests new methods thoroughly; considers excellence a fundamental priority.

7. Innovation

Within the parameters of the Fundamentals program, able to challenge conventional practices; adapts established methods for new uses; pursues ongoing system improvement; creates novel solutions to problems; evaluates new technology as potential solutions to existing problems.

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