



## Facilitator Responsibilities & Competencies

Community Dialogues is a partnership between two Student Affairs units, Student Leadership & Involvement and Diversity & Cultural Engagement, which seeks to cultivate connection and deep learning through exploration of critical and contentious issues. Facilitators are the core of our program, and include volunteer students, staff, and faculty from Oregon State University.

Our facilitators are selected and trained to sustain open and respectful dialogue and create spaces for individual, interpersonal, and systemic exploration – in a broad effort to encourage a culture of dialogue at OSU.

### Facilitator Responsibilities

- Training & Preparation
  - All facilitators will complete a one-time 2-hour facilitation training, which addresses program goals, mechanics, and core facilitation skills
  - All facilitators will familiarize themselves with the content of each dialogue for which they are a facilitator. Preparation will include review of all program materials and may include supplemental readings and videos
- Facilitation
  - All facilitators are expected to arrive 15 minutes early to facilitation events to check-in with the coordination team
  - All facilitators are expected to attend the 90-120 minute facilitation event in its entirety
  - Following public presentation of the dialogue topic, facilitators should expect to facilitate 60 minutes of dialogue for 5-10 students, faculty, staff, and community members
- Evaluation
  - Facilitators may be observed during their dialogue facilitation and be provided structured feedback on their strengths and opportunities for improvement
  - Facilitators may be asked to debrief individually or in a group with the coordination team about their experience, and further asked to reflect on their strengths and opportunities for improvement

### Facilitator Competencies

- Through training and practice, we expect that our facilitators will demonstrate increased capacity to ...
  - *Create space for difference and dialogue*
    - Creates environments where divergent and convergent experiences and perspectives emerge
    - Mutually challenges and supports participants
    - Engages a multi-partial rather than a neutral or objective facilitation style
  - *Integrate content and process*
    - Guides connection between participant perspectives and outside sources, like presentations or literature
    - Draws upon the happenings of the dialogue to illustrate concepts of the issue at hand
    - Poses questions and makes observations which deepen participant exploration
  - *Name and frame emotions*
    - Names common emotions related to cognitive and affective learning
    - Emotions related to learning are normalized, and discussed
    - Cultivates space to productively explore emotions; minimizing feelings of isolation and shame
  - *Cultivate connections across difference*
    - Models clear communication and connected speaking and listening with all participants
    - Models interest and curiosity in the stories of all participants
    - Inspires participants to acknowledge and affirm one another's contributions