

KASP: Intergroup Dialogue Facilitator Personal Assessment Tool¹

	A	B
<p>Using a scale from 1 (low competency level) to 5 (high competency level) or “dk” (don’t know), please indicate: A) where you are now (your current level of competency) and B) where do you want/need to be in order to be an effective intergroup dialogue facilitator, particularly if this a competency you want to work on this semester.</p>	<p><i>Where I am now</i></p>	<p><i>Is this a competency you want to work on?</i></p> <p style="text-align: center;"><i>If yes:</i></p> <p><i>Where I want/need to be</i></p> <p><i>How/where I can get support to get to the skill level I want/need</i></p>
PASSION (AND COMMITMENT) FOR...		
• energy for this work		
• demonstrating compassion		
• deep personal reasons for doing this work		
• commitment on a personal level and to personal change		
• commitment on a professional level in working with others		
• commitment to bring about social change		
• commitment to be a life-long learner		
• commitment to supporting participants where they are		
• commitment to working things out with my co-facilitator if things get difficult		
• share my feelings with others		
• leading with my heart		
(PERSONAL) AWARENESS OF...		
• clarity about my own values		
• internal emotional balance		

¹ Ximena Zúñiga (2009). Social Justice Education Program, School of Education, University of Massachusetts Amherst. Adapted from Beale, Thompson & Chesler (2001); Bailey Jackson n.d, and .Zúñiga, Nagda, Chesler & Cytron-Walker (2007).

• clarity about my own identity(ies)		
• the impact of my social identity group memberships on myself		
• the impact of my social identity group memberships on others		
• aware of my own preferred communication style		
• aware of my emotional responses		
• aware of personal triggers and “hot buttons”		
• clarity about my status and privilege		
• clarity about my status and disadvantages		
• aware of my blocks (blindness) to awareness		
• aware of my own “hot” buttons or emotional triggers		
• aware of my resistance to new information		
•		
•		
• SKILLS TO...		
• speak freely and openly with people from different groups		
• collaborate with people from different groups		
• disagree with others without assuming they’re “wrong” and I’m “right”		
• recognize and acknowledge personal discomfort with certain topics		
• speak in public		
• actively listen and paraphrase back		
• suspend judgment and identify own assumptions and biases		
• ask clarifying questions		
• ask questions that help participants think about their own values, feelings, perspectives or assumptions		
• manage personal triggers and “hot buttons”		
• ask for, receive and incorporate feedback		
• observe and describe group processes		

• be organized		
• be punctual and on time		
• plan structured activities and weekly sessions		
• respond to participants' journals and written assignments		
• develop and facilitate a dialogue flow (from setting the stage, stimulating reflection, getting a discussion started, deepening a dialogue, wrapping up)		
• facilitate a conversation or discussion about a controversial topic		
• prepare and deliver short presentations		
• integrate content information when debriefing an activity or a hot topic		
• prepare handouts that summarize historical or contemporary patterns of inequality to ground a conversation		
• work in co-leadership role		
• encourage and facilitate participation from all group members		
• discuss controversial issues		
• work with conflict (as well as identify points of agreement/disagreement during a discussion)		
• challenge others constructively		
• share observations and feedback		
• ask for help and support		
•		
•		
KNOWLEDGE OF...		
• my own group(s), culture and history		
• other groups, cultures and histories		
• theories and methods of dialogues		
• principles and methods of democratic education		
• group process and development issues		
• knowledge of difference between prejudice, discrimination and institutional oppression		

• different forms of oppression and “isms”		
• differences in definition between stereotypes, prejudice, discrimination and institutional discrimination		
• how institutional systems of privilege and oppression may impact intergroup relations on campus and in society		
• issues pertinent to the group I am interested in facilitating		
•		
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References

Beale, R. L., Thompson, M. C., & Chesler, M. (2001). Training peer facilitators for intergroup dialogue leadership. In D. Schoem & S. Hurtado (Eds.), *Intergroup dialogue: Deliberative democracy in school, college, community and workplace* (pp. 227-246). Ann Arbor, MI: University of Michigan Press.

Zúñiga, X., Nagda, B. A. Chesler, M., & Cytron-Walker A. (2007). *Intergroup dialogues in higher education: Meaningful learning about social justice*. ASHE-ERIC Report Series, Volume 32 (4). San Francisco: Jossey-Bass.