Guidelines
Facilitation Impact Awards

About the IAF

As a professional association with members in more than 65 countries, the International Association of Facilitators (IAF) is well placed to recognise the power of facilitation worldwide. For more than 20 years we have been strong advocates for the power of facilitation in helping organisations to address challenges and achieve results.

About the awards

The Facilitation Impact Awards (FIA) honours organisations that have used facilitation to achieve a measurable and positive impact, as well as the facilitators who worked with them.

The awards are open to organisations of any size from the business, government and not-for-profit sectors. The awards are for organisations that use and benefit from facilitation rather than firms that provide facilitation services.

The facilitators who worked with the organisation are included in the organisation's submission. The facilitator may be an employee of the organisation or an external facilitator who provided services to the organisation.

Who may make a submission

A representative of the organisation being nominated or a facilitator involved in the delivery of the facilitation services may make a submission.

An area within an organisation—for example, a division, branch or section—may make up to two submissions in a submission period.

A facilitator may be nominated in up to five submissions in a submission period.

Members of the FIA core project team are not eligible to receive an award and must not prepare or help others to prepare submissions.

Evaluators may prepare and make a submission if they are nominated in the submission. Evaluators are not permitted to evaluate a submission if they are nominated in the submission.

Members of the broader FIA project team may prepare and make a submission.

Eligibility requirements	To be eligible for an award: • the nominated organisation must be a recognised entity under the laws of the respective country • at least one facilitated process associated with the submission must have taken place within the past 24 months of the closing date for submissions • the results included under the organisation impact criteria must have been achieved within the past 24 months of the closing date for submissions • a facilitated process associated with the submission may have been nominated in the past but must not have received an award.
How-to nominate	Complete a Facilitation Impact Award submission form available from our website. Forms are available in English, French, Portuguese and Spanish and nominations will be accepted in any of these languages. When completing your submission, make sure you address all the award criteria taking the scoring framework at Appendix 1 into account. Submit your completed form to FIA@iaf-world.org by the closing date shown on the form. No nomination fees are payable.
How submissions are evaluated	The FIA Project team randomly allocates submissions—taking language requirements into account—to evaluation teams of at least three people who have volunteered to evaluate submissions. Each evaluator independently scores the submission using the framework at Appendix 1. An evaluator may award any number of points ranging from 0 up to the maximum points available for each criterion. If the spread of scores from each evaluator is equal to or greater than 15 points, the evaluators are asked to discuss the reasons for the scores as a team. Each evaluator is then given the opportunity to adjust his or her score for the submission. The final score for a submission is the average of all scores from each evaluator. The FIA Project team will provide nominees with the final score for their submission on request.
Who receives awards	All eligible submissions given 70 points or more are given an award: • **Platinum Award**—90 to 100 points Recognising **unparalleled** impacts achieved by organisations through facilitation-related activities and collaborative processes. • **Gold Award**—80 to 89 points Recognising **exceptional** impacts achieved by organisations through facilitation-related activities and collaborative processes.

- **Silver Award**—70 to 79 points
  Recognising **significant** impacts achieved by organisations through facilitation-related activities and collaborative processes.

Two awards are given for each successful submission; one to the nominated organisation that achieved the results and one to the facilitators who supported the achievement.

If more than one facilitator was nominated, all facilitators are recognised at award ceremonies but only one award artefact is given to the facilitators.

If no nomination receives the minimum number of points, the IAF reserves the right not to give any awards.

Confidentiality and conflict of interest

FIA Project team members, including evaluators, are not permitted to disclose any information in a submission other than that which is made publicly available via IAF communication channels with the permission of nominees.

All evaluators are required to assess submissions fairly and consistently in accordance with the award criteria and scoring framework.

An evaluator is not permitted to evaluate a submission if he or she has a real or potential conflict of interest.
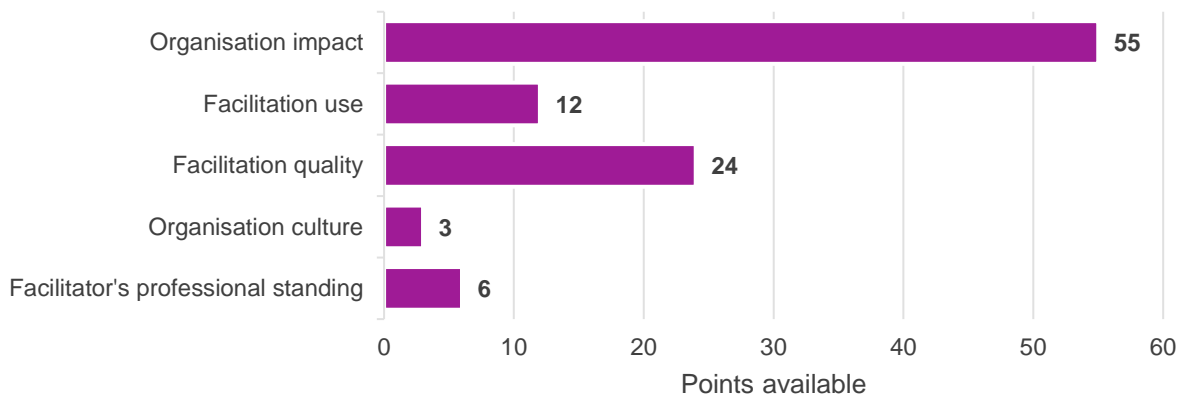
See Facilitation Impact Awards governance policy for more information on probity requirements.

Appendix 1

Award criteria and scoring framework

Overview

There are five categories of criteria and a total of 100 points available. The greatest weighting is given to organisation impact (up to 55 points) and facilitation quality (up to 24 points).

Award criteria and the scoring framework used by evaluators are set out below.

Organisation impact (55 points)

Organisation impact is a combination of the:

- quantified and qualitative results achieved against each project objective as stated in section 2 of the submission form, and
- the extent of the impact—for example, whether the results affected a small team, one or more areas within the organisation, the entire organisation, an industry sector or the broader community.

Criterion 1: The quantified results demonstrate the project objectives were met

Quantified results are numerical measures that were used to demonstrate the change that occurred because of the project. Examples include:

- percentage reduction in costs, complaints, processing times, waiting times or waste
- percentage increase in staff morale, revenue, profit, customers or service delivery
- percentage of the community who agreed with a proposal for resolving a contentious issue
- amount of investment funding or grants obtained.

4 points	No quantified results were provided or the quantified results provided demonstrate that a limited contribution was made to the project objectives.
10 points	The quantified results demonstrate that progress was made towards the project objectives.
15 points	The quantified results demonstrate that significant progress was made towards the project objectives.
25 points	The quantified results demonstrate that the project objectives were met or exceeded.

Criterion 2: The qualitative results indicate the project objectives were met

Qualitative results are results that were not measured but the organisation accepts were achieved based on people's observations, experience or informal feedback from others. Examples include:

- improved staff morale or harmony within a team
- more effective meetings or decision-making processes
- positive informal feedback from stakeholders.

4 points	No qualitative results were provided or the qualitative results provided indicate that a limited contribution was made to the project objectives.
8 points	The qualitative results indicate progress was made towards the project objectives.
12 points	The qualitative results indicate significant progress was made towards the project objectives.
15 points	The qualitative results indicate the project objectives were met.

Criterion 3: The project impacted a substantial part of the organisation

By 'organisation' we mean the part of the organisation that was in scope for the project. For example, the entire organisation or an area within the organisation such as a division, branch or section.

4 points	Less than 10% of the organisation was involved or affected by the results
8 points	Up to 50% of the organisation was involved or affected by the results
12 points	Up to 80% of the organisation was involved or affected by the results
15 points	All or nearly all the organisation was involved or affected by the results.

Facilitation use (12 points)

Criterion 4: Facilitation was an integral component of the project

'Facilitation' means activities undertaken in relation to the IAF Core Competencies A, B, C and D which relate to developing working relationships and designing, preparing and facilitating processes. It does not include other services that may have been provided by the facilitator such as project management or change management.

1 point	Facilitation accounted for less than 10% of the facilitator's time on the project
4 points	Facilitation accounted for 25–50% of the facilitator's time on the project.
8 points	Facilitation accounted for 51–80% of the facilitator's time on the project.
12 points	Facilitation accounted for more than 80% of the facilitator's time on the project.

Facilitation quality (24 points)

Criterion 5: The practice of facilitation was aligned with IAF Core Competencies

Competencies should be addressed at the IAF's defined sub-competency levels—for example, for IAF Core Competency *A Create collaborative client relationships*, sub-competencies A1, A2 and A3 should be addressed. The types of behaviours that indicate the sub-competency is being practiced are shown as bullet points under each sub-competency.

'Adequately addressed' means the statements made or examples provided demonstrate the facilitator is practicing the sub-competency. Generic statements without details are not adequate. Examples of inadequate statements and the type of information required are set out below.

Inadequate statement	Type of evidence-based information required
A working partnership was developed with the client.	The key steps taken to develop a working partnership with the client were…
Multiple facilitation methods were used.	The key methods used included …
The facilitator undertakes professional development activities.	Examples of the professional development activities the facilitator has undertaken include…

A   Create collaborative client relationships

A1   Develop working partnerships
- clarify mutual commitment
- develop consensus on tasks, deliverables, roles and responsibilities
- demonstrate collaborative values and processes such as in co-facilitation

A2   Design and customise applications to meet client needs
- analyse organisational environment
- diagnose client need
- create appropriate design to achieve intended outcomes
- predefine a quality product and outcomes with client

A3 Manage multi-session events effectively
- contract with client for scope and deliverables
- develop event plan
- deliver event successfully
- assess or evaluate client satisfaction at all stage of the event or project

0 points	None of the sub-competencies were adequately addressed.
1 point	One sub-competency was adequately addressed.
2 points	Two sub-competencies were adequately addressed.
4 points	All sub-competencies were adequately addressed.

B Plan appropriate group processes

B1 Select clear methods and processes that:
- foster open participation with respect for client culture, norms and participant diversity
- engage the participation of those with varied learning or thinking styles
- achieve a high-quality product or outcome that meets the client needs

B2 Prepare time and space to support group processes
- arrange physical space to support the purpose of the meeting
- plan effective use of time
- provide effective atmosphere and drama for sessions

0 points	None of the sub-competencies were adequately addressed.
2 points	One sub-competency was adequately addressed.
4 points	All sub-competencies were adequately addressed.

C Create and sustain a participatory environment

C1 Demonstrate effective participatory and interpersonal communication skills
- apply a variety of participatory processes
- demonstrate effective verbal communication skills
- develop rapport with participants
- practice active listening
- demonstrate the ability to observe and provide feedback to participants

C2 Honour and recognise diversity, ensuring inclusiveness
- encourage positive regard for the experience and perception of all participants
- create a climate of safety and trust
- create opportunities for participants to benefit from the diversity of the group
- cultivate cultural awareness and sensitivity

C3 Manage group conflict
- help individuals identify and review underlying assumptions
- recognise conflict and its role within group learning/maturity
- provide a safe environment for conflict to surface
- manage disruptive group behaviour
- support the group through resolution of conflict

C4 Evoke group creativity
- draw out participants of all learning/thinking styles
- encourage creative thinking
- accept all ideas
- use approach that best fit needs and abilities of the group
- stimulate and tap group energy

0 points	None of the sub-competencies were adequately addressed.
1 point	One sub-competency was adequately addressed.
2 points	Two sub-competencies were adequately addressed.
3 points	Three sub-competencies were adequately addressed.
4 points	All sub-competencies were adequately addressed.

D   Guide group to appropriate and useful outcomes

D1 Guide the group with clear methods and processes
- establish clear context for the session
- actively listen, question and summarize to elicit the sense of the group
- recognise tangents and redirect to the task
- manage small and large group process

D2 Facilitate group self-awareness about its task
- vary the pace of activities according to needs of group
- identify information the group needs and draw out data and insight from the group
- help the group synthesize patterns, trends, root causes, frameworks for action
- assist the group in reflection on its experience

D3 Guide the group to consensus and desired outcomes
- use a variety of approaches to achieve group consensus
- use a variety of approaches to meet group objectives
- adapt processes to changing situations and needs of the group
- assess and communicate group progress
- foster task completion

0 points	None of the sub-competencies were adequately addressed.
1 point	One sub-competency was adequately addressed.
2 points	Two sub-competencies were adequately addressed.
4 points	All sub-competencies were adequately addressed.

E   Build and maintain professional knowledge

E1 Maintain a base of knowledge
- be knowledgeable in management, organisational systems and development, group development, psychology and conflict resolution
- understand dynamics of change
- understand learning/thinking theory

E2 Know a range of facilitation methods
- understand problem solving and decision-making models
- understand a variety of group methods and techniques
- know consequences of misuse of group methods
- distinguish process from task and content
- learn new processes, methods and model in support of client's changing/emerging needs

E3 Maintain professional standing
- engage in ongoing study/learning related to our field
- continuously gain awareness of new information in our profession
- practice reflection and learning
- build personal industry knowledge and networks

0 points	None of the sub-competencies were adequately addressed.
1 point	One sub-competency was adequately addressed.
2 points	Two sub-competencies were adequately addressed.
4 points	All sub-competencies were adequately addressed.

F Model positive professional attitude

F1 Practice self-assessment and self-awareness
- reflect on behaviour and results
- maintain congruence between actions and personal and professional values
- modify personal behaviour/style to reflect needs of the group
- cultivate understanding of one's own values and their potential impact on work with clients

F2 Act with integrity
- demonstrate a belief in the group and its possibilities
- approach situations with authenticity and a positive attitude
- describe situations as facilitator sees them and inquire into different views
- model professional boundaries and ethics as described in the IAF's Statement of Values and Code of Ethics

F3 Trust group potential and model neutrality
- honour the wisdom of the group
- encourage trust in the capacity and experience of others
- vigilant to minimize influence on group outcomes
- maintain an objective, non-defensive, non-judgmental stance

0 points	None of the sub-competencies were adequately addressed.
1 point	One sub-competency was adequately addressed.
2 points	Two sub-competencies were adequately addressed.
4 points	All sub-competencies were adequately addressed.

Organisation culture (3 points)

Criterion 6: The nominated organisation recognises the power of facilitation

0 points	The organisation rarely uses facilitated processes and has few if any skilled facilitators available.
2 points	The organisation makes some use of facilitated processes.
3 points	The organisation makes wide use of facilitated processes and has skilled facilitators available.

Facilitator's professional standing (6 points)

Criterion 7: A facilitator with a significant involvement in the project is an IAF member

0 points	None of the facilitators involved in the project is a member of the IAF.
1 point	A facilitator with some involvement in the project is a member of the IAF.
3 points	The primary facilitator involved in the project is a member of the IAF.

Criterion 8: A facilitator with a significant involvement in the project is an IAF Certified™ Professional Facilitator (CPF)

0 points	None of the facilitators involved in the project is a CPF.
1 point	A facilitator with some involvement in the project is a CPF.
3 points	The primary facilitator involved in the project is a CPF.