

CASE: THE HILLSIDE CHALLENGE SELF-ASSESSMENT

3-A



Job Performance
Situation 3:
Building Essential Skills
in Facilitation, Decision-
Making, and
Communication

HEAD START
MOVING AHEAD
COMPETENCY-BASED TRAINING PROGRAM



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JOB PERFORMANCE SITUATION 3: CASE

Leaders who work through these training activities will increase their competency in *facilitation*, *decision-making*, and *effective communication*. Job Performance Situation 3 presents a hypothetical scene from onsite program review. However, the skills addressed can be generalized and applied to *any* situation in which colleagues need to work together.

Consider the following:

The Hillside Challenge

Sally is a Federal review team leader. During a review team meeting at the Hillside Head Start program, on day two of the on-site review, two of the consultants disagree on their evaluation of the program's human resources system.

"From the staff group interview that I attended in the program's main satellite center," says Frank, "it sounds as if the Hillside human resources system is full of holes. Several of the staff have had no performance review for over a year. When I asked about staff development, they said that they attend the same tired inservice workshops year after year. I asked about the personnel policies, but staff couldn't remember seeing a copy and didn't know how to get one. Between you and me, I think this is a major problem. One of the family workers said her manager had never once accompanied her on a home visit. I have a lot of concerns about this part of the program."

"Really?" says Lena, another member of the review team. "That's not what we heard in the management team interview yesterday. They told us that each center manager meets regularly with the staff she supervises and schedules performance reviews twice a year. Staff participate in setting goals and deciding how to achieve them. The program's training plan grows out of these goal-setting sessions." Lena turns to Sally. "Maybe it's just a center-specific problem, and not a program-wide problem at all."

SELF-ASSESSMENT

Job Performance Situation 3 requires skill competencies in *Fundamentals of Leading Meetings, Building Consensus, Effective Spoken Communication, Active Listening Skills* and *Effective Written Communication*. The following Self-Assessment will help you determine your interest in completing the skill-building activities in Job Performance Situation 3.

The questions below are designed to help you assess your skill level with specific competencies that are addressed in the Job Performance Situation 3 training activities. As you answer them, think about the case described above or any similar situation in which you have needed or will need skills in facilitation, decision-making, or communication.

SKILL: *FUNDAMENTALS OF LEADING MEETINGS*

Have you experienced this or a similar situation in which you needed to use *facilitation skills*? _____ yes _____no

If yes, were you satisfied with your response? _____ yes _____no

If you have not handled this type of situation much, would you feel comfortable addressing it? _____ yes _____no

Rate your current skills in addressing situations in which you need to

	New skill for me	Some skill	Highly skilled		
1. <i>Understand and manage a group process:</i>	1	2	3	4	5
2. <i>Create a shared purpose in a work-based team:</i>	1	2	3	4	5
3. <i>Establish ground rules and operating procedures that promote a productive team atmosphere:</i>	1	2	3	4	5
4. <i>Model appropriate team behavior:</i>	1	2	3	4	5
5. <i>Identify and address procedural issues or member behavior that hinders the group:</i>	1	2	3	4	5
6. <i>Help the group stay on task:</i>	1	2	3	4	5

Questions 1 to 6 are linked to skill competencies addressed in 3–C, Facilitation: Fundamentals of Leading Meetings. Count the number of answers that you rated

a 1 or a 2 and record that number below. Do the same for answers that you rated 3 or 4, and for those you rated 5.

If you rated most of your skills a 1 or 2, you will definitely find it helpful to complete this activity. If you answered mostly 3 and 4, you may find the activity helpful. If most of your answers were a 5, you may find that the material in the activity addresses areas in which you already have a lot of skill.

Definitely (1-2) _____ Maybe (3-4) _____ Probably not (5) _____

SKILL: BUILDING CONSENSUS

Have you experienced this or a similar situation in which you needed to build consensus? _____ yes _____ no

If yes, were you satisfied with your response? _____ yes _____ no

If you have not handled this type of situation much, would you feel comfortable addressing it? _____ yes _____ no

Rate your current skills in addressing situations in which you need to

	New skill for me	Some skill	Highly skilled		
7. <i>Recognize when consensus decision-making is indicated:</i>	1	2	3	4	5
8. <i>Provide direction to team members in gathering and presenting supportive documentation:</i>	1	2	3	4	5
9. <i>Generate ideas from others to find a solution:</i>	1	2	3	4	5
10. <i>Review and weigh divergent information and identify areas of commonality and disagreement:</i>	1	2	3	4	5
11. <i>Identify and overcome barriers to consensus building:</i>	1	2	3	4	5

Questions 7 to 11 are linked to skill competencies addressed in 3–D, Decision-Making: Building Consensus. Count the number of answers that you rated a 1 or a 2 and record that number in the space provided below. Do the same for answers you rated 3 or 4, and for those you rated 5.

If you rated most of your skills a 1 or 2, you will definitely find it helpful to complete this activity. If you answered mostly 3 and 4, you may find the activity helpful. If most of your answers were a 5, you may find that the material in the activity addresses areas in which you already have a lot of skill

Definitely (1-2) _____ Maybe (3-4) _____ Probably not (5) _____

SKILL: *EFFECTIVE SPOKEN COMMUNICATION*

Have you experienced a situation in which you needed to use *effective spoken communication skills*? _____ yes _____ no

If yes, were you satisfied with your response? _____ yes _____ no

If you have not handled this type of situation much, would you feel comfortable addressing it? _____ yes _____ no

Rate your current skills in addressing situations in which you need to

	New skill for me	Some skill	Highly skilled		
12. <i>Ask questions that help others understand their assumptions and interpretations about their own viewpoint:</i>	1	2	3	4	5
13. <i>Summarize others' remarks in order to gain clarity:</i>	1	2	3	4	5
14. <i>Present information that distinguishes between fact and interpretation:</i>	1	2	3	4	5
15. <i>Build rapport in interpersonal communication:</i>	1	2	3	4	5

Questions 12 to 15 are linked to skill competencies addressed in 3-E, Effective Spoken Communication. Count the number of answers that you rated a 1 or a 2 and record that number below. Do the same for those that you rated 3 or 4, and for those you rated 5.

If you rated most of your skills a 1 or 2, you will definitely find it helpful to complete this activity. If you answered mostly 3 and 4, you may find the activity helpful. If most of your answers were a 5, you may find that the material in the activity addresses areas in which you already have a lot of skill.

Definitely (1-2) _____ Maybe (3-4) _____ Probably not (5) _____

SKILL: *ACTIVE LISTENING SKILLS*

Have you experienced this or a similar situation in which you needed to use *active listening skills*? _____ yes _____ no

If yes, were you satisfied with your response? _____ yes _____ no

If you have not handled this type of situation much, would you feel comfortable addressing it? _____ yes _____ no

Rate your current skills in addressing situations in which you need to

	New skill for me		Some skill		Highly skilled
16. <i>Listen actively to further communication:</i>	1	2	3	4	5
17. <i>Build rapport through verbal and nonverbal means:</i>	1	2	3	4	5

Questions 16 to 17 are linked to skill competencies addressed in 3–F, Communication: Active Listening Skills. Count the number of answers that you rated a 1 or a 2 and record that number below. Do the same for those that you rated 3 or 4, and for those you rated 5.

If you rated most of your skills a 1 or 2, you will definitely find it helpful to complete this activity. If you answered mostly 3 and 4, you may find the activity helpful. If most of your answers were a 5, you may find that the material in the activity addresses areas in which you already have a lot of skill.

Definitely (1-2) _____ Maybe (3-4) _____ Probably not (5) _____

SKILL: *EFFECTIVE WRITTEN COMMUNICATION*

Have you experienced this or a similar situation in which you needed to use effective written communication skills? _____yes _____no

If yes, were you satisfied with the outcome? _____yes _____no

If you have not handled this type of situation much, would you feel comfortable addressing it? _____yes _____no

Rate your current skills in addressing situations in which you need to:

	New skill for me		Some skill		Highly skilled
18. <i>Determine the proper form for notetaking and writing letters, memos and reports.</i>	1	2	3	4	5
19. <i>Set the proper tone for a written document</i>	1	2	3	4	5
20. <i>Select the appropriate wording and phrasing for expressing the intent of specific documents.</i>	1	2	3	4	5
21. <i>Write clear and concise statements of program review findings and strengths for use in review reports.</i>	1	2	3	4	5

22. *Utilize correct grammar, punctuation and spelling.* 1 2 3 4 5

Questions 18 to 22 are linked to skill competencies addressed in 3-G, Communication: Effective Written Communication. Count the number of answers that you rated a 1 or 2, and record the number below. Do the same for those you rated 3 or 4, and for those you rated 5.

If you rated most of your skills a 1 or 2, you will definitely find it helpful to complete this activity. If you answered mostly 3 and 4, you may find the activity helpful. If most of your answers were a 5, you may find that the material in this activity addresses areas in which you already have a lot of skill.

Definitely (1-2)_____ Maybe (3-4)_____ Probably not (5)_____

TALLY SECTION

Review the final question in each of the previous sections. Indicate your skill-development decisions below. At the completion of the Self-Assessment, you will transfer this information to your Learning Plan.

	Definitely	Maybe	Probably not
3-C, Facilitation: Fundamentals of Leading Meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3-D, Decision-Making: Building Consensus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3-E, Effective Communication: Effective Spoken Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3-F, Communication: Active Listening Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3-G, Effective Written Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

THE LEARNING PLAN

The Learning Plan on the next page will help you keep track of your progress on using the *Moving Ahead* materials to enhance your own professional growth. The plan is divided into four columns. Use the first column to check the skills you need to enhance or develop based upon your self-assessment. Use the second column to record your progress in completing activities you've selected. Please note: in addition to completing individual skill-building activities, you will also track your completion of the Case Activity (B) that puts the skill-building activities in context and the related Application Activity (X) that provides you with an opportunity to practice the skills.

After you've completed the Application Activity for this Performance Situation package, return to the Learning Plan and record how you will continue your skill development in your local workplace and the types of support you will need in order to be successful.

LEARNING PLAN FOR JOB PERFORMANCE SITUATION 3

Participant Name: _____ Date: _____

1. Skills I Need	✓	2. Building These Skills	3. Next Steps for Continuing My Development	4. Support I Need from Supervisors, Managers, Co-Workers and Team Members
Put a check mark beside the skills you need to work on developing or enhancing		Record your progress in completing the training activities	Examples: Read more about the topic. Repeat activity with colleagues. Practice in a work situation.	Examples: Provide opportunities to practice. Provide constructive feedback. Serve as my mentor or coach.
		3-B, Case Activity Date completed _____		
3-C, Facilitation: Fundamentals of Leading Meetings		3-C, Fundamentals of Leading Meetings Date completed _____		
3-D, Decision-Making: Building Consensus		3-D, Building Consensus Date completed _____		
3-E, Communication: Effective Spoken Communication		3-E, Effective Spoken Communication Date completed _____		
3-F, Communication: Active Listening Skills		3-F, Active Listening Skills Date completed _____		
3-G, Communication: Effective Written Communication		3-G, Effective Written Communication Date completed _____		
		3-X, Application Activity Date completed _____		