

STAFFING SKILLS SELF-ASSESSMENT RATINGS

Use the rating system categories below to self-assess your staffing skills. This rating system was designed to help you define the staffing skills you *believe you possess*. The guidelines roughly adhere to the following skills learning curve: (1) Not yet acquired the skills, that is, you are beginning the process of learning, not yet able to exhibit the necessary skills, or even part of them with any real consistency. (2) Partially acquired the skills, that is, able to demonstrate some of the necessary skills some of the time, but you do not yet feel completely comfortable to be able to carry them out on your own, with total confidence, in all circumstances and all conditions. (3) Mostly acquired the skills, that is, at least able to demonstrate skills to a minimum standard, but you do not yet feel completely comfortable and satisfied to evidence competence in all possible circumstances and conditions. (4) Completely acquired the skills, that is, you have “over-learned” the skills well beyond a minimum level, feel totally comfortable “on your own,” and have repeatedly demonstrated capability in a wide variety of circumstances and conditions.

Take into account that an acquired skill contains the ability to assess when the capability is called for (timing); the ability to demonstrate “at will” the skill in a variety of conditions; the ability to assess, in the ongoing process, the viability of the skill in a particular circumstance; and, in addition, implies the ability to teach the skill to others in a coherent and logical manner. Acquired skills contain the behavioral capability itself, the ability to know when to use it, the confidence to carry it out with ease, and the ability to know when to persist as well as when to change course (leading vs. following). In addition, an acquired skill involves an academic and theoretical understanding as well as a behavioral capability. This requires a grasp of the underlying rationale and the theoretical underpinnings, so as to be able to explain the skill’s purpose with an eye to the overall goal of program and process.

Skill levels are based on a scale from 1.0 to 6.0

<p>1.0</p>	<p>The staffer is just starting to learn the mechanics of the program and some of the process. Probably feels quite uncomfortable as to how to proceed, and should recognize the need for support and help at all stages. Most of the learning is taking place in training sessions and in simulated work. One may easily be triggered. It may be difficult to ask for help for fear of looking dumb or silly, or even because your not sure what to ask.</p>
<p>1.5</p>	<p>The staffer has limited experience and is still working primarily on getting comfortable with the process. Spends a lot of time watching what is happening, and should be asking a lot of questions about the program and the process. Doing a lot of “stage-hand” work is appropriate at this point. Didactic work is ongoing. Beginning to become aware of your own reactions, and trying to understand why you are having those responses.</p>
<p>2.0</p>	<p>The staffer needs hands-on experience. Has obvious limitations, but is now more familiar with basic ideas of the program and the process. Should be just starting to feel at ease around the experienced staff, the facilitators, the program, and the process. Continuing with “stage-hand” work is still the order of the day. Didactic work continues with the introduction of role play practice.</p>
<p>2.5</p>	<p>The staffer is getting more consistent when involved in the process, but is not comfortable with the totality of the program, the floorwork, and the process. The execution of process skills is still rudimentary and somewhat robotic, but generally improving. At this point, minor roles, or highly guided role-playing is the most appropriate manner to enter the process. Floorwork practice has begun in earnest. The staffer is beginning to fully understand the importance of doing one’s own personal work, and how that affects one’s capability to help the participant. You are beginning to learn about good boundary issues between you and the participant, between your issues and their issues.</p>

<p>3.0</p>	<p>The staffer is learning to judge generally where the process is going and why, however, your practical skill level is still weak. You can now sustain a short foray into the process with the help of other more experienced staffers or a facilitator, as long as it is straight forward, well paced, and not too complicated. You are starting to recognize your own capability, and are beginning to have some “fun” with the process. There is still an inability or uncertainty in controlling the flow and direction of floorwork, and your most common role continues as a support person, or as a guided role player. At this point, you have a sense of commitment to the work, and its continuing role in your own process.</p>
<p>3.5</p>	<p>The staffer has achieved improved dependability, and is capable of doing some directing of the process in uncomplicated floorwork, but as yet lacks depth and variety of skills. Starting to exhibit more assertive skills in working with other staff and with participants. You have an improved sense of the overall program, the range of possibilities, and have developed a positive teamwork approach. You are starting to be able to create for and communicate to the participant an atmosphere of trust and safety. Good boundary definition has improved, such that the difference between your issues and the participant’s issues are relatively clear.</p>
<p>4.0</p>	<p>The staffer has a number of dependable capabilities, including more independent role playing skills. You are able to control some of the direction of the process, and with some success can carry part of the floorwork for a period of time before getting stuck or lost. You are able to make use of both leading and following, improving levels of accurate empathy, and are able to bring to conclusion parts of the process. Rarely are you lost in a scary way as you know when to ask for help. You may be a little impatient, but realize you are not ready to fly solo. You are consistently able to create for and communicate to the participant an atmosphere of trust and safety.</p>

<p>4.5</p>	<p>The staffer is starting to master the use of various floorwork skills, and beginning to be more and more comfortable handling the difficult pace of the process. You now have a sound knowledge of the concepts and theory behind the process. You can control pace of experiential work, and are beginning to be able to vary your “game plan” according to the needs of the moment. You now have a confident ability to help the participant to feel safe with you, and are developing more highly accurate empathy skills. You can now lead off a process from the beginning with a stronger sense of accuracy as to where you or the participant wants/needs to go, and direct others as to how best to help you in a defined task. You may still worry in difficult circumstances, or have trouble with certain participants, but are able to let go, and allow a more experienced staffer to take over when appropriate. While assertive in your requests and directions, you are not yet functioning fully independently.</p>
<p>5.0</p>	<p>The staffer now has good anticipation as to what to expect, and has an organized and structured approach to floorwork. Your capabilities are typically organized around a set or subset of specific skills that you are able to execute with exceptional consistency. You can regularly bring a piece of work to fruition and conclusion, even with more difficult or resistant issues or participants. As a role player you can initiate and/or sustain a complicate piece of work. As a primary or co-primary you are able to work consistently and competently with an issue or participant. You have a wide range of floorwork skills from (1) identification of issues to (2) helping create a specific emotional experience for the participant to (3) arranging for the participant to express and release difficult emotions. While able to participate with forgiveness issues, inner child work, anchoring, re-narration of story, and cognitive skills work, these are probably still weaker parts of your skills repertoire.</p>

<p>5.5</p>	<p>The staffer has developed an increased sense of confidence, and consistency in all aspects of floorwork, and has a good working knowledge of the overall program. You have probably started to take on roles of leadership in the program. You have the capability to function as a staff administrator. You can easily lead when necessary. You have no difficulty making major decisions about the program or a participant. You are able to disagree with others in a compassionate way, and gain your point. The facilitators frequently find your ideas and suggestions invaluable, and heed to your direction. You are completely confident with the latter phases of floorwork, and are able to engage the larger group in the helping process. You have little fear of taking risks on behalf of the participant. You are able to use the underlying ideas and concepts in innovative ways to create new experiences appropriate to the participant's issues. You have done a great deal of your own work. You have reached a stage where you are able to take participants places others dare not tread because they have not looked there themselves. The ability to help other feel safe and trusting is high. Others frequently come to you for help, and you are able to teach many of the principles of experiential and emotion focused work. You are dependable, and able to handle difficult stress with confidence.</p>
<p>6.0</p>	<p>The staffer is as senior as possible. At this point, if one of the facilitators was unable to participate, you could easily function in their stead. You have an exceptional knowledge and understanding of the program, and are very comfortable with all aspects of the process. At your best you have a deep trust about the process and the work, and your confidence is obvious to others. You also have a sense of peacefulness about you that is evident. You will likely have extended you capabilities by seeking out additional training experiences. You may be in the process of professional training yourself, or already have achieved that goal. You probably have the capability to go out and start your own program.</p>