

Professional Development Activity on Personnel Issues

When dealing with personnel, school counselor–administrator team members garner different gifts that serve to potentially strengthen the team or even unintentionally compromise the team. This self-assessment activity offers a snapshot of individual team members' strengths and challenges to inform collective team capacity for dealing with personnel issues.

Time Frame

The team should allow forty to sixty minutes for this activity.

Materials

This activity requires a facilitator, and, for each participant, a copy of the twenty-question self-assessment survey and a pen or pencil.

Process

One team member should volunteer as facilitator. The facilitator should take the following four steps.

1. Have team members complete the self-assessment survey. Ask them to indicate a frequency rating that best describes themselves by checking one rating for each question. They should answer questions as they actually *are*, and not how they think they should be or how they aspire to be. This survey will take approximately ten minutes to finish.
2. Once team members complete the survey, consider each question aloud, one by one, and share responses. Team members may ask questions for clarity but should not judge a response as right or wrong.
3. Discuss what questions have divergent answers.
4. Call attention to and discuss questions 1, 13, and 18. With these three questions, the higher the frequency, the more challenges that person may have positively dealing with personnel issues. Addressing issues head-on has benefits. However, while some may view this style as fearless and efficient, others may perceive it as confrontational and aggressive. Similarly, charisma may lead to easily influencing others and exuding friendliness, but it can also limit one's ability to empathize or sympathize given its self-centered nature. Finally, an emotive style is rooted in intense feelings and the ability to evoke emotions. These can be powerful gifts when comforting and guiding others; however, comfort and guidance can be misguided when others cannot fully process their issues. Additionally, given the intensity of feelings involved with empathy, healthy professional and personal boundaries can accidentally be blurred, complicating the personnel issue. Discuss why this may or may not be true given your context.

Results

Participating in this activity supports the impact the school counselor–administrator team may have on personnel issues. This activity will begin to define the particular strength or challenge areas team members might possess and to determine the best collective approach to personnel issues.

Self-Assessment Survey

	Always	Very Frequently	Occasionally	Rarely	Very Rarely	Never
1. Do you address problems or conflicts head-on?						
2. Are you a good problem solver?						
3. Do you enjoy overcoming obstacles?						
4. Do you encourage school personnel efforts to align with the school's vision, mission, core values, and beliefs?						
5. Do you perceive yourself as a good communicator?						
6. Do you easily change how you communicate depending on the circumstances?						
7. Are you a good listener?						
8. Are you open to support or advice before making a decision?						
9. Do you believe school personnel generally trust you?						
10. Are you aware of your personal bias regarding school personnel or school issues?						
11. Do you empathize with school personnel?						
12. Do you expect school personnel to be responsible and accountable for their decisions?						
13. Are you a charismatic person?						
14. Do you believe you understand the needs of others with whom you work?						
15. Do you advocate for the needs and interests of other school personnel?						
16. Are you responsive and timely when other school personnel ask questions?						
17. Are you able to manage fear?						
18. Are you emotive or emotional?						
19. Do you self-assess or reflect personally and professionally?						
20. Are you perceived as optimistic?						