

# Appendix D

## Institutional Skill Assessment Questionnaires

### Personal skills applied by position and duties

**JUDGES, EMPLOYERS, POLICE:** People in these positions motivate clients by use of orders and sanctions.

<b>PERSONAL SKILLS REQUIRED</b>	<b>Have the skill?</b>	
Explain rules	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Use adult voice	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Avoid power struggles and manipulation	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Use metaphor	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Understand story structure and casual register	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Assess resources	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Teach middle class rules	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Use varied mentoring models and structures	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Present concept of crisis as opportunity for change	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Use community systems of care	Yes <input type="checkbox"/>	No <input type="checkbox"/>

## Personal skills applied by position and duties

**RECEPTIONIST, SUPPORT STAFF:** People in these settings greet the public, gather data, orient clients, schedule appointments, and collect fees. They have brief but perhaps frequent encounters. They set the tone and climate for the organization.

<b>PERSONAL SKILLS REQUIRED</b>	<b>Have the skill?</b>	
Show kindnesses and courtesies	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Give clients time before “getting to the agenda”	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Admit when wrong	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Use the adult voice	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Appreciate and use humor	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Use informal mentoring techniques	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Detach and avoid power struggles	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Teach middle class rules	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Know local resources	Yes <input type="checkbox"/>	No <input type="checkbox"/>

## Personal skills applied by position and duties

**INTAKE WORKERS, DATA GATHERERS:** People in these positions do screenings and make determinations about the initial course of action. Their time with clients is limited.

<b>PERSONAL SKILLS REQUIRED</b>	<b>Have the skill?</b>	
Understand story structure and casual register	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Gather data from more than one person	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Respect client's loyalty to friends/family who are not present	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Detach and avoid power struggles	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Use the adult voice	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Evaluate assets and resources	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Plan backward	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Teach procedural self-talk	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Plan at the beginning of each session	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Avoid direct questions if possible	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Ask who, what, when, where, how	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Teach formal and consultative language	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Teach the hidden rules of economic class	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Use formal or informal mentoring for secondary issues	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Mediate	Yes <input type="checkbox"/>	No <input type="checkbox"/>

## Personal skills applied by position and duties

**THERAPISTS, COUNSELORS, CASE MANAGERS, INSTRUCTORS:** People in these positions have long-term relationships with clients designed to assist clients in making changes. They gather data, develop plans, and monitor and process work with clients. These people must have all the skills listed above—plus the skills listed below.

<b>PERSONAL SKILLS REQUIRED</b>	<b>Have the skill?</b>	
Use team interventions	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Provide mentors	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Use metaphor stories	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Assist client in developing support teams	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Distinguish between enabling systems and positive support systems	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Teach procedural self-talk	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Offer structure and choices	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Teach coping strategies, and provide respite	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Offer a bridge out of poverty	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Use formal mentoring regarding primary and secondary issues	Yes <input type="checkbox"/>	No <input type="checkbox"/>
The most skilled will understand cognitive development, dynamic testing, instrumental enrichment, and mediation	Yes <input type="checkbox"/>	No <input type="checkbox"/>

## Appendix D

The following table is another way to review personal skills for working with people in poverty. This table invites you to mark a “+” if you already possess the listed skills, a “0” if you have some of the skills but need to improve them, and a “-” if your skills need lots of work.

Do the frontline staff in the organization have these skills?

### **Skills and strategies for working with families from poverty**

+ Can do now  
0 Needs some work  
- Needs lots of work

<b>SKILLS AND STRATEGIES</b>	<b>+</b>	<b>0</b>	<b>-</b>
<b>Creating relationships</b>			
Seek first to understand			
Use kindnesses, courtesies			
Keep promises			
Show loyalty to absent friends/family			
Be willing to apologize			
Stay open to feedback (taken from Stephen Covey's book <i>The 7 Habits of Highly Effective People</i> )			
Show appreciation for the humor and entertainment provided by the individual			
Accept what the individual cannot say about a person or situation			
Respect the demands and priorities of relationships			
Use the adult voice			
Assist with goal setting			
Identify options related to available resources			
Understand the importance of personal freedom, speech, and individual personality			
Use formal or informal mentoring; follow Wickman and Sjodin's 16 laws of mentoring			

## Skills and strategies for working with families from poverty

+ Can do now  
 0 Needs some work  
 - Needs lots of work

<b>SKILLS AND STRATEGIES</b>	<b>+</b>	<b>0</b>	<b>-</b>
<b>Gathering data</b>			
Use humor			
Add 10 minutes			
Get more than one storyteller			
Comment; don't ask direct questions			
Pick data you need out of the story as it is told to you			
Ask who, what, when, where, how			
Be aware of what is omitted from a story			
Watch eye movement			
<b>Goal setting/treatment planning</b>			
Use mediation			
Plan backward			
Give all procedural steps			
Teach procedural self-talk			
Require a plan for each project			
Plan at the beginning of each session			
Teach the hidden rules of economic class			
Teach the formal and consultative registers of language			

## Skills and strategies for working with families from poverty

+ Can do now  
 0 Needs some work  
 – Needs lots of work

<b>SKILLS AND STRATEGIES</b>	<b>+</b>	<b>0</b>	<b>–</b>
<b>Discipline, sanctions, and consequences</b>			
Provide choices and review consequences			
Reframe power struggles			
Use metaphor stories			
<b>Organizational strategies</b>			
Examine the customer life cycle at your organization			
Change internal processes to serve families experiencing poverty			
Collaborate with other agencies that serve families experiencing poverty			
Provide mentors, role models, and sponsors			
Schedule time for relationship-building			
Incorporate intermediary or peer mentoring programs			
Teach survival skills (hidden rules) of your organization			
Show videos			
Use team interventions			
Support the staff's development of skills that help them work with families experiencing poverty			