

Evaluation Form of Group Leader Skills (Short Form)

This table to be completed after the entire Skill Checklist is completed:

Needs Improvement	Satisfactory	Accomplished
Fewer than 9 skills receive a rating of 3 or higher in one session	9 or more skills receive a rating of 3 or higher in one session	5 or more skills receive a rating of 4 or 5 in one session
2 or more skills are rated as 1 or 2 for reasons of low level of competence	No more than 2 skills are rated as 1 or 2 for reasons of low level of competence	No scores of 1 or 2 for reasons of low level of competence

Skill Checklist

The following evaluation form can be used in several ways. It can be used by group leaders as a self-evaluation form, which is its basic purpose. This self-inventory will give you, as group leaders, a set of criteria to assess many of your strengths and specific areas that need improvement. This form can also be used by co-leaders to rate each other, by supervisors to evaluate leadership performance, and by group members as a basis of evaluating their leaders. The following specific variables are to be rated on a 5-point scale, using the following code.

- 5** = This is done almost always **or** with an exceptional degree of competence.
4 = This is done much of the time **or** with a high degree of competence.
3 = This is done sometimes **or** with an adequate degree of competence.
2 = This is done occasionally **or** with a relatively low level of competence.
1 = This is rarely demonstrated, **or** done with an extremely low level of competence.

NOTE: Above all, strive for the maximum degree of honesty with yourself as you complete this rating scale.

To what degree does the group leader demonstrate:

1. _____ **Active listening.** Hearing and understanding both subtle and direct messages, and communicating this to a group member.
2. _____ **Restating.** Capturing the essence of what is said in different words with the effect of adding meaning or clarifying meaning.
3. _____ **Clarifying.** Focusing on the underlying issues and assisting others to get a clearer picture of what they are thinking or feeling.
4. _____ **Summarizing.** Identifying key elements and common themes and providing a picture of the directional trends of a group session.
5. _____ **Questioning.** Stimulating thought and action but avoiding question/answer patterns of interaction between leader and member.
6. _____ **Interpreting.** Explaining the possible meaning of behavior patterns within some theoretical framework.
7. _____ **Confronting.** Challenging members in a direct way on discrepancies and in such a manner that they will tend to react nondefensively.

8. ____ **Reflecting feelings.** Mirroring what others appear to be feeling without being mechanical.
9. ____ **Supporting.** Offering some form of positive reinforcement at appropriate times in such a way that it has a facilitating effect.
10. ____ **Empathizing.** Intuitively sensing the subjective world of others in the group, being able to adopt the frame of reference of others, and communicating this understanding to clients so that they feel understood.
11. ____ **Facilitating.** Helping members to clarify their own goals and take steps to reach them by taking action in a group.
12. ____ **Initiating.** Demonstrating an active stance in intervening in a group at appropriate times.
13. ____ **Setting goals.** Working cooperatively with members so that there is an alignment between member goals and leader goals, and being able to assist members in establishing concrete goals.
14. ____ **Evaluating.** Appraising the ongoing group process and the individual and group dynamics.
15. ____ **Giving feedback.** Providing information to members in such a way that they can use it to make constructive behavior changes.
16. ____ **Suggesting.** Offering information or possibilities for action that can be used by members in making independent decisions.
17. ____ **Protecting.** Actively intervening to ensure that members will be safe-guarded from unnecessary psychological risks.
18. ____ **Self-disclosing.** Willingly sharing with members any persistent personal reactions that relate to the here-and-now occurrences in the group.
19. ____ **Modeling.** Demonstrating to members the desired behaviors that can be practiced both during and between group sessions.
20. ____ **Linking.** Promoting member-to-member interaction and facilitating exploration of common themes in a group.
21. ____ **Blocking.** Being able to intervene effectively, without attacking anyone, when members engage in counterproductive behaviors.
22. ____ **Terminating.** Ending work with individuals and groups by creating a climate that encourages members to continue working after sessions.

Based on this session, please summarize:

The skills **most effectively used or demonstrated** by you/your co-facilitator/the group leader in this session. you/your co-facilitator/the group leader Give 1 or 2 examples of how/when did the leader used these skills.

- 1.
- 2.
- 3.

The skills that **could be improved** by you/your co-facilitator/the group leader. List 1-3 skills. Describe in what ways the skills could be improved. (Continue on back of sheet if necessary.)

1.

2.