

Module 2: Leadership And Performance

Peer Evaluation

Your Name: Stephanie Gomez

Name of student you are observing: Tiffany Cobbs

Please highlight the point value for each skill and provide narrative feedback in the comment section on the areas that need improvement or were exceptionally excellent. Tally the total points for the last page.

Module 2 Grading Rubric

Examples of performance include but are not limited to the following behaviors.

Objective/ Criteria	Performance Indicators			
	Very poor	Poor-needs improvement	Very Good	Excellent
Blocks harmful interpersonal process; Directly addresses attacking member and identifies attacking language as hurtful	(0 points) Addresses the attacker in a derogatory manner And/or yells aggressively at the attacker. And/or does not address the attacker and allows them to continue to hurt another member without naming it as hurtful.	(2.0 points) Directly addresses attacking member and uses nonverbal gestures that are congruent with blocking. Identifies language or behavior as being hurtful (or equivalent). May seem nervous or unsure, or awkward in delivery.	(3.5 points) Directly addresses attacking member by name and uses nonverbal gestures that are congruent with blocking. Via vocal tone and nonverbal behaviors, seems mostly calm, respectful, and authoritative.	(5 points) Directly addresses attacking member by name and uses nonverbal gestures that are congruent with blocking. Via vocal tone and nonverbal behaviors, seems very calm, respectful and authoritative. Scans group and reflects feelings as appropriate
Comments: I believe Tiffany did an amazing job hitting all the points and used a calm and collect tone through out the blocking section.				
Facilitates Feedback Between 2 Members: *Counselor acknowledges/ reflects feelings of both parties *Obtains agreement from both to facilitate	(0 points) Does not say the language is hurtful (or equivalent). And/or pathologizes, ridicules, or derides attacker. Co does not obtain agreement to facilitate the conflict resolution.	(1 points) Identifies the language or behavior as being hurtful (or equivalent). May seem nervous, unsure, or awkward in delivery. Does not restate norms of the group.	(1.5 points) Identifies the language or behavior as being hurtful or equivalent). Via vocal tone and nonverbal behaviors, seems mostly calm, respectful, and authoritative. May not restates norm of group as being	(2 points) Identifies the language or behavior as being hurtful (or equivalent). Via vocal tone and nonverbal behaviors, seems very calm, respectful and authoritative. Restates norm of group as being supportive and respectful. Uses "we"

Objective/ Criteria	Performance Indicators			
	Very poor	Poor-needs improvement	Very Good	Excellent
the conflict resolution			supportive and respectful.	language when discussing norms.
Comments: Tiffany was very clear on identifying the harmful language being used. She made sure to remind the group of their norms by using we statements.				
Facilitates Feedback Between 2 Members: *Asks the challenger to share specific recent example directly to recipient identifying a feeling	(0 points) Counselor does not ask the challenger to share an example. The dialogue is centered around accusations without specific details And/Or is derogatory, disrespectful, or affect is very inappropriate to the situation (e.g., laughing, smirking, etc..)	(1 points) Counselor lets challenger ramble and does not facilitate dialogue around a specific example or elicit feelings words. And/OR the counselor does not facilitate member to member dialogue. Instead may let the challenger speak to the counselor instead of the feedback recipient or allows the member to speak in the third person about the recipient	(2 points) Counselor facilitates dialogue where the challenger provides a concrete example of the behavior that is bothersome and a specific feeling word. The counselor asks the members to speak to one another, might remember a bit late. Vocal tone and nonverbal behaviors, seems mostly calm, respectful, and authoritative.	(3 points) Counselor immediately intervenes and asks challenger to provide a specific detail. Counselor asks members to speak to one another. Redirects challenger to specifics when necessary. Counselor probes for additional feeling words if needed. Vocal tone and nonverbal behaviors, seems very calm, respectful, and authoritative.

Comments:

Tiffany hit all the key points for this section. She was able to direct clients to speak directly to each other.

Objective/ Criteria	Performance Indicators			
	Very poor	Poor-needs improvement	Very Good	Excellent
Facilitates Feedback Between Two Members: *Has the recipient	(0 points) Counselor does not ask the recipient to mirror what they heard. Counselors does not ask the recipient to share	(1 points) Counselor may ask recipient to mirror, but allows the recipient to talk to counselor instead of the challenger. Co may ask recipient to share, but	(2 points) Counselor asks recipients to mirror feedback and look directly at the feedback giver. Counselor asks recipient to share their here and now experiences and	(3 points) Counselor asks for both the recipient to mirror what they heard and additionally asks the challenger to share the here and now. Counselor facilitates misunderstandings,

mirror what they heard challenger say *Asks the recipient to share their here and now emotion	their reactions. The dialogues is centered around accusations w/o specific feelings And/Or is derogatory, disrespectful, or affect is very inappropriate to the situation.	doesn't not attempt to clarify misunderstandings And/Or the counselor does not facilitate member to member dialogue. Counselor does not ask for specific feeling words.	feelings and look directly at the feedback giver. The counselor may forget an item or allow the members to speak to one another or remember late. Co is mostly calm, respective, while authoritative.	inaccuracies, and looks at both people while directing them to talk to one another and respond to one another instead of the counselor. Counselor probes for additional feeling words. Vocal tone and nonverbal behaviors seem calm, respectful and authoritative.
Comments: Tiffany directed the challenger and recipient appropriately and with a calm tone.				
Facilitates Feedback Between Two Members: *Has the challenger mirror what the recipient said	(0 points) Counselor does not ask the challenger to mirror And/Or is derogatory, disrespectful, or affect is very inappropriate to the situation (e.g., laughing, smirking, etc..)	(1 points) Counselor may ask recipient to mirror, but allows recipient to talk to counselor instead of challenger. AND/OR Does not attempt to clarify misunderstandings And/OR the counselor does not facilitate member to member dialogue. Instead may let the challenger speak to the counselor instead of the feedback recipient. And/Or seems unprepared, highly nervous, unintelligible.	(1.5 points) Counselor asks recipient to mirror the feedback and look directly at the feedback giver. The counselor asks the members to speak to one another, might remember a bit late. Vocal tone and nonverbal behaviors, seems mostly calm, respectful, and authoritative.	(2 points) Counselor asks recipient to mirror, and facilitates misunderstandings, inaccuracies, and looks at the recipient of the feedback while facilitating member to member dialogue. Vocal tone and nonverbal behaviors, seems very calm, respectful, and authoritative.
Comments: Tiffany hit all these points				

Total Points	15
out of 15	