

# Taking Inventory: Are You Ready for Performance Consulting?

For each of the areas below, rate your proficiency on a scale of 1-10 where 1 = no knowledge, 5 = minimal competency and 10 = expert

Area	Rating	Resources for Improvement
<b>1) Foundational Skills</b>		
<b>a) Relationship skills</b>		
i) Ability to rapidly develop rapport and trust, and to convey empathy and support		
ii) Ability to rapidly assess a situation, identify strengths and clarify issues the client wants to address		
<b>b) Change skills</b>		
i) Competency in model of facilitating change (e.g., CBT, Solution focused therapy, Positive Psychology, etc.)		
ii) Familiarity with model(s) of motivation and change		
iii) Ability to work within a strength-based rather than deficit or pathology model		
<b>c) Knowledge/Skills in performance excellence</b>		
i) Models of performance excellence (e.g., Flow, IZOF)		
ii) Psychological Skills Training methods (e.g., arousal and energy management, imagery, goal setting, attention and concentration, mental skills associated with peak performance)		
<b>d) Knowledge of physiological aspects of performance</b> (e.g., nutrition, fundamentals of exercise physiology, over-training and recovery)		
<b>e) Knowledge of systems consultation</b>		
i) Theoretical model for making decisions		
ii) Basic assessment of critical elements of a system (e.g., SPAM model)		
<b>2) Domain-Specific Knowledge</b>		
a) Knowledge of common issues within the domain		
b) Familiarity with language and concepts of domain		
c) Appreciation of or interest in the domain		
d) Competency in specialized skills relevant to the domain		
<b>3) Contextual Intelligence</b>		
a) Identify language and concepts unique to this particular setting		
b) Assess critical elements of specific, unique performance setting		
c) Competency facilitating change in pragmatic, real-world settings		
d) Ability to recognize when change is not a viable option		
<b>4) Ethics</b>		
a) Affiliation with professional organization(s) having ethics code		
b) Documented development of competence		
c) Resources for consultation and peer review		
d) Understanding of application of ethics guidelines to emerging practice areas (e.g., dual relationships, confidentiality, informed consent, etc.)		