



MN SMART: sharehouse, mentoring, assistance, resources, and training

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Relationship Based Professional Development Reflection Guide – for online modules

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Reflection Guide

The Reflection Guide contains questions from each module that can be used for personal reflection and learning. These questions could also be starting points for discussions with your Relationship Based Professional Development provider. Print the reflection guides and use them during each module.

Reflection Guide for:

Module 1: Introduction to Relationship Based Professional Development (RBPd)

Module 1 covered four different types of professional assistance that use relationships as a foundation: mentoring, coaching, consultation, and technical assistance. The goal of all of these relationships is to help you develop the capacity to improve a part of a program, deal with challenging situations, develop or improve a set of skills, or address other desired changes. Think about the following questions to help you decide which RBPd would be most beneficial to you.

1. Which RBPd method seems to be a match with your style? Why?
2. What do you like about the type of Relationship that seems like a good fit with your style of work and needs?
3. Are you the type of person that likes longer relationships and support, or do you prefer when someone provides you with a little bit of information and then lets you run with it?
4. How can you benefit from a RBPd partnership?



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Reflection Guide for: **Module 2: Observation and Assessment**

Module 2 provided information on the importance of collecting accurate and useful information. This information can be used in making program improvement decisions and developing measurable goals.

How can accurate and useful information help you with program improvement decisions or the development of goals? Here are a couple of scenarios for you to think about.

1. Let's look at a scenario about Nutrition. Everyday, Nathan comes to your program complaining that he is hungry. You offer him a variety of healthy snacks to choose from, but he usually just takes the milk. Later in the day, you overhear Nathan talking about how hungry he is. You probably have an idea of the outcome you want for Nathan.
 - What types of observations and assessment would help provide you with critical information about Nathan's hunger?
 - What goal might you consider for your snack program?
 - How might this goal impact Nathan?
2. Here is a scenario about indoor space. Your program uses a variety of spaces within the building that houses your program. Some days you have many more children/youth than the space will accommodate. Other days, you have a lot of space but very few children/youth in attendance. You realize that you should have more space options when you have more children/youth in attendance. How can address this issue?
 - What type of information do you need?
 - What types of observations and assessments will provide this type of information?
 - Write a goal that might address the indoor space issue.



Reflection Guide for: **Module 3: Goal Focused Partnerships**

Module 3 describes how relationship based professional development is a unique way to engage in developing yourself. The relationship or partnership between the RBPD provider and you the client supports the process of writing goals and designing a step-by-step process to support new habits and practices. This type of professional development has been very successful in impacting child & youth care practices, introducing new ideas, and supporting you in actually implementing changes in your work place.

1. In order to write goals and action steps, it is important for you to understand your work, why you do it, and how your personal beliefs impact your work. Ask yourself these questions:
 - What exactly do you do each day?
 - What do you hope to accomplish through your work?
 - What values are important in your place of work?
 - What are your hopes and dreams for your work life?
 - Where do you find enjoyment?
 - How can you make sure to continue to find enjoyable aspects of your work?
 - What are your challenges?
 - What can you do to address your challenges?
 - What might be the first step you take to address your challenges?
 - Where might you find support or help?

Talk about these with your relationship based professional development specialists.

2. Now that you have spent some time reflecting on your work, let's look the **S.M.A.R.T.** way to write goals.

Use the **S.M.A.R.T.** way to write your goal:

S – specifically what do you want to change? _____

M – how will you **measure** the change? _____

A – how will you **achieve** the change? _____

R – who will be **responsible** for the change? _____

T – what is the **timeframe** for the change? _____



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Put the **S.M.A.R.T.** information into a statement. This is your long term goal: _____

3. Think about these questions on your own.

- What type of current challenges do you have at work? Do you know specific areas of practice that you would like to be different? Write them down. Fill out the S.M.A.R.T. template for each challenge you have identified. Write a specific S.M.A.R.T. goal/s related to each one. Review these with your relationship based professional development provider.
- What obstacles or challenges do you foresee (with yourself, peers and in the program) as you look at this specific and measurable approach to making changes?
- How will you identify the baby or little steps needed to move forward in reaching your goals?



Reflection Guide for: **Module 4: Adult Learning Approaches**

Module 4 provided information on the variety of ways adults learn. Understanding your own personal learning style can help you take full advantage of available learning experiences.

1. Each of us has a preferred way of learning. Take a few minutes to answer these questions.
 - What is something NEW that you learned in the past several years?
 - What MOTIVATED you to learn it?
 - HOW did you learn this new skill or information?
 - Was the process ACTIVE or PASSIVE? How so?
 - Did you call upon any PAST skills or experiences to learn the new thing?
 - Could you APPLY the learning to something in your current life?
 - Is the process you just described DIFFERENT from learning you did in elementary school? How?

Let's think about your answers. What did you discover about how you learn things as an adult?

Write down 3-5 ideas about the ways you learn best.

1. _____
2. _____
3. _____
4. _____
5. _____

2. There are many free web-based assessment tools to assess and learn about your own learning style. Listed below are links to two different Learning Style Assessments. Try one and see what you learn about yourself!

<http://www.berghuis.co.nz/abiator/lsl/lsliframe.html>

<http://www.usd.edu/trio/tut/ts/style.html>

3. Look at your answers in number one. If you answered and are able to identify specific information about the way you learn, you can consider talking about your learning in terms of Gardner's **Intelligences**. *Did you try one of the free online learning style assessments listed? Did anything you learned surprise you? Did you learn anything new about yourself? How do your learning preferences or 'intelligences' impact your work? How do they influence your relationships with co workers?*



Reflection Guide for: Module 5: Effective Communication

Module 5 explores effective communication strategies. The development of a positive and productive relationship between the RBPD provider and you relies heavily on effective communication skills of both parties.

All of us communicate on a variety of levels with many different people or groups on a daily basis. How well do you communicate in different situations? How successful are you in communicating with others?

Do the following self-assessment to find out about your communication skills.

1. What did you learn about your own communication skills?
2. How can this information help you in your work?

Empowering Communication Checklist Skill Area	Self Assessment/Rating			
	Needs Improvement	Reasonably Competent	Strength Area	Date
Demonstrates accepting comments and style				
Opens doors by using open ended questions				
Demonstrates reflective listening/comments				
Uses descriptive and specific feedback				
Demonstrates relaxed and open body language				
Seeks and verifies information				
Uses silence when appropriate				
Builds on the speaker's ideas				
Demonstrates ability to make summative comments				
Demonstrates ability to draw inferences from conversations and observations				
Delivers information without lecturing or being condescending				
Encourages with meaningful, specific and measurable comments				
Discloses personal information appropriately designed to establish credibility and support the relationship				