

SELF-EVALUATION TOOL FOR SOLUTION-ORIENTED MEETINGS

Solution Oriented Meetings

HGIOSOM1 (How Good Is Our Solution Oriented Meeting 1)

This paper is a tool to support your self evaluation of your solution oriented practice in meetings.

No.	Quality Indicator	Themes	Own Reflection (scale 1-5)
1.1	I have a good understanding of the underpinning principles of SO practice.	My actions and works reflect this understanding and is demonstrated by: <ul style="list-style-type: none"> • My choice of language. • How I support the participation of others. 	
2.1	I prepare others effectively in order that they can participate fully and in accordance with SO principles.	I ensure that my staff have a clear understanding of what is expected of them in an SO meeting.	
2.2		I have preparatory conversations with parents/carers, young people in order that they: <ul style="list-style-type: none"> • Give consent for those attending. • Know what to expect and can prepare. • Can have their concerns heard in advance. 	
2.3		I ensure the views of the young person, parent or others who cannot attend are represented.	
		The purpose/title of the meeting is clear in my invites.	
3.1	Others are aware of the requirements of their given role and carry these out effectively	I assign roles to others. I may ask for volunteers or approach individuals beforehand.	
		I respond to cues given by time keeper I explicitly revise timescales where required and with the consensus of all.	

		<p>I ensure that there are facilities for visually representing participants views/contributions for all to see as the meeting progresses (flip chart paper or smart board)</p> <p>I ensure that difficult/complex points are checked out before being recorded.</p> <p>I refer back to this/recap as the meeting progresses.</p>	
4.1	I chair an inclusive, supportive and productive meeting.	<p>I ensure the safety and participation of all participants. I provide the opportunity to contribute if/when they would like to.</p> <p>I step in if blaming language is used and/or defensive statements are made.</p>	
		<p>I give a reminder of the meeting title/purpose and comprehensive overview of the process at the start of each meeting.</p> <p>I refer back to the stated purpose and process as required during the meeting.</p>	
		I know to always start with issues and concerns irrespective of how well things are going and I understand why I do this.	
		I use effective questions to draw out details of exceptions and past success and know when to do this.	
		I ensure previous actions are reviewed, either as they come up naturally or briefly (avoiding discussion) prior to the issues/concerns.	
		I am able to elicit specific goals from those participating and I am confident in using 'goaling' language to do this.	
		I ensure a wide range of ideas are heard without censure.	
		<p>I ensure the actions are agreed and jointly developed with clear roles and timescales.</p> <p>I know to not assign actions to anyone not present. I can plan to liaise with them regarding their involvement.</p>	
5.1	I seek feedback in order to improve future practice and the experience of participants	I check in with participants before the end of the meeting that all key areas are covered.	
		I seek feedback from parent/carers and young people about the process and outcome of the meeting.	
		I use feedback to make improvements to the process.	
		I monitor actions and their impact prior to review.	