CHAPTER 2:
CONSULTANTS, CONSULTEES
AND COLLABORATORS

A. BRIEF OVERVIEW

This chapter overviews the skills and roles needed to practice consultation and collaboration in a culturally competent manner. It addresses the concepts of internal and external as they relate to consultants. The chapter provides an overview of the various models of consultation and examines the consultee as a variable in consultation. Finally, the chapter takes a look at the current status of research in consultation and collaboration.

B. KEY CONCEPTS AND TERMS

- Interpersonal skills
- Communication skills
- Group skills
- Skills in working with cultural diversity
- Skills in working with organizations
- Ethical and professional behavior skills
- Internal consultant
- External consultant
- Advocate
- Expert
- Trainer/educator
- Collaborator
- Fact finder
- Process specialist
- Process research
- Outcome research
- Quantitative research
- Qualitative research
- Models of consultation
- Consultee as a variable

C. SUGGESTED TEACHING ACTIVITIES

1. Divide the class into six groups. Have each group role-play one of the roles discussed in the chapter. Then conduct an extensive discussion of the how the roles vary from one another in terms of consultant behavior and consultee behavior.
2. Emphasize that consultants and collaborators can take on a variety of roles during the same relationship. Use role-play to illustrate this point.

3. Make sure students understand that, in the collaborative role, the consultant does not take over the responsibility for the outcome of the intervention, nor does the consultant take an active part in the intervention. Role-play a collaborative approach to the conclusion of consultation to demonstrate this point. Again, discuss the difference between the collaborative role in consultation and the service of collaboration.

4. Using the chalkboard or newsprint, discuss the advantages and disadvantages of being an internal or an external consultant.

5. In groups, have students discuss the ways in which the consultee is a variable how consultation proceeds.

6. Discuss the current status of research in consultation and collaboration. Help the class develop implications for practice.

D. CASE SCENARIOS FOR ROLE-PLAYING ACTIVITIES

Situation #1 — Consultee is an administrator of a human services agency

A recent turnover in supervisory staff has caused morale problems. The new supervisor has made changes in offices, case loads, and responsibilities. The staff is displeased and morale is low. The administrator feels confident this new supervisor can do the job, but he wants assistance in finding some solutions to help supervisor and staff become more of a team. Role-play this scenario several times, each from a different role.

Situation #2 — Consultee is a college instructor

A student in an undergraduate class has appeared increasingly withdrawn and despondent. The instructor has noticed changes in appearance, poor grades, and frequent tardiness. The instructor is not sure how to approach the student to voice her concern or what referral procedures to make once contact is made with the student. You are the consultant. How would you proceed? Do you see any potential disadvantages to taking on a nondirective role in this particular situation?

E. QUESTIONS FOR DISCUSSION AND EXAMS

1. Take each of the roles discussed in the text. Next, take each of the skill areas mentioned in the text and show how each skill area can be used in each role. For example, you might ask how communication, interpersonal, ethical and professional behavior, cultural diversity, group, and organization skills are important in the advocacy role. (Note: I find this to be a very good midterm question).

2. The internal consultant is always external to the problem. Explain.
3. Cite several advantages to being an internal consultant. What advantages are there to being an external consultant?

4. The research in consultation and collaboration leaves much to be desired in terms of quality. What things must happen for the research to be of higher quality?

5. How would you describe the characteristics of an effective consultant?

6. Explain how advocacy is a legitimate role for a consultant/collaborator to take on.

F. MULTIPLE-CHOICE QUESTIONS

1. Which of the following roles do consultants take on when they believe a certain course of action should be taken?
   a. Collaboration
   b. Counseling
   c. Advocate
   d. Mediation

ANS: C
REF: Common Consultation Roles (p. 37)

2. All of the following attitudes are appropriate for consultants and collaborators EXCEPT:
   a. unconditional regard.
   b. judgment of others’ personalities.
   c. empathy.
   d. genuineness.

ANS: B
REF: Characteristics of Effective Consultants and Collaborators (pp. 28-29)

3. Psychological consultation and collaboration may occur in the following settings:
   a. an elementary school.
   b. a home-based business.
   c. a counseling center.
   d. a and c.

ANS: D
REF: Skills in Working with Organizations (p. 34)

4. Interpersonal skills involved in consultation and collaboration should include:
   a. making the consultee feel comfortable.
   b. setting expectations about the consultative relationship.
   c. being comfortable with "oneself as a consultant."
d. all of the above.

ANS: D
REF: Interpersonal Skills (pp. 30-31)

5. Communication skills involved in consultation and collaboration include all of the following EXCEPT:
   a. nonverbal attending.
   b. Socratic questioning.
   c. expressing empathy.
   d. questioning.

ANS: B
REF: Communication Skills (pp. 31-32)

6. A consultant who is in the role of teaching a new skill or concept is called:
   a. trainer/educator.
   b. expert.
   c. advocate.
   d. teacher.

ANS: A
REF: Common Consultation Roles (p. 39)

7. The least directive role of a consultant is:
   a. advocate.
   b. process specialist.
   c. trainer/educator.
   d. all of the above.

ANS: B
REF: Common Consultation Roles (pp. 41-42)

8. A consultant who is already part of the organization with which he/she is consulting is an/a:
   a. internal consultant.
   b. advocate.
   c. external consultant.
   d. specialist.

ANS: A
REF: Internal and External Consultants (p. 42)

9. Dixon and Dixon (1993) suggest that consultation research can be improved through:
a. expanding the measures used to evaluate it and by defining its “boundary” conditions.
b. measuring changes in the consultant and the consultee.
c. measuring in the interactions between the consultant, consultee, and client system.
d. all of the above.

ANS: D
REF: Research in Consultation and Collaboration (p. 46)

10. Gresham and Kendall (1987) noted some of the more important things learned about consultation from research include which of the following?
   a. Most outcome research is conducted on behavioral consultation.
   b. The empirical research support base is strongest for behavioral consultation.
   c. Dependent variables tend to include the frequency of consultation use by consultees and changes in clients, consultees, or both as a result of consultation.
   d. All of the above.

ANS: D
REF: Research in Consultation and Collaboration (p 46)

11. Which is most accurate?
   a. There is more research on consultation than these is on collaboration.
   b. There is limited research on consultation in school settings.
   c. Research on mental health consultation outstrips that on other models.
   d. Research on organizational consultation is almost non-existent.

ANS: A
REF: Research in Consultation and Collaboration (p. 47)

12. Specific multicultural skills include:
   a. working with groups.
   b. good communication skills.
   c. neither a nor b.
   d. both a and b.

ANS: C
REF: Skills Related to Cultural Diversity (p. 32)

13. Which are important examples of ethical behavior for consultants?
   a. Acting with integrity
   b. Adhering to an ethical code
c. Maintaining personal and professional growth

d. All of the above

ANS: D
REF: Ethical and Professional Behavior Skills (pp. 35-36)

14. The personal growth orientation of consultants involves:
   a. willingness of a consultant to grow and change as a person.
   b. understanding oneself as a racial and cultural being.
   c. involves consultants modeling change.
   d. all of the above.

ANS: D
REF: Characteristics of Effective Consultants and Collaborators (p. 28)

15. The consultant/collaborator skill-set of working with groups is:
   a. not all that important.
   b. increasing in use.
   c. just like working with individuals.
   d. relies less on problem-solving.

ANS: B
REF: Group Skills (p. 34)