

REACHING NEW HEIGHTS

Advisor's Guide to personal growth and leadership development

Lesson Number: **RNH.2.2**

Self-Evaluation

Purpose:

The purpose of this lesson is to introduce students to the subject of self-evaluation and how it relates to a person's ability to improve. The lesson will also cover understanding strengths and weaknesses, and it will acknowledge that occasional failure is okay.

Directions:

Some self-evaluation instruments help us identify our distinctive personality traits. The information from this type of evaluation tool can help us determine how we can better work with people, each of whom possesses a different mix of personality traits.

1. Display RNH.2.2.AS.A and discuss with the class their thoughts on the statements about strengths and weaknesses.
 - a. One of the most important habits we can develop and practice is that of evaluating ourselves and determining steps we can take to improve. This allows us to best utilize our strengths and learn to work effectively within the limitations of our weaknesses.
 - b. Discuss thoughts on the following quote: Warren Bennis, a professor of Business Administration, writes, "Until we truly know ourselves, strengths, weaknesses, what we want to do and why we want to do it, we cannot succeed."
 - i. We cannot determine what we do well and what we want from life if we don't spend time on self-evaluation and reflection.
2. Ask your students to name some sports records— local, state or national. If they have trouble coming up with one, refer to timing a foot race. Ask them why they think races are timed and how athletes use their times to improve their performance.

Quick Reference:

Time Required:

50 minutes

Objectives:

After completing this lesson, students should be able to:

1. Define self-evaluation and its importance.
2. Apply self-evaluation techniques to their lives to determine strengths and weaknesses.
3. Understand that failure is okay and should be evaluated based on why the failure occurred and what changes can be made to increase the probability of success in the future.

Materials:

- ✓ RNH.2.2.AS.A – one per facilitator
- ✓ RNH.2.2.AS.B – one per student
- ✓ RNH.2.2.AS.C – one per student
- ✓ RNH.2.2.AS.D – one per student
- ✓ RNH.2.2.AS.E – one per student





3. Explain that timing a runner is a way of evaluating his or her performance against a set standard and that, by knowing how quickly they can cover certain distances they can make adjustments to improve their overall performance.
4. Explain to your students that they can do the same thing in many different areas of their lives if they can determine ways to measure their different abilities.
5. Many students have a negative impression of evaluation because they perceive it as equivalent to taking a test or because they are fearful of not meeting some perceived set of standards. It is important for all to remember that each of us has different abilities and will develop some abilities to a higher level than others do.
 - a. For example, one person might be athletically gifted and will develop his or her athletic abilities far beyond what the rest of the class will do. On the other hand, another person might be musically or artistically gifted and develop those skills.
 - b. The point is that we all have different abilities and skills and we can all make positive contributions. The key factor is determining our different skills and abilities, evaluating our strengths and weaknesses, and deciding how to maximize our strengths while minimizing our weaknesses.
6. Tell students that they are all familiar with many different forms of evaluation—tests to determine academic ability; time clocks to determine physical speed; weights to determine strength, instruments to measure preferred leadership styles, personality traits and interests—the list goes on and on.
7. For most types of self-evaluation tools, there is no right or wrong answer. Rather, the results help us to better understand ourselves and identify our personal strengths and weaknesses.
8. Explain to students that today they are going to evaluate themselves based on different personality traits. With this evaluation, there are no wrong answers and they will not have to turn in their papers. Rather, they will use the results to better understand their strengths and weaknesses and how they can work better with other people.
9. Distribute RNH.2.2.AS.B, “Evaluating Myself.”
10. When the students have completed RNH.2.2.AS.B, indicate that it takes many different people with many different talents to accomplish lofty goals and major projects.
 - a. As an example, have them consider the different types of people required to stage a circus. It takes—among others—ringmasters, clowns, ticket takers and teddy bears. Ask them to think about the different skills each type of person needs to bring to the circus.



11. Distribute RNH.2.2.AS.C, “Our Four Selves.”
 - a. Have students plot their scores and connect the dots.
 - b. Then, have them write “ringmaster,” in the space at the top of Column A, “clown” in the space at the top of Column B, “teddy bear” in the space at the top of Column C, and “ticket taker” in the space at the top of Column D.
 - c. Explain that if they scored Column A the highest, they are likely to have “ringmaster” tendencies, i.e., that they know how things work, they know about money, they like working with numbers, etc. If they scored Column B the highest, they are likely to have “clown” tendencies, i.e., they are curious and playful, they like surprises, they take risks, they break rules, etc. Continue by explaining the remaining two tendencies.
12. Referring back to the opening part of the lesson, explain that we all have different personality traits and some are more well developed than others. While each of the areas has assets, a trait that is expressed too strongly can become a liability.
 - a. For example, someone who scored high in Column B and low in Column D may have trouble getting things done or staying organized because they spend too much time “clowning around.” Thus, they may want to take steps to develop their Column D characteristics such as setting goals to be on time or stay organized and then developing those skills.
13. Distribute RNH.2.2.AS.D, “Choosing Your Prize.” Instruct students to circle the terms or phrases in the first three areas (descriptors, skills, and typical phrases) of the tendencies they feel most accurately describe them.
14. Next, have them circle the terms or phrases in the first three areas (descriptors, skills, and typical phrases) of their weakest tendencies that they would like to develop. Summarize that the important thing is to recognize our strengths and our weaknesses and decide whether to focus our energies on strengthening our strengths, strengthening our weaknesses, or a combination of both.
15. Again review strengths and weaknesses using RNH.2.2.AS.A, “Strengths and Weaknesses.”
16. Explain to students that we need to discover our talents and concentrate on being the best we can be. Imagine if Picabo (pronounced “peek-a-boo”) Street, an exceptional skier but an average ice skater, had put all of her time and energy into improving her ice-skating ability. She would probably have been average at best. Instead, she focused on her talent—skiing—and developed her strength. Now she has Olympic gold medals to prove her talent. The same principles apply to us. We need to recognize our strengths and nurture them.



Connection Questions:

1. What three things did you learn about yourself through the evaluations taken?
2. How can you build on your strengths and strengthen your weakness?
3. What makes you different from other people and successful in your own right?

LifeKnowledge Connections:

Precept(s) Addressed:

Social Growth

HI. Acknowledge that differences exist among people.

LK Lesson Suggestion:



AHS.2 – Creating a Personal Vision

ASH.4 – Defining Personal Mission

ASH.5 – Creating Personal Mission



Strengths and Weaknesses

Strengths: Those skills and abilities we have that help us maximize our performance.

Weaknesses: Those skills and abilities we spend too much time trying to fix. They are skills we do not have, things we are not good at doing.



Name: _____

Date: _____

Evaluating Myself

Look at each line of four words below. For each line, select the one you feel is the most like you and write a “4” next to it. Then, choose the word that is least like you and write a “1” next to it. Lastly, score the remaining two words “2” and “3” so that you rank each word based on how well you feel it describes you.

Example:

_____ Driver

_____ Screamer

_____ Grinner

_____ Watcher

Column A

Column B

Column C

Column D

_____ Analytical

_____ Conceptual

_____ Personable

_____ Organized

_____ Traditional

_____ Opportunity

_____ Harmonious

_____ Competent

_____ Theoretical

_____ Discovery

_____ Feeling

_____ Evaluating

_____ Logical

_____ Artistic

_____ Emotional

_____ Sequential

_____ Practical

_____ Adventurer

_____ Poetic

_____ Ingenious

_____ Concerned

_____ Daring

_____ Tender

_____ Determined

_____ Decisive

_____ Impulsive

_____ Inspirational

_____ Reliable

_____ Factual

_____ Fun

_____ Dramatic

_____ Serious

_____ Realistic

_____ Competitive

_____ Unique

_____ Curious

_____ Technical

_____ Exciting

_____ Talkative

_____ Neat

_____ Structured

_____ Courageous

_____ Affectionate

_____ Principled

_____ Statistical

_____ Open-Minded

_____ Warm

_____ Cautious

_____ TOTAL

_____ T O T A L

_____ TOTAL

_____ TOTAL

Now, total all four columns being sure to add in the example. The four columns added together should equal 130. The column that you scored the highest indicates your primary or strongest tendency. The column you scored the lowest indicates your weakest tendency.



Name: _____

Date: _____

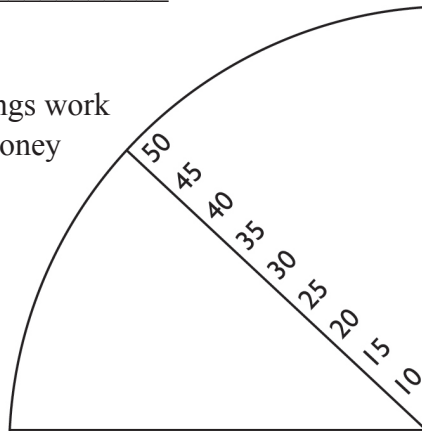
Our Four Selves

Psychologist Ned Hermann found that the human brain has four distinct quadrants. Your personality is a result of the relationship between your four quadrants or “selves.” Use the graph below to create a map of your personality. Use your totals from the previous exercise to plot your score in each quadrant and then connect the dots.

Column A

Rational Self

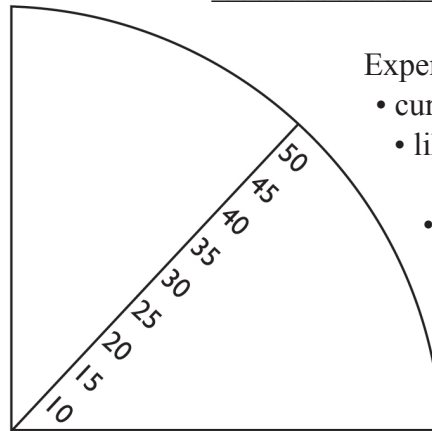
- knows how things work
- knows about money
- likes numbers
- qualifies
- analyzes
- is logical
- is realistic



Column B

Experimental Self

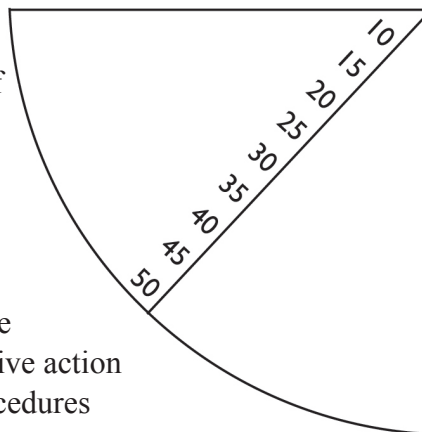
- curious, playful
- likes surprises
- takes risks
- breaks rules
- imagines
- speculates
- guesses



Column D

Safekeeping Self

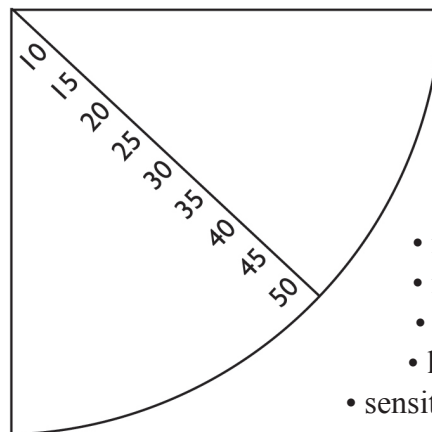
- plans
- is reliable
- is timely
- is neat
- is organized
- gets things done
- takes preventative action
- establishes procedures



Column C

Feeling Self

- feels
- talks
- emotional
- is expressive
- is supportive
- touches a lot
- likes to teach
- sensitive to others



Note: taken from the 1996-97 *State Officer Handbook*, page 24.



Name: _____

Date: _____

Choosing Your Prize

Use the following terms and phrases to see how well you agree with how you ranked your tendencies. Circle the terms or phrases in the first three areas (descriptors, skills, and typical phrases) of your strongest tendency that you feel most accurately describe you. Next, circle the terms or phrases in the first three areas (descriptors, skills, and typical phrases) of your weakest tendency that you would like to develop.

Ringmaster

Descriptors

- logical
- factual
- rational
- critical
- analytical
- quantitative
- authoritarian
- mathematical

Skills

- problem solver
- analytical
- statistical
- technical
- scientific
- financial

Typical Phrases Used

- tools
- hardware
- key point
- knowing the bottom line
- take it apart
- break it down
- analyze

Clown

Descriptors

- intuitive
(with solutions)
- simultaneous
- imaginative
- synthesizer
- holistic
- artistic
- spatial

Skills

- integrative
- visualizing
- causing change
- conceptualizing
- generating ideas
- trusting intuition

Typical Phrases Used

- play with an idea
- the big picture
- broad-based
- synergistic
- cutting edge
- conceptual
- blockbusting
- innovative

Teddy Bear

Descriptors

- musical
- spiritual
- symbolic
- talkative
- emotional
- intuitive
(with people)
- reader

Skills

- expressing ideas
- interpersonal
- writing
(correspondence)
- teaching
- training

Typical Phrases Used

- team work
- the family
- interactive
- participatory
- human values
- personal growth
- human resources
- team development

Ticket Taker

Descriptors

- technical reader
- data collector
- conservative
- controlled
- sequential
- articulate
- dominant
- detailed

Skills

- planning
- regulatory
- supervisory
- administrative
- organizational
- implementation

Typical Phrases Used

- establish habits
- we've always done it this way
- law and order
- self-discipline
- by the book
- play it safe
- sequence



Choosing Your Prize

Ringmaster

Zingers/Cut-Downs Used by Others

- numbers
- power hungry
- unemotional
- calculating
- uncaring
- cold fish
- nerd

Clown

Zingers/Cut-Downs Used by Others

- reckless
- can't focus
- unrealistic
- off the wall
- dreams a lot
- undisciplined

Teddy Bear

Zingers/Cut-Downs Used by Others

- bleeding heart
- talk, talk, talk
- touchy-feely
- a pushover
- soft touch
- gullible
- head in clouds

Ticket Taker

Zingers/Cut-Downs Used by Others

- picky
- can't talk for yourself
- unimaginative
- one-track mind
- stick-in-the-mud
- grinds out task
- sappy

Note: taken from the *1996-97 State Officer Handbook*, page 25.



Name: _____

Date: _____

Self-Evaluation

Think about yourself and circle the appropriate number following each trait. Five is outstanding, four is excellent or considerably above average, three is average, two is mediocre and one is poor. It is important that you be honest with yourself when completing this exercise.

1. Do I maintain a well-groomed appearance?	1	2	3	4	5
2. Is my posture alert and poised?	1	2	3	4	5
3. Do I have a pleasing voice?	1	2	3	4	5
4. Is my disposition cheerful?	1	2	3	4	5
5. Do I make friends easily?	1	2	3	4	5
6. Do I exert positive leadership?	1	2	3	4	5
7. Am I generally thoughtful of the feelings of others?	1	2	3	4	5
8. Is my enthusiasm sincere and contagious?	1	2	3	4	5
9. Do I persevere until I achieve success?	1	2	3	4	5
10. Am I sincere in my interest in other people?	1	2	3	4	5
11. Am I ambitious to get ahead?	1	2	3	4	5
12. Do I get along well with others?	1	2	3	4	5
13. Do I react constructively to criticism?	1	2	3	4	5
14. Do I remember names and faces?	1	2	3	4	5
15. Am I punctual on all occasions?	1	2	3	4	5
16. Do I have and evidence a spirit of cooperation?	1	2	3	4	5
17. Am I free from prejudice?	1	2	3	4	5
18. Do I know how and why people react in most situations?	1	2	3	4	5
19. Do I refuse to allow what other people say to hurt me?	1	2	3	4	5
20. Do I enjoy being part of a group?	1	2	3	4	5
21. Can I criticize without giving offense?	1	2	3	4	5
22. Do I usually like people for what they are (or do I wait to see if they like me)?	1	2	3	4	5
23. Can I adapt myself to all situations?	1	2	3	4	5

Total Score _____

Evaluate Your Score

If your score totaled more than 100, your personality rating is definitely superior. And, if you've been honest with yourself, you are among the people who are most likely to succeed. A score of 90-100 is above average. Scores of 75-90 are average. A score below 75 indicates plenty of room for improvement.

Taken from *A Handbook for Chapter Officers*, Kofa FFA Chapter, Yuma, Arizona, pp. 12-13.