



## ACTIVITIES FOR DEVELOPING SELF-AWARENESS

### Suggested Assignments

1. Keep a journal for at least the remainder of this course. Record significant discoveries, insights, learnings, and personal recollections, not daily activities. Write in your journal at least twice a week. Give yourself some feedback.
2. Ask someone you know well to complete the assessment instruments wherein that person rates you on each item. Compare your scores and those of this other person. Discuss differences, strengths, and areas of confusion. The goal is to help you increase your self-awareness by getting a picture of yourself from the standpoint of someone else.
3. Write down the comprehensive, consistent, and universal principles that guide your behavior under all circumstances. What core principles will you rarely violate?
4. After completing the personal assessment instruments and discussing their implications with someone else, write an essay responding to the following four questions: (1) Who am I? (2) What are my main strengths and weaknesses? (3) What do I want to achieve in my life? (4) What legacy do I want to leave?
5. Spend an evening with a close friend or relative discussing your emotional intelligence, values, learning style, attitude toward change, and core self-evaluation. You may want to have that person complete the instruments, giving his or her impressions of you, so you can compare and contrast your scores. Discuss implications for your future and for your relationship.
6. Teach someone else the value of self-awareness in managerial success and explain the relevance of emotional intelligence, values maturity, learning style, attitudes toward change, and core self-evaluation. Describe the experience in your journal.

### Application Plan and Evaluation

The intent of this exercise is to help you apply this cluster of skills in a real-life, out-of-class setting. Now that you have become familiar with the behavioral guidelines that form the



basis of effective skill performance, you will improve most by trying out those guidelines in an everyday context. Unlike a classroom activity, in which feedback is immediate and others can assist you with their evaluations, this skill application activity is one you must accomplish and evaluate on your own. There are two parts to this activity. Part 1 helps prepare you to apply the skill. Part 2 helps you evaluate and improve on your experience. Be sure to write down answers to each item. Don't short-circuit the process by skipping steps.

### Part 1. Planning

1. Write down the two or three aspects of this skill that are most important to you. These may be areas of weakness, areas you most want to improve, or areas that are most salient to a problem you face right now. Identify the specific aspects of this skill that you want to apply.
2. Now identify the setting or the situation in which you will apply this skill. Establish a plan for performance by actually writing down a description of the situation. Who else will be involved? When will you do it? Where will it be done?  
Circumstances:  
· Who else?  
When?  
Where?
3. Identify the specific behaviors in which you will engage to apply this skill. Operationalize your skill performance.
4. What are the indicators of successful performance? How will you know you have been effective? What will indicate you have performed competently?

### Part 2. Evaluation

5. After you have completed your implementation, record the results. What happened? How successful were you? What was the effect on others?
6. How can you improve? What modifications can you make next time? What will you do differently in a similar situation in the future?
7. Looking back on your whole skill practice and application experience, what have you learned? What has been surprising? In what ways might this experience help you in the long term?

EXPLANATION: Alternative (a) may be OK if you are clear about your priorities, but alternative (b) indicates that you are aware of possible alternative points of view.

9	a	0
	b	0
	c	10

EXPLANATION: Only alternative (c) indicates that you are aware of your own emotional reactions and will require compensation for the inevitable upset it will create.

### Emotional Control (Balance)

2	a	0
	b	5
	c	10

EXPLANATION: Alternative (c) implies that you are confident enough to handle the situation on the spot. Alternative (b) confronts the issue but not in the presence of those affected.

6	a	10
	b	5
	c	0

EXPLANATION: Alternative (a) is honest if it is done skillfully and avoids being harsh. Alternative (b) relies on the other person getting an indirect hint.

10	a	0
	b	0
	c	10

EXPLANATION: Only alternative (c) demonstrates emotional control.

### Emotional Diagnosis (Empathy)

3	a	5
	b	10
	c	0

EXPLANATION: Alternative (a) may be appropriate in some circumstances, but alternative (b) indicates sensitivity to a possible emotional issue on the part of the other person.

7	a	10
	b	5
	c	0

EXPLANATION: Alternative (a) indicates an ability to recognize different emotions but to not let them get carried away. Alternative (b) acknowledges different emotional perspectives but may engender bad feelings or emotional casualties. Alternative (c) does not acknowledge the different emotional commitments.

11	a	0
	b	10
	c	0

EXPLANATION: Only alternative (b) empathetically acknowledges the other person's feelings.

# SCORING KEYS AND COMPARISON DATA

## Self-Awareness Assessment

### Scoring Key

SKILL AREA	ITEMS	ASSESSMENT	
		PRE-	POST-
Self-disclosure and openness to feedback	1, 2, 3, 9, 11	_____	_____
Awareness of own values, emotional intelligence, change orientation, and core self-evaluation	4, 5, 6, 7, 8, 10	_____	_____
	<b>Total Score</b>	_____	_____

### Comparison Data (N = 1,500 students)

Compare your scores to three standards:

1. The maximum possible score = 66
2. The scores of other students in the class.
3. Norm data from more than 1,500 business school students.

Pre-Test		Post-Test	
51.47	= mean	=	54.52
56 or above	= top quartile	=	60 or above
52-55	= third quartile	=	56-59
48-51	= second quartile	=	51-55
47 or below	= bottom quartile	=	50 or below

## Emotional Intelligence Assessment

### Scoring Key

The statements below have been reorganized according to the key dimension of emotional intelligence being assessed. The numbers next to each alternative indicate the number of points attached to that alternative. Circle which alternatives you selected, and then add up the points for these 12 items.

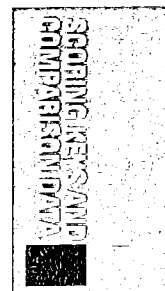
ITEM ALTERNATIVE POINTS

#### Emotional Awareness

1	a	10
	b	0
	c	0

EXPLANATION: Only alternative (a) indicates that you are aware of what's going on inside emotionally.

5	a	5
	b	10
	c	0



### Emotional Response

4	a	0
	b	10
	c	0

EXPLANATION: Alternatives (a) and (c) may indicate that you are not sensitive to the emotional climate of the group, and your behavior may be inappropriate.

8	a	0
	b	5
	c	10

EXPLANATION: Alternative (b) may be appropriate if it isn't a sign of narcissism, but alternative (c) is clearly an indication of emotional control.

12	a	10
	b	0
	c	5

EXPLANATION: Alternative (b) implies losing emotional control, whereas (a) indicates remaining under control.

Total \_\_\_\_\_

### Comparison Data

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Mean score:	70
Top quartile:	86 or higher
Third quartile:	71-85
Second quartile:	55-70
Bottom quartile:	54 or lower

## The Defining Issues Test

The possibility of misusing and misinterpreting this instrument is high enough that its author, James Rest, maintains control over the scoring procedure associated with its use. Some people may interpret the results of this instrument to be an indication of inherent morality, honesty, or personal worth, none of which the instrument is intended to assess. A scoring manual may be obtained from James Rest, Minnesota Moral Research Center, Burton Hall, University of Minnesota, Minneapolis, MN 55455.

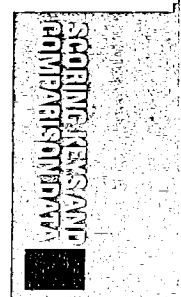
Our purpose is to help you become aware of the stage of moral development you rely on most when facing moral dilemmas. To help determine that, the following lists present the stage of moral development each statement associated with each story reflects. By looking at the four statements you selected as most important in deciding what action to take in each situation, you can determine which stage of development you use most often.

After you have done this, you should discuss which action you would take in each situation and why, and why you selected the statements you did as the most important ones to consider.

### The Escaped Prisoner

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1. Hasn't Mr. Thompson been good enough for such a long time to prove he isn't a bad person? (Stage 3)



2. Every time someone escapes punishment for a crime, doesn't that just encourage more crime? (Stage 4)
3. Wouldn't we be better off without prisons and the oppression our legal system? (Indicates antiauthoritarian attitudes.)
4. Has Mr. Thompson really paid his debt to society? (Stage 4)
5. Would society be failing what Mr. Thompson should fairly expect? (Stage 6)
6. What benefits would prison be apart from society, especially for a charitable man? (Nonsense alternative, designed to identify people picking high-sounding alternatives.)
7. How could anyone be so cruel and heartless as to send Mr. Thompson to prison? (Stage 3)
8. Would it be fair to all the prisoners who had to serve out their full sentences if Mr. Thompson was let off? (Stage 4)
9. Was Ms. Jones a good friend of Mr. Thompson? (Stage 3)
10. Wouldn't it be a citizen's duty to report an escaped criminal, regardless of circumstances? (Stage 4)
11. How would the will of the people and the public good best be served? (Stage 5)
12. Would going to prison do any good for Mr. Thompson or protect anybody? (Stage 5)

### The Doctor's Dilemma

1. Whether the woman's family is in favor of giving her an overdose or not. (Stage 3)
2. Is the doctor obligated by the same laws as everybody else if giving her an overdose would be the same as killing her? (Stage 4)
3. Whether people would be much better off without society regimenting their lives and even their deaths. (Indicates antiauthoritarian attitudes.)
4. Whether the doctor could make it appear like an accident. (Stage 2)
5. Does the state have the right to force continued existence on those who don't want to live? (Stage 5)
6. What is the value of death prior to society's perspective on personal values? (Nonsense alternative, designed to identify people picking high-sounding alternatives.)
7. Whether the doctor has sympathy for the woman's suffering or cares more about what society might think. (Stage 3)
8. Is helping to end another's life ever a responsible act of cooperation? (Stage 6)
9. Whether only God should decide when a person's life should end. (Stage 4)
10. What values the doctor has set for himself in his own personal code of behavior. (Stage 5)
11. Can society afford to let everybody end their lives when they want to? (Stage 4)
12. Can society allow suicides or mercy killing and still protect the lives of individuals who want to live? (Stage 5)

### The Newspaper

1. Is the principal more responsible to students or to the parents? (Stage 4)
2. Did the principal give his word that the newspaper could be published for a long time, or did he promise to approve the newspaper one issue at a time? (Stage 4)
3. Would the students start protesting even more if the principal stopped the newspaper? (Stage 2)
4. When the welfare of the school is threatened, does the principal have the right to give orders to students? (Stage 4)
5. Does the principal have the freedom of speech to say "no" in this case? (Nonsense alternative, designed to identify people picking high-sounding alternatives.)

6. If the principal stopped the newspaper, would he be preventing full discussion of important problems? (Stage 5)
7. Whether the principal's order would make Rami lose faith in the principal. (Stage 3)
8. Whether Rami was loyal to his school and patriotic to his country. (Stage 3)
9. What effect would stopping the paper have on the students' education in critical thinking and judgment? (Stage 5)
10. Whether Rami was in any way violating the rights of others in publishing his own opinions. (Stage 5)
11. Whether the principal should be influenced by some angry parents when it is the principal who knows best what is going on in the school. (Stage 4)
12. Whether Rami was using the newspaper to stir up hatred and discontent. (Stage 3)

### Learning Style Inventory

#### Scoring Key

Add your scores for each of the four categories, then plot those scores on Figure 1.4 on page 34.

LEARNING STYLE DIMENSION	ITEMS												TOTAL
	1	2	3	4	5	6	7	8	9	10	11	12	
Concrete Experience	a	c	d	a	a	c	b	d	b	b	a	b	_____
													Total CE
Reflective Observation	d	a	c	c	b	a	a	c	a	a	b	c	_____
													Total RO
Abstract Conceptualization	b	b	a	d	c	d	c	b	d	d	c	a	_____
													Total AC
Active Experimentation	c	d	b	b	d	b	d	a	c	c	d	d	_____
													Total AE

### Locus of Control Scale

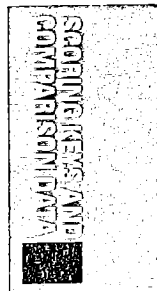
#### Scoring Key

Count up the number of items you selected from the list below:

2a	5b	9a	12b	16a	20a	23a	28b
3b	6a	10a	13b	17a	21a	25a	29a
4b	7a	11b	15b	18a	22b	26b	
Total Score							_____

#### Comparison Data (N = 1,500 students)

Mean score:	5.19 (SD = 3.04)
Top quartile:	7 or above
Third quartile:	5-6
Second quartile:	3-4
Bottom quartile:	2 or below



*ADDITIONAL COMPARISONS (FROM ROTTER, 1966, 1972, 1982)*

SAMPLE	MEAN	SD	SOURCE
Ohio State psychology students (N=1,180)	8.29	3.97	1966
Connecticut psychology students (N=303)	9.22	3.88	1966
Peace Corps trainees (N=155)	5.95	3.96	1966
National high school students (N=1,000)	8.50	3.74	1966
Municipal administrators, Alberta, Canada (N=50)	6.24	3.31	1971
Business executives (N=71)	8.29	3.57	1980
Career military officers (N=261)	8.28	3.86	1980
Students using <i>Developing Management Skills</i>	5.19	3.04	2006

### Tolerance of Ambiguity Scale

#### Scoring Key

High scores indicate an intolerance of ambiguity. Having high intolerance means that you tend to perceive situations as threatening rather than promising. Lack of information or uncertainty would tend to make you uncomfortable. Ambiguity arises from three primary sources: novelty, complexity, and insolubility. These three subscales are measured by the instrument.

In scoring the instrument, the *even-numbered* items must be reversed. That is, 7 becomes 1, 6 becomes 2, 5 becomes 3, 3 becomes 5, 2 becomes 6, and 1 becomes 7. After reversing the appropriate items, sum all 16 items to get your score.

ITEM	SUBSCALE	ITEM	SUBSCALE	ITEM	SUBSCALE	ITEM	SUBSCALE
1	I	5	C	9	N	13	N
2	N	6	C	10	C	14	C
3	I	7	C	11	N	15	C
4	C	8	C	12	I	16	C

N = Novelty Score (2, 9, 11, 13) \_\_\_\_\_

C = Complexity Score (4, 5, 6, 7, 8, 10, 14, 16) \_\_\_\_\_

I = Insolubility Score (1, 3, 12) \_\_\_\_\_

**Total Score** \_\_\_\_\_

#### Comparison Data (N = 1,500 students)

Mean score:	56.47
Top quartile:	63 or above
Third quartile:	57-62
Second quartile:	50-56
Bottom quartile:	49 or below

### Core Self-Evaluation Scale

#### Scoring Key

Sum your scores for all 12 items, making certain that you reverse your scores for items 2, 4, 6, 8, 10, 12. That is, for these items, 1 becomes 5, 2 becomes 4, 4 becomes 2, and 5 becomes 1. Divide the sum by 12 to produce an average CSES score.



1. \_\_\_\_\_ I am confident I get the success I deserve in life.
2. \_\_\_\_\_ Sometimes I feel depressed. **(reverse)**
3. \_\_\_\_\_ When I try, I generally succeed.
4. \_\_\_\_\_ Sometimes when I fail I feel worthless. **(reverse)**
5. \_\_\_\_\_ I complete tasks successfully.
6. \_\_\_\_\_ Sometimes, I do not feel in control of my work. **(reverse)**
7. \_\_\_\_\_ Overall, I am satisfied with myself.
8. \_\_\_\_\_ I am filled with doubts about my competence. **(reverse)**
9. \_\_\_\_\_ I determine what will happen in my life.
10. \_\_\_\_\_ I do not feel in control of my success in my career. **(reverse)**
11. \_\_\_\_\_ I am capable of coping with most of my problems.
12. \_\_\_\_\_ There are times when things look pretty bleak and hopeless to me.  
**(reverse)**

Total \_\_\_\_\_  
 ÷12 \_\_\_\_\_ (Average Score)

#### Comparison Data

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(Compared to psychology students, business students, practicing managers)

Mean score:	3.88
Top quartile:	4.41 or above
Third quartile:	3.88 and 4.40
Second quartile:	3.35 and 3.87
Bottom quartile:	3.34 or below

