

**Life**

**Vision**

**Portfolio**

***for use with Enterprise — Bus 100***  
***(revised First Edition)***

**by**

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# **Life Vision Portfolio**

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## ***BUS 100 and the Life Vision Portfolio***

One of the course intentions for BUS 100 “Enterprise” is for you to self-assess your personal skills and characteristics to determine how these can be applied to an appropriate career and academic major. You will identify and explore career interests through the utilization of university, college, and external resources. The *Life Vision Portfolio* project requires that you reflect on your past, present, and future—articulating in a formal way who you are, what you value, what you want, and how you are going to get there.

Career development is an on-going process that requires individuals to continually self-assess where they are in their careers over time. Ultimately, the *Life Vision Portfolio* project should help you to establish or confirm your career goals and a course of study that will lead to successfully gaining a desirable entry level position upon graduation.

The *Life Vision Portfolio* will be of great benefit to you if you are committed to being a self-directed learner who is prepared and actively engaged at the highest level. This project requires that you work independently, take individual responsibility for the learning process, and seek to improve your own self-assessment skills.

Peter Drucker is widely recognized as an expert on 20<sup>th</sup> Century business organizations. Drucker has written 32 books and has originated business concepts such as outsourcing, knowledge workers, and the global economy. Drucker believes that success in today’s business environment comes to individuals who know their strengths, values, and how they best perform. Workers must develop and position themselves within an organization where they can make the greatest contribution. Utilize the *Life Vision Portfolio* as a tool to begin developing and planning for your future career success!

The following excerpt is from an executive summary of an article by Peter Drucker that appeared in the *Harvard Business Review*, March-April 1999.

### **“Managing Oneself” by Peter F. Drucker (Article Summary)**

Throughout history, people had little need to manage their careers—they were born into their station in life or, in the recent past, they relied on their companies to chart their career paths. But times have drastically changed. Today, we must all learn to manage ourselves.

What does that mean? According to Peter Drucker, it means we have to learn to develop ourselves. We have to place ourselves where we can make the greatest contribution to our organizations and communities. And we have to stay mentally alert and engaged during a 50-year working life, which means knowing how and when to change the work that we do.

It may seem obvious that people achieve results by doing what they are good at and by working in ways that fit their abilities. But, Drucker says, very few people actually know—let alone take advantage of—their unique strengths.

He challenges each of us to ask ourselves fundamental questions: What are my strengths? How do I perform? What are my values? Where do I belong? What should my contribution be? Don't try to change yourself, cautions Drucker. Instead, concentrate on improving the skills you have and accepting assignments that are tailored to your individual way of working. If you do that, you can transform yourself from an ordinary worker into an outstanding performer.

Successful careers today are not planned out in advance. They develop when people are prepared for opportunities because they have asked themselves those questions, and they have rigorously assessed their unique characteristics.

### ***Author's Introduction***

A portfolio can be defined as “a collection of representative works.” During this semester you will be compiling works written about your life—personal and academic, past, present, and future. These works will help you to assess your past and present and reflect upon your future. You will then use the information you have gathered through your thoughts and reflections to create a life vision. Having a future vision will give your life meaning, purpose and personal fulfillment.

To create a life vision portfolio, you will explore several major areas of your life: your background; your vision of self; your environment; your goals; your career plans; your educational plan; your academic and career skills; your leadership endeavors; your finances; what gives your life meaning; and your growth and development as a person. You will, for the most part, conduct this exploration through reflecting upon your life to gather information about your past, present and future and then writing down those reflections. You might also work to develop a skill and then include in the portfolio a demonstration of the skill, such as reading, writing and computer skills.

Because of the reflective quality of this exploration, the *Life Vision Portfolio* is a fluid endeavor. As you move through your life, your desires and goals might change and grow. You can add to your portfolio the new reflections that you have about your past, present, and future. As you continually work on your life vision, you are creating a record of your life. You can reflect upon this record at various points in your life to gain a clearer picture of your growth and development as a person. As you see yourself unfolding, you will most likely feel a sense of personal satisfaction and pride.

As you might already understand, there are several purposes for creating a life vision portfolio. A life vision will:

- increase your understanding of who you are, what you value, what you want, and how you are going to get there,
- improve your ability to honestly look at yourself,
- help you to develop the discipline to assess, plan and self-direct performance against a plan, and
- uncover major issues that need to be addressed through comprehensive self-discovery.

But beyond these purposes for creating a life vision, there are also several ways in which you will personally benefit from the time and work that you put into it. You will:

- reduce the number of regrets you will have about your life,
- develop the ability to control your own actions and not let others take charge of your life,
- understand how to select and create an effective life environment,
- truly clarify your values so you feel good about what you do,
- bring in-balance the short-run and the long-run,
- wake up with the feeling that today is going to be a great day,
- use the past to connect to the future by making the most of today,
- balance your spiritual, emotional, social, psychomotor, and intellectual pursuits,
- correlate your self-image to how the world reacts to you,
- develop a willingness to exercise freedom but at the same time assume responsibility and accountability for the things that fit within your plan,
- envision clearly events unfolding so that every major decision can have predicted outcomes that don't produce future surprises,
- create a record of your life which you can look back on with pride and personal satisfaction.

As you develop your life vision portfolio you will want to keep these principles in mind. A life vision is:

- an open system for uncovering, developing, expanding, validating, and evolving,
- data driven,
- honest and non-biased,
- values driven,
- comprehensive with full disclosure,
- continuous in time,
- written with strong planning fundamentals, and
- written with embedded assessment.

My hope is that you will find this endeavor exciting, useful, powerful, and fulfilling. Creating and re-creating a life vision can lead you through a life well lived.

Janice Mettauer  
Madison Area Technical College



## Section 1

### Initiating a Personal Exploration

#### Who Am I?

What is My Life Vision?

## Who Am I?

### Why

Exploring the qualities and characteristics that make up who you are as a person is a valuable exercise. Each and every person has positive and negative qualities and characteristics. If you find that you have qualities that may be holding you back from achieving your goals, you can make some changes in yourself that will positively affect your future.

### What

A big part of who we are is determined by the characteristics or qualities that we possess, qualities like humor, intelligence, strength, warmth, self-assurance, anxiety, shyness, etc. Many of these qualities are inherited from our parents, but some evolve out of our experiences and upbringing. For example, anxiety runs in my family—my paternal grandmother suffered from severe anxiety—and anxiety is a characteristic I possess. At the same time, I think my independence has evolved out of my experiences of being a single mother and from the encouragement by my family to be independent.

We also have both positive and negative characteristics—no one is perfect and wouldn't want to be anyway—and it is important to be aware of them both. If people focus too much on their negative characteristics and are not aware of their positive qualities, then they can begin to lose their self-esteem. Low self-esteem can have negative effects, such as depression, drug and alcohol abuse, lack of motivation, poor grades in school, etc. On the other hand, if people are unaware of certain negative qualities, they may not take responsibility for the effects these negative qualities may have on others. For example, if a person is a complainer all the time, his complaining will most likely negatively affect the moods of those around him. Without the understanding that he is a constant complainer and that his complaining is bringing down his friends and co-workers, he will never try to stop himself. Also, there are characteristics that we possess that may hold us back from reaching our goals. If a person is extremely shy, she may not want to venture far from home, she may not want to go to college for fear of the new surroundings, she may not want to try new things, etc. She is holding herself back because of her shyness.

Therefore, knowing who you are is important. It is essential to your emotional well-being to understand that you are a valuable, worthwhile person who possesses a great many positive characteristics. But it is also necessary to your success in the future to work on those characteristics that may prevent you from reaching your goals and developing healthy relationships.

### How

You should start out your paper on who you are by picking out some nouns or adjectives that would describe your qualities or characteristics. For example, I might pick out these nouns or adjectives to describe some of my qualities: exaggerated, grumpy, funny, intuitive, worried, strong, caretaker. The adjectives

or nouns to describe you should be both positive and negative. Then you will develop each of these adjectives by discussing how and why they describe you. For the adjectives or nouns that you are not so crazy about, you should write about why you think you have these qualities—what do you think makes you the way that you are—and how these characteristics have affected your life up until this point. Then you will discuss how you might try to make changes in those parts of yourself.

The criteria for this section are as follows:

- your presentation will describe several characteristics that make up who you are,
- the presentation will discuss both positive and negative characteristics,
- the presentation will show that learning has resulted, and
- the presentation will show a discussion of possible change in the negative characteristics.

## Why

Exploring a life vision can have a profound effect on your future. If you know who you want to be, what you want to do, where and how you want to live, you can begin taking steps now to make this vision come true for you. Plus, you will find out sooner if you need to make any changes in your plan and will be able to take the appropriate steps to enact those changes.

## What

People seem to live their lives in two ways. One type of person thinks about the future and makes plans based on goals and dreams. These people seem to like the security a plan can give them. Another type of person doesn't give the future much thought and just goes with the flow. These people seem to enjoy the spontaneity in life. Neither one of these ways of being is necessarily wrong; in fact, both have their good and bad points. Too much planning can entrench you in a place you really don't want to be, and too much spontaneity can bring you nowhere. And that is why it is important to envision a future even if that future is not etched in stone.

Some of the aspects of your life that you will envision are fairly obvious, such as what you want to do and where you might want to live. But there are other aspects of your life that are not so obvious that are important to give some thought. For example, what are the characteristics you would like in your spouse? Without thinking about what type of person you would like to live the rest of your life with, you could make a huge mistake that could affect a great many people. Here's another: what type of parent do you want to be? Without giving this part of your life some thought, you could be caught unawares when your first child is born. It's a little difficult to be musing over your philosophy of child rearing during the two o'clock feeding. And another: what interests do you want to pursue outside of job and family? Your career and your family will demand as much as you let yourself give them. If you don't know what you like to do outside of those two responsibilities, you could lose sight of yourself in no time at all and not even know it until the last kid is off to college. So your future is more than just about where you want to work and live; it is also about how you want to live and how you will maintain a balance in your life. It is about envisioning a happy, secure, harmonious life.

## How

In order to write a life vision, address these questions:

1. What kind of a career do you envision for yourself? Describe the setting, the type of people you will work with, the type of supervisor you would like, the salary range you would like to command, the type of responsibilities you would like, the challenges you would be prepared to take on. Reflect on how your job will fit in with your value system and personality type. (You might add to this section after you do the Keirsey Temperament Sorter and after you reflect upon your values in the coming weeks). Do you think you have a good match?

2. What is your family life going to be like? Will you marry? Have children? At what age do you see yourself getting married? What are the characteristics you would like to find in your mate, and how will they fit in with your characteristics? What kind of a parent do you want to be? Reflect upon your philosophy of child rearing. Do you think you will be strict or lenient with your children? Why? If you don't plan on getting married, what will your family life be like? How do you plan to surround yourself with people that you love and who will support you?
3. Besides your career and family, what other activities do you intend to participate in that will give your life meaning? What sides of yourself do you want to cultivate—your artistic side, your political side, your altruistic side, your athletic side, your spiritual side, your intellectual side, your social side, your adventurous side, etc.? What activities can you do that will cultivate the sides of you that will bring meaning to your life? *I think this is an important aspect of your life to give consideration; it will prevent you from getting into a rut in your life—becoming the couch potato, so to speak.*
4. Where do you see yourself living? Do you want to stay where you are now, or do you see yourself living somewhere else? Do you like a warmer climate, or do you like the four seasons? Would you rather live in a smaller city, a bigger city, or in the country someplace? Would you like to live near the ocean, in the mountains, or in mid-America? Does the East coast interest you, the West coast, the Northeast or Northwest, the Southeast or Southwest? Or do you want to live outside of America altogether?
5. What are your surroundings—your material possessions? What possessions are important to you and how do you see them giving meaning to your life? Will you own a house—how big or small? Will you rent an apartment or townhouse? Will you own a car? What kind? What other possessions do you see yourself owning which will give meaning to your life?
6. Do you have any other future plans that I have not included?

Now that you have envisioned some aspects of your future life, how do you feel about this future? What have you learned about yourself and your wants and desires from completing this exploration? What do you see as essential to your happiness in life and what is not so essential?

The criteria for this section are as follows:

- your presentation will envision various aspects of your life: career, marriage, children, extracurricular activities, etc., and
- the presentation will show that learning has resulted from this exploration.


 Self-Analysis

## Clarification of Likes and Dislikes

Personality Analysis

Learning Styles Analysis

Values Analysis

Processing Life's Difficulties

**Why**

Analyzing your likes and dislikes will help you to clarify the aspects of your life that will enhance life's meaning. If you know what you like and what you don't like, you will spend your time and effort on the aspects of your life that are essential to your well-being. This analysis will also help you to make positive changes in your life by showing you if you are spending any time and effort in any areas that may not be serving you well.

**What**

Clarifying what we like and dislike can help us to develop a productive, meaningful, and satisfying life. Each of us has the power to make choices in our lives that will lead to a happy life. If you know what you like and what you don't like, you can then make choices that will lead you to live according to your true needs and desires. For example, if you know that you hate cold weather and the cold climate that you have been living in makes winter unbearable to you, then you can choose to look for jobs only in areas in which the winters are not too severe. If you know that you dislike people who are complainers, then you can choose a spouse who looks more at the bright side of life. Also, at any time in your life, you can reassess your likes and dislikes and make changes accordingly. If you find yourself spending time or energy on something you dislike, you can effect some change that will better fit your needs and desires.

**How**

It's difficult to write a paper on likes and dislikes because there are so many categories of things to like and dislike. For example, I love chocolate, which is a food, but dislike cold weather, which is actually a physical feeling. I love reading, which is an activity, but dislike math, which is an area of knowledge and a practice of that knowledge. As you can see, I could probably go on forever. Therefore, in your paper for this component you will discuss your likes and dislikes under certain categories. These categories will consider aspects of your life that will lead to developing a productive, meaningful, and satisfying life.

Discuss your likes and dislikes regarding these categories:

- how you spend your free time—what you like and don't like to do,
- courses you like and dislike in school,
- past jobs that you liked and disliked,
- personality traits and behaviors in yourself and others that you like and dislike,
- places that you've gone to that you like and dislike, and
- past experiences that you have liked or disliked.

*For example, I liked having my children, moving from New York to Colorado, and getting my Master's degree, even though they were all difficult to do, but I did not like moving to Wisconsin, getting a divorce, and saying goodbye to my daughter when she left for college.*

If you can think of any other aspect of your life that is an important like or dislike to you, place it under a category and add it to your clarification.

To summarize this clarification, you might want to reflect about what you have written and then answer these questions:

1. What have you learned about yourself through clarifying your likes and dislikes?
2. Have you gained any insights about who you are and where you are going?
3. Does the clarification lead you to want to make any changes in yourself or your life or your vision for the future?

The criteria for this section are as follows:

- your presentation will describe several like and dislikes in your life,
- the presentation will show the significance of your likes and dislikes,
- the presentation will show that learning has resulted, and
- the presentation will show a discussion of the future.


 Self-Analysis

Clarification of Likes and Dislikes

**Personality Analysis**

Learning Styles Analysis

Values Analysis

Processing Life's Difficulties

### Why

The Myers-Briggs Personality Questionnaire will provide you with valuable information about the ways you get your energy, process information, make your choices and decisions, and organize your life. Armed with this information, you will become more aware of your strengths and areas for improvement in terms of your academic career and in other areas of your life. You can then put those strengths to work for you and take steps to improve in those areas that need it—all of which will help you to be a more successful student and person.

### What

One way to help you to understand how the information you learn from completing the Myers-Briggs Personality Questionnaire will benefit you is to share my experiences with it. First, let me tell you a few of my characteristics. I have always been the type of person who does very well in English, the Humanities, and some Social Science courses like sociology and history. However, I don't fare as well in mathematic and the sciences. My grades in high school were only fair because algebra always pulled down my GPA. Sound familiar to anyone? But in college I excelled; in fact, I graduated Cum Laude. And the reason why is because I majored in Theatre Arts—a humanities field—and I didn't have to take any math at all. When I was younger, I was the type of person who had a lot of friends, who liked to be with people, who needed to talk out my problems with my friends (I'm not so much this way anymore). But at the same time, I felt uncomfortable at big parties where I didn't know a lot of people, liked to study by myself, and needed a lot of time by myself to just read or think. I have also been the type of person who knows how people feel, sometimes to the point that I know what they are feeling before they know. I also spend a lot of my time thinking about the future, unfortunately sometimes negatively, so I worry a lot. Part of this worry is because I "what if" a lot: What if I don't have enough money to pay all my bills next month, what if I don't get this project done on time, what if it rains during the week I planned to go camping. This will probably sound familiar to only some of you. Lastly, I am a fairly spontaneous type of person. I don't necessarily plan things out in advance. I just "do it," so to speak. For example, twice in my life, I picked up and moved across the country without knowing if I would get a job, without knowing anyone, without any plans at all. Now that I am older, I don't know if I would do that again, but I still don't plan out my days ahead of time. Each of these personality characteristics are explained by the Myers-Briggs Questionnaire.

Here's another example of my personality type at work. When I was in graduate school, I had two teachers: John Loftis and John Brand. I loved both of them, but their teaching styles couldn't have been more different. John Loftis taught eighteenth century British literature and John Brand taught nineteenth century American literature. When we discussed or wrote about the literature in Loftis's class, we were expected to argue dispassionately. We were to state an argument and back it up only with evidence from the text. Loftis was *not interested* in what we felt about the literature, but only in what we could back up with evidence.

This course was difficult for me because I always responded to literature with my feelings, from my heart, so I was challenged to look at literature in a different way. For example, we would argue about a text, and I would bring my feelings into it because that was the way I always looked at literature. He would stop me and ask for evidence from the text. If I could not do that, my arguments were invalid as far as he was concerned. But little by little, I learned to leave my feelings out of an argument and to support my views more logically.

John Brand, on the other hand, was just like me. He responded to literature from the heart. So the more I showed my emotions in an argument, my responses to the literature, the more he loved it. I easily succeeded in his class because I was doing what came naturally to me. In essence, I was not challenged in his course. That is not to say I didn't learn anything; I did, because I was reading literature I had never read before. But I was not challenged to stretch my brain at all, to perform differently, to change my way of being.

So, whom do you think I actually learned more from? It was John Loftis. And there were times I hated him, times I wanted to wring his neck, times I felt he was treating me unfairly—although I grew to admire and respect him. But I always loved John Brand and thought he was the best teacher in the world. It is interesting to note, though, that as an English instructor today, I ask my students to defend an argument with evidence from the text only. If they speculate about something that may or may not have happened in a story or play and they cannot support it with evidence, I consider their speculation invalid. I have turned into John Loftis as a teacher, very much so. I am organized, logical, and, for the most part, dispassionate when I teach literature and writing. And I truly value John Loftis as a teacher and a person because he has had great impact on my life.

All of this story telling really does have something to do with Myers-Briggs. When I was taking a professional development course a few years ago, I took the Myers-Briggs as part of my requirements. It turned out I was an INFP: introvert, intuitive, feeling, and perceiving. As you read what these components mean, you will begin to see that my description of myself in the first paragraph fits these components. On the other hand, I was challenged by Dr. Loftis because he is most likely a sensing and thinking person, which is exactly the opposite from what I am. John Brand was most likely the same as I am. Loftis was teaching in a style that was foreign to my style. As I look back on this experience, what I ended up doing as part of that class was to develop, through effort and practice, the traits that are sort of missing in my natural personality. It was hard for me to do this, because I don't have a lot of sensing and thinking within me, but my teacher helped me and never gave up on me. In John Brand's class, I made my strengths work for me by giving Dr. Brand what he was looking for in the assignments because it was easy for me to do that. I didn't skimp because it was easy; instead, I made sure I went the extra mile for him.

To sum up, once you learn what your traits are through the Myers-Briggs, you will most likely feel validated and will recognize things about yourself you might not have thought about before. You will also understand that there will be courses and teachers that will be challenging for you because they seem to work in a style different from yours. The way to react to this challenge is not to be angry

with the course or the teacher, but to accept the challenge and to see what you can do to work on developing the characteristics you are lacking. I guarantee that the experience will be rewarding and uplifting.

### **How**

To complete the Myers-Briggs Personality Indicator, you will most likely receive a copy of the questionnaire from your teacher or a counselor at your school, but there are also Web sites where you can find versions of the Myers-Briggs. Here are some addresses where you can find questionnaires:

<http://www.humanmetrics.com/cgi-win/JTypes2.asp>

<http://haleonline.com/psychtest/>

<http://keirseey.com/>

<http://www.personalitytype.com/quiz.html>

The Myers-Briggs is actually owned by a company called Consulting Psychologists Press, and so the most valid questionnaire is copyrighted. These Web sites are only versions of the questionnaire. Also, the people who administer the actual Myers-Briggs should be trained counselors. So you might want to find out about the trained people in your school who can legitimately administer and interpret the indicator so you receive the most accurate and in-depth reading on your scores.

If your teacher has a copy of the questionnaire to give you in your class, I have an exercise that you can complete with your team within your class that will help you to process the meaning of the components of Myers-Briggs. So the next step after you complete the Myers-Briggs is to complete the in-class exercise.

The criteria for this section are as follows:

- your presentation will include the answers to the Myers-Briggs questionnaire,
- the presentation will show an understanding of the components of Myers-Briggs,
- the presentation will show an assessment of Myers-Briggs in terms of your academic and life goals, and
- the presentation will show that learning has resulted.



3. What are the four areas of your learning style? For example, I am an ENFP. Share this information with the other members of your group. Any similarities or differences?

4. Based on the answers to the first three questions, how do you see this information impacting you specifically as a student at your college? Can you apply it in any way to the classes you are taking now? You may have to think this through individually for a few minutes, but share your ideas and insights with your groups.

5. Do you think that you may have to make any adaptations in any of your classes to fit the style of the class? In what ways? Share this information with the people in your group. Your insights will help them to see ways in which they might have to adapt too.

6. What is one strategy that you might intend to work on as a result of the information you gained about yourself through this questionnaire?

Self-Analysis*Clarification of Likes and Dislikes**Personality Analysis***Learning Styles Analysis***Values Analysis**Processing Life's Difficulties***Why**

There are many different theories about how people learn. Reading about these theories and applying them to your own learning preferences can help you to uncover your strengths and areas for improvement as a student. In this way you can take advantage of your strengths and make them work in your favor and to address your areas for improvement. You can also develop study strategies that will improve your performance in all your classes. Therefore, learning about how you learn will guarantee more effective and efficient study strategies that will improve your test taking abilities, your grades, and your ability to actually learn the course material.

**What**

Just as I did with the Personality Analysis, I will give you an example to help you understand the impact that knowing your learning styles can have on your performance as a student. When I went back to school as an older adult, it had been about ten years since I had been a student. You can imagine that my study skills would be a bit rusty. Not only that, but the courses I took as an undergraduate theatre major did not have the same types of assessments as I now had as an English/Education major. As a theatre major, my assessments were more hands-on: designing costumes plates, designing makeup for particular characters, designing lighting plots and scenery, etc. As an English/Education major, I had a lot of tests and hundreds of papers. I had no idea how to study for a test. But because I was an education major, I was being introduced to the idea of learning styles, although at that time not a whole lot of research had been done. One theory that I learned was the theory that suggested that some people are auditory learners: they can listen to a lecture and pretty much know the material. Other people learn visually: they need to see the material, so to speak, before they can comprehend it. Lastly, some people are kinesthetic learners. They learn through movement, so they really need to get involved physically with the material. I was very interested in this theory and found out that I am a kinesthetic learner (most of us are).

Armed with this information, I developed a study system for my tests that truly got me physically involved in the material. First, I would take notes on the readings from the textbook. The mere act of writing is physical. Then I would take those notes and walk around wherever I was studying, reciting those notes out loud with gestures, as if I were lecturing, sort of teaching myself the information in a way. I did this as much as I could before the test until I knew the information backwards and forwards. It's pretty obvious that walking around and gesturing is a physical act, and it worked so well for me that I was quite successful on all my tests. So I was able to apply what I had heard about learning styles to my study strategies, which in turn impacted my performance in class. Perhaps you can do this as well.

## How

The following two websites can help you better understand what learning styles are and also determine your learning styles.

Theory in Practice at <http://tip.psychology.org> provides brief summaries of 50 major theories of learning and instruction. Reading and writing about these theories will give you a broad overview of learning. You will also identify how the learning theories apply to your learning preferences.

Go to <http://www.ldpride.net/learningstyles.MI.htm> to find a modified version of the Multiple Intelligences questionnaire. Complete the learning styles questionnaire called Multiple Intelligences that will give you some concrete information about your preferred learning styles. After you complete this questionnaire, write an assessment that answers the following questions:

1. What are your top three preferred styles and what do they mean?
2. Can you relate these preferred styles to past performances as a student to help you to determine what they mean?
3. Do you have any classes now where the teacher teaches in a style that matches any of your preferred styles and do you have any that don't?
4. What effect does it have on you to take a class that matches your style and what effect does it have on you to take a class that doesn't?
5. Can you think of any study strategies that would match your preferred learning styles to help you to remember course material more effectively?

The criteria for this section are as follows:

- your presentation will include the answers to the following questions:  
What are the top four characteristics of each learning theory? What aspects of each learning theory support your personal learning preferences? What components from each learning theory identify problem areas or areas for improvement with respect to your learning process? What are some of the most significant similarities between the models you looked at? What is most unique about each of the learning theories you looked at? Which of the theories do you feel is most “on target” and why?
- the presentation will include the results of the Multiple Intelligences questionnaire,
- the presentation will show an assessment of Multiple Intelligences in terms of your academic goals, and
- the presentation will show that learning has resulted.


 Self-Analysis

Clarification of Likes and Dislikes

Personality Analysis

Learning Styles Analysis

**Values Analysis**

Processing Life's Difficulties

### Why

To analyze our values is an essential exercise. Our values will dictate how we live in this world, so we want to make sure that we truly live by the values that are significant to us. If we live by the values we hold dear, then we will lead lives that feel balanced and harmonious. But if we find that we are not living according to our values, then we can make changes that will help us to lead more satisfying and meaningful lives.

### What

In Webster's New World Dictionary, the word value is defined as "the social principles, goals, or standards held by an individual, class, society, etc." For example, a social goal that our society values is that our citizens will grow up and become productive members of our society—they will get a job! We usually call that value our work ethic. The reason why the definition uses the words goal or standard is that if people fall short of a goal or do not live up to a standard whether they are personal goals or standards or society's goals or standards, then they will usually have to deal with negative consequences. For example, people who do not become productive in our society—who expect to live off of others—are usually ostracized in some way. That is what welfare reform is all about; our society does not want its tax dollars to go to taking care of people who are not employed. We want all of our citizens to take care of themselves by getting jobs to support themselves. But this reform has had negative consequences for many poor people, especially poor children, by placing them in precarious situations—without a job and without the safety net of welfare. Examples such as this one, therefore, show us that it is essential to understand at least what our *personal* principles, goals, and standards are so that we can live up to them to the best of our abilities.

Life experiences can easily side track us from living up to our personal principles, goals, and standards. And when we get side tracked from living up to our personal values, we usually feel out of balance in some way. For example, suppose you have a personal standard that suggests that you treat people kindly and with respect. But over the last few months or so, you have found yourself with a bad case of road rage. Your experiences with the bumper-to-bumper traffic has you stressed "to the max," so you have been cutting people off, honking your horn at people who are driving the speed limit, and have even made a few inappropriate gestures at times. This behavior has you feeling sheepish because you know it's cowardly and disrespectful. You begin to feel out of balance within, but you may not be sure why at first. Eventually a self-reflection brings you to the conclusion that your behavior on the road is inappropriate and that you need to make a positive change in your life. So you do and you feel better about yourself as a kind and respectful person. You are now living up to your own personal standard. That is why it is a good practice to check in on your values every once in awhile to see if you are living up to them.

## How

To do this essay, reflect upon personal or society's values that are significant to you and make a list of those values. Then out of this list, discuss the *three or four* values that you hold the *most* dear. Take each one of these values, then, and suggest how you are living by this value or how you are not living by this value. If you are not living by one of your values, suggest how you can make a positive change in your life so that you are better meeting that goal or standard.

Then answer these questions about clarifying your values:

1. What have you learned about yourself through clarifying your values?
2. What insights have you gained about what type of person you are based on your values?
3. What changes do you want to make in yourself? Does the clarification lead you to want to make any changes in yourself or your life or your vision for the future?

The criteria for this section are as follows:

- your presentation will describe several values that you hold most dear,
- the presentation will show whether you are living by these values or not,
- the presentation will show that learning has resulted, and
- the presentation will show a discussion of the future.

## Section 2

## Processing Life's Difficulties



Self-  
Analysis

Clarification of Likes and Dislikes

Personality Analysis

Learning Styles Analysis

Values Analysis

Processing Life's Difficulties

### Why

As everyone knows, we cannot get through life without difficulties. The ways in which we deal with these difficulties will have a profound effect on our lives. Developing positive ways in which to meet, deal with, and process the negative experiences in our lives is essential to our well-being. By assessing the ways we have been processing the difficulties in our lives up until this point, we can make positive changes that will help us to deal with negative experiences in our future.

### What

In Unit 6, of the *Enterprise* supplement “Becoming a Self-Directed Learner and Self-Grower,” the authors write, “being able to respond to negative life experiences and learn from them is an important life skill.” I agree with this statement and would like to take the discussion one step further. We not only need to respond to life’s difficulties, we also need to find a way to recover from them and to move forward positively in our lives. Some experiences in life can knock people down, and many have a difficult time recovering—some never do. For example, some men who have endured the horrors of war continually relive their experiences in their minds to the point where they cannot function in society. Psychologists call this syndrome Post Traumatic Stress Disorder. Others also suffer from this disorder: people who survive plane crashes, school shootings, bombings, physical and sexual abuse, tornadoes and severe hurricanes, etc. And although you may never be a victim of these types of violence, other experiences can also knock us down: the death of a loved one, the loss of a job, drug or alcohol abuse, dealing with a troubled child or a mean boss, a divorce or any break up in a romantic relationship, etc. This assignment is important because no one is immune to life’s blows. By developing a plan to help you cope with these blows, you may find that you can recover from the pain of most setbacks.

### How

You can work through this analysis by doing three different activities:

1. First, read about the coping process on page 114 of the *Enterprise* supplement, *Becoming a Self-Directed Learner and Self-Grower*. Answer the following questions:

What stage (or aspect) of the coping process can you personally relate to best and why?

In what stage(s) does a sense of humor facilitate the coping process?

What are three possible results of ineffective coping skills? Create an example for each.

Can the coping process break down if one or two of the steps are not performed, or poorly performed? If so, how? If not, why not?

How are stress and coping skills related?

Why are “awareness” and “understanding” the first two stages in the coping process?

How can you categorize or break apart the ten stages of the coping process? What subheadings would you use to group together stages of the coping process?

Also, identify three strengths, three areas for improvement, and three insights about your own coping skills. This activity will give you an idea of your own coping skills up to this point in your life and where you might benefit from some improvement.

2. Second, write an essay where you describe two or three significant negative experiences in your life and how you coped with them. Then again, assess your strengths in terms of how you coped and discuss how you might have handled the situation better if you think you could have.
3. At the end of these activities, write a synthesis paragraph or two putting together what you have learned about your abilities to cope in times of trouble based on the first two activities. Then if you can, write a “plan” you think you might be able to use to help you recover from life’s difficulties. Identify what steps you need to take to strengthen your coping skills as well as the measurable outcomes related to these plans/goals.

The criteria for this section are as follows:

- your presentation will describe your coping skills up until this point,
- the presentation will show an assessment of your coping skills,
- the presentation will show that learning has resulted, and
- the presentation will show a plan for processing life’s difficulties in the future.



*Exploring the History of Your College*  
*Exploring Your College Resources*

### **Why**

Exploring the history of your institution will give you information about how the college evolved over the years and about what the college hopes to accomplish now and in the future. Once you have gathered this information, you will be able to see if your values and goals fit with those of the institution. The more that your values and goals fit with your college, the more comfortable you will feel within it.

### **What**

One way to know whether a college is right for you is to take a look at its history. The history of a college will tell you a lot about the long-term mission of the college, its goals, and its values. For example, the college I attended when I went back to get certified as a teacher has always been a teacher's college straight from the start. This history gives me an indication that the mission of the college is to make an impact on the education system within the state, that its goal is to educate future teachers, and that it values education. And this is true because while I was attending the school, it became the premier education university in the state. Therefore, since I wanted to be a teacher, I knew that I was at the right college. The goals of the college matched my personal and professional goals.

You might want to research more than just the history of the college. You might also want to read about the institution's vision statement and mission statement, the institution's values, information about the curriculum design and development, the core abilities, and the major and minor courses of study. In understanding these components of a college, you would get a sense of what the people who work for the institution stand for, a sense of where the institution is headed, and a sense of what you will learn from your education at the institution beyond the information related to your field. Again, this information will give you a sense of whether you belong in that institution.

### **How**

It might take some field and book research to explore the history of your college. The first place you might look for information on your college is in the college catalogue. The second place would be on the college Web site, if one were available.

In researching your institution, you might want to look at more than just a brief history. For example, in the Madison Area Technical College Catalog and Student Handbook, you will find a college overview, which includes a brief history of the college, a welcome from the president of the college, the college's vision statement, the college's mission statement, MATC's values, the curriculum design and development, MATC's core abilities, and its program directory.

When you launch a search for the history of your college, see if you can gather further information about the college in these areas:

- brief history,
- vision statement,
- mission statement,
- the college's core values,
- core abilities that students need to develop,
- curriculum design and development, and
- an overview of the programs or majors offered.

To get credit for this entry, you can gather the information and place it in your life vision portfolio or write the information by summarizing what you have learned either in your catalog or from the Web site. You will also write a 300-word analysis of how your goals and values match those of your institution.

The criteria for this section are as follows:

- your presentation will include information about the history of your college,
- the presentation will also include information about various other aspects of your college, such as vision statement, mission statement, core values, core abilities, overview of majors offered, and
- the presentation will include a discussion of how your goals and values match the goals and values of your college.



Exploring the History of Your College  
Exploring Your College Resources

### Why

College campuses have so much to offer the students who attend the institution. Most colleges have several services, programs and activities that will help to make your college experience fun and successful. You want to become familiar with the resources of your college in order to take advantage of all it has to offer.

### What

College institutions try to meet as many of the needs of the students who attend them as they possibly can. They meet these needs by providing services, programs and activities that students can use to make their lives more convenient and meaningful. A typical college campus would have several places to get food; places where you can bank; places where you can exercise or play sports; a health center to go to when you are sick; counselors to talk to if you are stressed; theatres in which to see movies or plays; dorms in which to live, ATM machines; libraries in which to study; places to get stamps; mailboxes; stores in which to get necessities, both academic and personal; access to the community; programs that help students learn to study; sports events and dances; programs where you can listen to distinguished speakers on various controversial topics; clubs, fraternities and sororities to help you to participate in your areas of interest; a place to go to get information about four-year colleges or graduate schools or to begin a job search; and many other services, programs and activities that I might have missed.

When students familiarize themselves with all their college has to offer, their time spent at the college will be more satisfying, eventful, fun, and meaningful, not to mention more efficient. I can't tell you how much easier my life has been since I found a place in my building where I can buy stamps. As a matter of fact, Madison Area Technical College has a gift shop called Olivia's Gifts in which you can buy cards. Imagine how easy it is for me now to actually acknowledge the birthdays and other important occasions in my family. As soon as I see the birthday or other occasion on my calendar or remember it if it is not on my calendar, I can run downstairs, go to Olivia's Gifts and buy a card, walk quickly to the stamp machine across the hall and get a stamp, and take the card out to the mailbox and send it on its way. We also have an ATM machine in the school that doesn't charge a fee; why would you go anywhere else to get your money? At MATC there is also a travel agency, a bakery, a gourmet dining room, a car parts store, a place to get glasses, a place to get hair cuts, a place to get massages, along with the gift shop all run by the students in those programs. How convenient for students to take advantage of these services. At my daughter's school, Colorado State University, they have a bank in the student union. How much more efficient for her to do her banking there than to have to go into town. Most students know or quickly find out about the health center, the counseling center, the fraternities and sororities, the sports events, but they may not ever familiarize themselves with all of the services that can make their lives easier and less stressful. Therefore, it is in your best interest to explore the resources of your college.

## How

Based on the questions below, you are to gather information from various places around campus. Your task is to find the best way to gather the information necessary to answer the Search Questions. Develop and write down a plan of action for how you will most efficiently answer the questions. Collect and record your answers.

### Search Questions

- *Student Affairs Office*: What departments are within this unit? Where are the departments located? What services do each department offer for students? Which services are you most likely to use, and why?
- *Illinois State Career Center*: What events are planned for the fall semester? Complete the student profile section of Erecruiting and include a printout in your portfolio. When will the Career Center have staff available to students in the College of Business this semester?
- *Tech Zone*: Where is this office located? What are the suggested computer specs for purchasing a new computer?
- *Student Service and Referral Center*: Where is this office located? Office hours? Services provided for students?
- *Milner Library*: Which floor has materials on business? Provide a printout of the floor plan. When is the library open? What resources are available to students with your major area or discipline?
- *University Galleries*: Where is it located and what are the current exhibits?
- Where will the *College of Business Advisement Center* be located in the new College of Business building?
- Where will the *Computer Lab* be located in the new College of Business building?
- Where will the *Dean's Office* be located in the new College of Business building?
- Where will the *department office for your academic major* be located in the new College of Business building?
- Provide a printout showing a suggested plan of study for your COB major and a graduation checklist.

The criteria for this section are as follows:

- your presentation will answer all the questions in your list,
- the presentation will describe an action plan for how you will complete the list, and
- the presentation will show how the plan is implemented.

**Why**

One important issue in developing career goals involves being able to “see oneself” in a career. Over the years you have been asked many times “What do you want to be when you grow up?” You have undoubtedly responded to this question based upon those things that have had an influence in your life.....family, friends, media, etc... Some people believe they can take a test that will tell them what career or job will be right for them. Others believe that choosing a specific major in college will determine the career path that they will follow. A college major, personality and aptitude tests are all factors that can help individuals prepare for jobs and careers. The reality is that all jobs require employees to have certain skills.....specific talents, personal qualities, content knowledge, and attributes. People who are aware of their skills, know how they relate to the requirements of a specific job, and can describe them to potential employers are more likely to obtain the jobs they seek after graduation.

**What**

Preparing for jobs and careers is a process. It takes a series of activities to gather enough information to make informed decisions that will enable students to prepare for their future jobs and careers. This process does not stop after graduation. Professionals must continually analyze their Life Visions to determine what steps need to be taken to advance in their careers and personal lives.

A typical career process includes self assessment, research, decision making, networking, obtaining employment, and managing your career. Self-assessment includes understanding who you are, your strengths, weaknesses, and interests. Research requires gathering information about career fields and jobs to determine how you can connect your strengths, weaknesses, and interests to occupations. Decision making is the process of setting short-term and long-term goals based on the information obtained through self-assessment and research. Networking includes making contacts with industry professionals, job shadowing experiences, internships, resume preparation, and conducting a successful job search. Obtaining employment and managing your career requires that individuals continually monitor their goals, needs, and opportunities over time.

At this point in your education, self-assessment and research will be critical to your ability to be successful in the decision and networking stages of the career process. Therefore, it is important that you learn how to explore these stages in a formal way.

**How**

In previous sections of the Life Vision Portfolio you began the process of self-assessment by reflecting upon your Life Vision, strengths, weaknesses, interests, etc... Now you need to begin linking this information to specific jobs and careers. There are two offices on the Illinois State campus that provide resources related to the career process.

Student Counseling Services (SCS) is located in room 320 of the Student Services Building and they assist students in acquiring those values, attitudes, skills, and experiences which will enable them to maximize their opportunity for life-long academic, career, and personal development. The SCS web site is [www.counseling.ilstu.edu](http://www.counseling.ilstu.edu).

The Career Center is located in room 185 of the Student Services Building and they assist students in exploring satisfying career opportunities that match their talents, interests, and goals. The Career Center also helps individuals to develop job search skills in order to pursue full-time positions, as well as internships and part-time jobs. The Career Center web site is [www.careercenter.ilstu.edu](http://www.careercenter.ilstu.edu).

To help you identify and clarify your career interests at this time, you should respond to the following questions. Before you begin, go to the Career Center web site and access and work through the activities in SIGI Plus. SIGI stands for System of Interactive Guidance and Information. SIGI offers information about self-assessment, learning about occupations, discovering career values, and developing a list of occupations you might like. You can also utilize the on-line Occupational Outlook handbook or the O\*Net to gather information about the work tasks associated with potential careers. Links for these resources may be found at [www.counseling.ilstu.edu/Career/car\\_explore.shtml](http://www.counseling.ilstu.edu/Career/car_explore.shtml).

1. What strengths or talents would you bring to a career?
2. What type of people do you want to work with in your professional career?
3. What type of work environment do you envision working in?
4. Where do you want to start your career—what city or region—why?
5. How much money do you hope to make in your first job—why?
6. How much responsibility do you hope to have in your professional career?
7. What do you think will make you most happy or satisfied in your career?
8. What would your ideal first job be upon graduation from Illinois State?
9. Why would this be a good choice for you and how might this job lead to future career opportunities?
10. Research and summarize the following topics related to your ideal job:
  - Work characteristics (what does the job entail)
  - Working conditions
  - Outlook (future job market)
  - Employment trends
  - Wages (salary range)
  - Preparation (education and training required) suggested areas of study to prepare for this job/career field
  - Key skills required
  - Advancement opportunities
  - Available resources to gather additional information.

The criteria for this section are as follows:

- your presentation will describe your top career interest area(s),
- the presentation will describe why these areas are a good choice for you,
- the presentation will show that learning has resulted, and
- the presentation will show a plan for preparing for your future career.

**Why**

A critical element to a successful job search includes the preparation of a professional resume. A well written resume presents those personal attributes about an individual that are relevant to the job that he/she seeks to obtain. A resume reflects the skills, experiences, education, activities, and honors that provide information for an employer to evaluate an applicant's qualifications in relationship to a specific job and other qualified applicants. Information should be presented briefly and in a format that is readable, visually pleasing, and with no errors.

**What**

Preparing a professional resume is something that students should begin early in their college careers and continue to update and revise as they add to their experiences, skills, and activities. Students will use a resume when they apply for part-time employment, internships, and eventually a full-time professional position upon graduation. A resume will help a student show an employer that they meet the specific job requirements and hopefully result in obtaining a formal interview.

**How**

There are many resources, both print and web related, that students can obtain to seek guidance on how to prepare an effective resume. The main point to keep in mind is that a resume should reflect an applicant's qualifications as they relate to the requirements of the position he/she seeks to obtain. The goal is to create a visual image for the employer that illustrates clearly why you would be successful in the position.

To help you get started thinking about your future and how you will prepare for your career, you will complete a professional resume. However, this resume will not just reflect your current qualifications, it should be futuristic and resemble the skills, activities, experiences, and honors that you hope to have achieved by the time you graduate from Illinois State.

Utilize this activity as a way of reflecting on the research results you obtained in your self-assessment. Be realistic in your choices and this resume will be a roadmap to your future success. A challenge will be to decide upon an effective resume format and design. Listed below are a number of web links that will help you get started.

- [www.careercenter.ilstu.edu/design/students/resume.shtml](http://www.careercenter.ilstu.edu/design/students/resume.shtml)
- [www.collegejournal.com](http://www.collegejournal.com)
- <http://jobstar.org>
- [www.rileyguide.com](http://www.rileyguide.com)

The criteria for this section are as follows:

- your presentation will reflect your future qualifications for your ideal job following graduation from college,
- the presentation will show that learning has resulted, and
- the presentation will show an effective use of resume guide resources.

**Why**

If you develop strong self-assessment skills, you will be able to consider your performance on any task or activity through a thorough but non-judgmental approach to seeking ways to build on your strengths and improve your future performance. Through the use of assessment skills, you will be energized to make improvements in your future performance in various areas in your life: school, work, extracurricular activities, etc.

**What**

For the past two years, I have developed self-assessment tools for my students in both my study skills and my writing classes. In my study skills course, every two weeks my students assess their performance in all of their classes in terms of the skills we are covering in my course. So for example, if we were covering time management in my course, they would take a look at their strengths and areas for improvement in time management in all of their courses. If we were covering reading skills, they would assess their reading performance in all of their courses. My students have found this assignment to be quite helpful. Since I have introduced them to techniques and methodologies that will help to improve their performance if they adopt them, within the assessment they can gauge their performance in terms of the methodologies—i.e., are their strategies for time, reading, note taking, etc. as beneficial as the strategies that they are learning within my course. As they consider their own strategies in terms of strategies that may be more beneficial, they become energized to make changes in their study habits sometimes with remarkable results. I have known students who by making some changes in their habits have raised their test and quiz scores by two grade levels—from D's to B's, from C's to A's!

In my writing classes, I have my students assess their writing process for each paper that they write. First of all, I encourage my students, through assigning them to do it, to proceed through a process as they write their papers. I ask them to brainstorm in some way, to analyze their audience, to assess a model essay, to write a rough draft, to participate in peer assessment, to rewrite the paper, and to rewrite again according to my assessment. At the end of this process, I ask them to consider their strengths and areas for improvement in terms of the process in which they just engaged. What my students have found is that the thoroughness of the process I require helps them to write papers that are more organized, coherent, and complete. If students have left a step out of the process, they usually find that they want to include it within their process for the next paper. In this way, I am hoping that my students will make the process into a habit. I am inclined to think that many of them will.

The idea behind both of these assessments is that students are considering their own performance in terms of the quality of that performance. They have been given information on what a quality performance would look like, and they provide themselves feedback on their strengths and areas for improvement in reference to that quality performance. As you work on this component, you will learn more about how to assess yourself in this way.

## How

First, you need to make sure that you read Unit 5 from the *Enterprise* supplement “Becoming a Self-Directed Learner and Self-Grower” which will give you an in-depth discussion of assessment. Second, your instructor might ask you to work complete the activity at the end of the chapter. This activity will help provide a further understanding of the Assessment Methodology. If you have not been assigned this activity in class, you can work on it by yourself outside of class. Lastly, choose either to assess a classmate’s performance in some area or assess a performance of your own, using the Assessment Methodology. For example, you might work with a classmate on assessing a particular paper that he/she wrote. You might listen to a speech a classmate needs to give and assess his/her delivery of the speech. You might assess a classmate’s notes in a particular class if he/she is having trouble with taking complete notes. Or you could assess your own performance in terms of a paper you wrote, a speech you need to give, notes that you are taking in a class.

In either case you want to use the Assessment Methodology to:

1. develop guidelines for the assessor to follow when assessing a performance,
2. design the methods used for the assessment,
3. collect information during the performance, and
4. report the findings to the assessee.

As you decide upon each of these steps, you will write out what you have chosen to include in each step: the guidelines, the methods, the information and the report. You will write up your report by using the SII method. SII includes information on Strengths, Areas for Improvement, and Insights. Additional information about SII can be found in Unit 5, pages 93-95 of the *Enterprise* supplement “Becoming a Self-Directed Learner and Self-Grower.”

The criteria for this section are as follows:

- your presentation will show an assessment of some performance of a classmate or yourself ,
- the presentation will show written information on each of the steps of the Assessment Methodology,
- the report will be written using the SII method, and
- the presentation will show that learning has resulted.

A circular logo with a black border containing the text "Growth and Improvement" in a serif font, arranged in three lines.

Growth  
and  
Improvement

Improving Self-Assessment  
Performance

Self-Growth Paper

### Why

A self-growth paper is based on a process of periodic assessment of a performance in a particular skill. By assessing your performance throughout the semester on a specific skill and analyzing that performance in an essay, you will see your continued growth in and the development of that skill. This is an exciting process, one that will most likely increase your motivation to perfect the skill you are looking to improve.

### What

A self-growth paper is an analysis of repeated self-assessments across a variety of activities focused on specific areas in which you are choosing to improve. At the beginning of the process, you will give careful thought to what specific areas would be the most useful to focus on, and you will design an assessment system that would gather the information you would like to know about your performance. During the process, you may uncover new areas of understanding and replace your initial thoughts. The process requires also that you try to capture assessment data at least 16 separate times with very specific evidence on your current performance. Especially important is for you to repeat the assessment of a specific area of performance so that you can periodically and systematically measure your growth.

#### *Initial Design*

The recommendation is to focus on 15 specific learning skills throughout the course. Students will be given the chance to choose five of these skills to focus on. The choice should be based upon the least effective skills the students possess, because they will have the most opportunity to grow in these areas. These skills should be measured at least six times during the semester—an initial measurement within the first two weeks and then spaced out fairly uniformly throughout the term. During the last two weeks, a final measurement allows for closure and the basis to measure the overall development that has occurred.

#### *Ongoing Analysis*

It is important that students create action plans from one assessment to the next. Most importantly, students need to follow through on the previous action plan in order to see growth. Students can also use the personal development methodology as they move through this process, so that they can see what it really takes to produce growth.

### *Assessment of the Individual Assessments*

The quality of the final report will be based upon the strength of the ongoing assessments and their analysis. The best way in which to make sure that students improve their assessments is to have a schedule for assessing these assessments. It is important for students to identify quality criteria for assessments and for the teacher or mentor to assess these assessments three times during the process.

### **How**

Decide upon the areas in which you would like to improve your performance in your class. Throughout the semester, you will gather data upon your performance at least 16 times in an assessment process you have designed to fit your needs. Your instructor may also measure your performance in these areas during the semester. Then armed with all of this data on your growth and development, write your self-growth paper.

A self-growth paper outline is fairly structured.

1. Introduction—the reason for the specific skills chosen, the perspective of the students going into the process.
2. Assessment design.
3. Initial level of performance and final level of performance.
4. At least four intermediate measurements.
5. A discussion of the typical effort to improve (action plans).
6. Justification of what made the breakthrough for personal growth.
7. Five specifics in each section illustrating cause and effect.
8. Final summary—discussion about the ability to self-assess, use the personal development methodology, relate the specific skills chosen with each other, and how you feel about the growth in these skills and the ability to improve areas in the future.

The criteria for the self-growth paper are as follows:

- completeness,
- level of thought,
- ability to assess performance,
- diligence in self-assessment,
- level of effort throughout the process,
- commitment to self-growth, and
- quality of writing.