COLLEGE of HEALTH and HUMAN DEVELOPMENT

Department of Recreation and Tourism Management

Annual Assessment Report- 2011-12

Liaison: Veda E. Ward (RTM/HHD)

Overview

1a. The assessment plan for the 2011-12 year focused on: (1) aligning assessment with program review and preparation for national external review by COAPRT; (2) increasing faculty awareness of assessment and commitment to the RTM process, and; (3) improving course components linked to critical thinking (SLO #1), Emotional Intelligence (SLO #4), portfolio preparation and review (SLO #2).

(Source: CSU Northridge, University Catalogue, p. 582)

Student Learning Outcome Assessment Project(s)

2a. Throughout the academic year the overlap among departmental program review activities, College of HHD assessment goals and ongoing commitment to assessment of student learning led to increased momentum among assessment activities. In other words, it became difficult to isolate assessment into the SLO "silos" since there is overlap across courses. The capstone experiences in RTM 490 (Professional Challenges Seminar), Senior Internship (RTM 494C - 01 & 02) became the focus of course-level changes; some prompted by student feedback. Essentially, SLOs # 1 and #2 were the central focus around which other activities evolved/revolved.

2b. SLO # 1 aligns with University Fundamental Learning Competency "Critical Thinking", while SLO # 2 aligns with Written Communication, since portfolios provide evidence of different writing formats and skill levels from the 200-level-through 400-level "core" required courses in the major. There is a commitment to gathering data on SLO #4 on an annual basis.

2c. The RTM department relies heavily on indirect measures of SLOs, primarily because it is a a project-based pre-professional preparation-focused discipline. Faculty members often use problem-based learning (Ward & Lee, 2002) approaches to trigger critical thinking and situations to assess emotional intelligence. Approaches included are presented in Table 1

Table 1: Direct and Indirect Measure of RTM Department Student Learning Outcomes (SLOs)

RTM SLO #	Direct Measure	Indirect Measure
#1		Professional practice lab and learning activities in RTM 490 (Case Study) Application of theory to problem –solving in RTM 303, 304 and 403
#2		New FT/tenure track hires Fall 2012 were asked to review

		portfolios form prior graduates. Feedback provided was discussed in faculty meeting, and at conclusion of Spring 2012, the next crop of portfolios was harvested. Feedback from (the same as well as other)faculty members identified improvement in the portfolios as evidence of student learning. An important improvement included the requirement of short, learning-focused reflections for each course as well as a cumulative reflection at the end of RTM 490, and a revision of the resume and "final" reflection at the conclusion of Senior Internship (Florman, 2011).
#3	Emotional Intelligence instrument (Appendix A)was secured online and administered to two lower-division courses and the capstone seminar. A faculty member has committed to assisting with statistical comparisons of results using independent t –test (fall 2012)	Students participate in challenging simulations of workplace situation (RTM 202, 204, 302, 490) which help them assess emotional intelligence, as well as expose them to ways to improve on this developmental skill-set

Design Methodology

Department faculty members were regularly involved in "discussions" about the improvement of assessment activities suggested during faculty meetings through informal discussion, email requests for participation/feedback or through assignment modification. At this point, most measures are cross-sectional, but EI and portfolios can be sampled as longitudinal measures since "evidence" has been collected over time. Methodology is summarized in Table 1 (above).

2e. Assessment Results and Analysis

Assessment results from 2012-12 are already being incorporated into program review and preparation of documents for external accreditation. Evidence was analyzed in a variety of ways including informal and formal reviews of portfolios, identification of a faculty member to complete analysis of EI data during fall 2012, and observation.

During Summer 2012, faculty supervisor (course instructor)visits to internship sites identified areas of strength and weakness among Senior interns, as well ,(e.g., communication skills, finance/budgeting). Results are shared with faculty during meetings as well, and some instructional assignments (as well as course learning activities) have been changed as a result.

2f. Use of Assessment Results

RTM faculty members use the assessment process in a variety of ways to inform classroom teaching, program improvement and continuity across the College of HHD in producing students well-prepared to undertake desired careers. Table 2 provides a summary of how the department used results of their efforts during 2011-12.

In addition to the SLO-specific feedback, faculty members, including the Assessment Liaison wished to work on increasing assessment as part of both student and faculty culture. Faculty members are increasingly identifying portfolio assignments on their syllabi, and the department Chair provides coordination through the main office.

Table 2. Closing the Assessment Loop

Opportunity for Growth	*Targeted Course/Assignment*	*Strategy Employed*
Increase awareness of departmental assessment goals across faculty	Relevant to all faculty members	Include assessment as a regular item on faculty meeting agendas Disseminate information about assessment and accreditation to all faculty members EI surveys were completed in lower and upper division course where duplication in sample would be least likely to occur (data to be analyzed Fall 2012)
Review sample student portfolios for evidence of student learning	RTM core courses	Fall 2011- New faculty hires review portfolios and provide feedback at faculty meeting. Core course instructors are asked to clearly identify on syllabus, and discuss "portfolio" assignments with students enrolled in their courses
Identify areas of professional preparation that could be strengthened prior to senior internship	RTM 400 sequence courses	Spring 490 and Summer 494C (Senior Supervised Internship) 490-design case study that incorporates diverse aspects of the profession and career-related competencies (budget, public process, facility/ADA, etc.)

		Complexity of assignment also enhanced SLO#1 (critical thinking)
Improve information about, and preparation for Senior Internship	RTM 490 & RTM 494C	A Powerpoint presentation on the internship process was developed and shown in the 490 course as well as a separate Sunday afternoon Internship Orientation session Each student was required to meet with the internship instructor to review individual Learning Plans. Permission numbers were issued as review of each learning plan was completed. Summer Internship instructors completed site visits to ascertain areas in need of better preparation Two students elected to submit e-portfolios on CD
Identify College of HHD directions for assessment (late in Spring 2012 and continues into Fall 2012)	RTM 490 (content capstone)	Course instructor included lecture and information on professional ethics; devised "final exam" questions on ethics (Appendix). A possible instrument has been identified.

The Department of Recreation & Tourism Management continued its self-study preparation for external accreditation by COAPRT in Fall 2013, and was able to involve new faculty members in the assessment process. The small size of the day-to-day FT faculty poses difficulties with consistently collecting and analyzing data. Faculty members continue to debate the best ways to consistently assess SLOs in classes, but are committed to improving the process through continued dialogue and preparation of program review/accreditation documents. Solutions being explored include selection of student assistants who can input data and identification of FT faculty member who can complete analyses, and possibly develop this as a research line. This will be explored during the 2012-13 academic year.

Students are becoming more familiar with assessment of student learning, are participating in assessment activities and producing portfolios and other forms of evidence that represent improved understanding of assignments and expectations of professional behavior (EI). The Recreation Majors Association (RMA), for example, is encouraging better information and more frequent updating of expectations and increased access through the department web page. Some of these ideas have actually resulted in assignments to faculty to complete by December 2012.

3. Connections to Strategic Plan and 5-year Assessment Plan.

This was a busy year for RTM, since 2 new tenure track hires had to be brought into the mix of assignments and understanding of assessment. For the most part, all faculty members improved their understanding of assessment, and of the expectation to support department learning outcomes. Professional ethics is a value something most FT and PT faculty members share because of their backgrounds and experience as practitioners, as well as academicians.

Since the department is completing its program review/accreditation document, assessment goals will be aligned with the resulting 5-year plan.

4. Other Information, Assessment or Reflective Activities or Processes not Captured Above

Although not required, faculty members are also incorporating assessment activities into general education courses offered in the department. RTM 330, for example, requires a course student learning portfolio. RTM 352 requires an extensive field experience and reflection. A majority of outdoor adventure classes incorporate challenging situations, debriefing and oral reflection that enhance problem-solving and emotional intelligence. These examples are provided as evidence that the department has an increased commitment to levels of assessment of student learning at many levels.

5. Resulting Manuscripts/ Publications

Drs. Ward and Visiting Scholar, Nankyoung Cho (Korea) have submitted a poster session proposal (Student Learning Resulting from Participation in a Field-based Research Project)for present at a state conference, in anticipation of submission to a national journal on teaching and learning in recreation, leisure studies and tourism.

References

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Jacobson, W. (2011). Portfolio Teaching. *NEA Higher Education Advocate*, 28, 5.

Michelson, E. & Mandel, A. (2004). *Portfolio Development and the Assessment of Prior Learning.*

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Ward, J. D. & Lee, C. L. Overview of problem-based learning. *Journal of Family and Consumer Sciences*

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Very Slight Ability		**Moderate Ability**		**Very Much Ability**
1	2	3	4	5

1. Associate different internal physiological cues with different emotions.

2. Relax when under pressure in situations.

3. "Gear up" at will for task.

4. Know the impact your behavior has on others.

5. Initiate successful resolution of conflict with others.

6. Calm yourself quickly when angry.

7. Know when you are becoming angry.

8. Regroup quickly after a setback.

9. Recognize when others are distressed.

10. Build consensus with others.

11. Know what senses you are currently using.

12. Use internal "talk" to change your emotional state.

13. Produce motivation when doing uninteresting work.

14. Help others manage their emotions.

15. Make others feel good.

16. Identify when you experience mood shifts.

17. Stay calm when you are the target of anger from others.

18. Stop or change an ineffective habit.

19. Show empathy to others.

20. Provide advice and emotional support to others as needed.

21. Know when you become defensive.

RTM 490: Challenges of the Parks, Recreation, Hospitality and Tourism Profession (Ward)   FINAL EXAM   Spring 2012

YOUR NAME:

What Is a Professional Code of Ethics?

Business or professional ethics are standards or codes of conduct set by people in a specific profession. A code of ethics is a part of the expectations of those involved in many different types of professions. People in a profession don't want to condone bad, dishonest or irresponsible behavior if it does occur by someone in their field. By setting out expected behaviors in the form of professional ethics, professionals work together to try to uphold a good reputation. Professional ethics are commonly known as ethical business practices. Respect and honesty are the two main components of professional ethics. All employees are expected to represent a business ethically as they are a part of it. This is why businesspeople traditionally speak of "we" or "us" rather than the more personal "I" for the most part. For instance, if an employee must mention company policy to a customer, he or she may say "I'm sorry, but this is our company policy in these situations." Policies are another type of preferred standards in how business is done, and everyone in a company is expected to represent them. **(taken from online website)**

1. *Why Do Professional Organizations Have a Code of Ethics?*

Businesses and other organizations can benefit in many ways from having a code of ethics. Establishing an ethics code can help businesses comply with governmental regulations, comp...

http://www.ehow.com/about_6563459_do-professiona.....

2. *What is Code of Professional Ethics?*

Authoritative statement regarding the rules of conduct for certified public accountants in performing their functions. the American Institute of Certified Public Accountants (aicpa...

http://www.answers.com/topic/code-of-professiona.....

3. *What is Professional Ethic?*

Professional ethic is the system of moral standards by which one uses in the line of work or their career. It is your behavior that is above board.

http://answers.ask.com/Society/Philosophy/what_i.....

Briefly describe YOUR professional code of ethics. Next, identify how YOU will locate and discuss professional ethics with your agency (internship) supervisor and then describe a "hypothetical" situation that would *test* your ability to adhere to your organization's ethical standards of practice.

Please use front sides of paper only to expedite grading. This "final" will be placed in your portfolio when you pick it up (Friday or Tuesday before graduation)

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Ethics Self-Assessment

Purpose of the Ethics Self-Assessment

Affiliates of the American College of Healthcare Executives agree, as a condition of membership, to abide by ACHE's _Code of Ethics_. The _Code_ provides an overall standard of conduct and includes specific standards of ethical behavior to guide healthcare executives in their professional relationships.

Based on the _Code of Ethics_, the Ethics Self-Assessment is intended for your personal use to assist you in thinking about your ethics-related leadership and actions. _It should not be returned to ACHE nor should it be used as a tool for evaluating the ethical behavior of others._

The Ethics Self-Assessment can help you identify those areas in which you are on strong ethical ground; areas that you may wish to examine the basis for your responses; and opportunities for further reflection. The Ethics Self-Assessment does not have a scoring mechanism, as we do not believe that ethical behavior can or should be quantified.

How to use this self-assessment

We hope you find this self-assessment thought-provoking and useful as a part of your reflection on applying the ACHE _Code of Ethics_ to your everyday activities. You are to be commended for taking time out of your busy schedule to complete it.

Once you have finished the self-assessment, it is suggested that you review your responses, noting which questions you answered "usually," "occasionally" and "almost never." You may find that in some cases an answer of "usually" is satisfactory, but in other cases such as when answering a question about protecting staff's well-being, an answer of "usually" may raise an ethical red flag.

We are confident that you will uncover few red flags where your responses are not compatible with the ACHE _Code of Ethics_. For those you may discover, you should use it as an opportunity to enhance your ethical practice and leadership by developing a specific action plan. For example, you may have noted in the self-assessment that you have not used your organization's ethics mechanism to assist you in addressing challenging ethical conflicts. As a result of this insight you might meet with the chair of

the ethics committee to better understand the committee's functions, including case consultation activities, and how you might access this resource when future ethical conflicts arise.

We also want you to consider ACHE as a resource when you and your management team are confronted with difficult ethical dilemmas. In the About ACHE area, you can access an Ethics Toolkit, a group of practical resources that will help you understand how to integrate ethics into your organization. In addition, you can refer to our regular "Healthcare Management Ethics" column in *Healthcare Executive* magazine, and you may want to consider attending our annual ethics seminar.

Please check one answer for each of the following questions.

Almost Never/Occasionally/Usually/Always/Not Applicable

I. Leadership

I take courageous, consistent and appropriate management actions to overcome barriers to achieving my organization's mission.

Almost Never	Occasionally	Usually	Always	N/A
☐	☐	☐	☐	☐

I place community/patient benefit over my personal gain.

Almost Never	Occasionally	Usually	Always	N/A
☐	☐	☐	☐	☐

I strive to be a role model for ethical behavior.

Almost Never	Occasionally	Usually	Always	N/A
☐	☐	☐	☐	☐

I work to ensure that decisions about access to care are based primarily on medical necessity, not only on the ability to pay.

Almost Never	Occasionally	Usually	Always	N/A
☐	☐	☐	☐	☐

My statements and actions are consistent with professional ethical standards, including the ACHE *Code of Ethics*.

Almost Never	Occasionally	Usually	Always	N/A
☐	☐	☐	☐	☐

My statements and actions are honest even when circumstances would allow me to confuse the issues.

Almost Never	Occasionally	Usually	Always	N/A
☐	☐	☐	☐	☐

I advocate ethical decision making by the board, management team and medical staff.

Almost Never	Occasionally	Usually	Always	N/A
☐	☐	☐	☐	☐

I use an ethical approach to conflict resolution.

Almost Never	Occasionally	Usually	Always	N/A
☐	☐	☐	☐	☐

I initiate and encourage discussion of the ethical aspects of management/financial issues.

Almost Never	Occasionally	Usually	Always	N/A
☐	☐	☐	☐	☐

I initiate and promote discussion of controversial issues affecting community/patient health (e.g., domestic and community violence and decisions near the end of life).

Almost Never	Occasionally	Usually	Always	N/A
☐	☐	☐	☐	☐

I promptly and candidly explain to internal and external stakeholders negative economic trends and encourage appropriate action.

Almost Never	Occasionally	Usually	Always	N/A
☐	☐	☐	☐	☐

I use my authority solely to fulfill my responsibilities and not for self-interest or to further the interests of family, friends or associates.

Almost Never	Occasionally	Usually	Always	N/A
☐	☐	☐	☐	☐

When an ethical conflict confronts my organization or me, I am successful in finding an effective resolution process and ensure it is followed.

Almost Never	Occasionally	Usually	Always	N/A
☐	☐	☐	☐	☐

I demonstrate respect for my colleagues, superiors and staff.

Almost Never	Occasionally	Usually	Always	N/A
☐	☐	☐	☐	☐

I demonstrate my organization's vision, mission and value statements in my actions.

Almost Never	Occasionally	Usually	Always	N/A
☐	☐	☐	☐	☐

I make timely decisions rather than delaying them to avoid difficult or politically risky choices.

Almost Never	Occasionally	Usually	Always	N/A
☐	☐	☐	☐	☐

I seek the advice of the ethics committee when making ethically challenging decisions.

Almost Never	Occasionally	Usually	Always	N/A

My personal expense reports are accurate and are only billed to a single organization.

Almost Never	Occasionally	Usually	Always	N/A
☐	☐	☐	☐	☐

I openly support establishing and monitoring internal mechanisms (e.g., an ethics committee or program) to support ethical decision making.

Almost Never   Occasionally   Usually   Always   N/A
☐   ☐   ☐   ☐   ☐

I thoughtfully consider decisions when making a promise on behalf of the organization to a person or a group of people.

Almost Never   Occasionally   Usually   Always   N/A
☐   ☐   ☐   ☐   ☐

II. Relationships

Community

I promote community health status improvement as a guiding goal of my organization and as a cornerstone of my efforts on behalf of my organization.

Almost Never   Occasionally   Usually   Always   N/A
☐   ☐   ☐   ☐   ☐

I personally devote time to developing solutions to community health problems.

Almost Never   Occasionally   Usually   Always   N/A
☐   ☐   ☐   ☐   ☐

I participate in and encourage my management team to devote personal time to community service.

Almost Never   Occasionally   Usually   Always   N/A
☐   ☐   ☐   ☐   ☐

Patients and Their Families

I use a patient- and family-centered approach to patient care.

Almost Never	Occasionally	Usually	Always	N/A
☐	☐	☐	☐	☐

I am a patient advocate on both clinical and financial matters.

Almost Never	Occasionally	Usually	Always	N/A
☐	☐	☐	☐	☐

I ensure equitable treatment of patients regardless of socio-economic group or payor category.

Almost Never	Occasionally	Usually	Always	N/A
☐	☐	☐	☐	☐

I respect the practices and customs of a diverse patient population while maintaining the organization's mission.

Almost Never	Occasionally	Usually	Always	N/A
☐	☐	☐	☐	☐

I demonstrate through organizational policies and personal actions that overtreatment and undertreatment of patients are unacceptable.

Almost Never	Occasionally	Usually	Always	N/A
☐	☐	☐	☐	☐

I protect patients' rights to autonomy, clinical efficacy, and full information about their illnesses, treatment options, and related costs.

Almost Never	Occasionally	Usually	Always	N/A
☐	☐	☐	☐	☐

I promote medical record confidentiality and do not tolerate breaches of this confidentiality.

Almost Never	Occasionally	Usually	Always	N/A
☐	☐	☐	☐	☐

Board

I have a routine system in place for board members to make full disclosure and reveal potential conflicts of interest.

Almost Never	Occasionally	Usually	Always	N/A
☐	☐	☐	☐	☐

I ensure that reports to the board, my own or others', appropriately convey risks of decisions or proposed projects.

Almost Never	Occasionally	Usually	Always	N/A
☐	☐	☐	☐	☐

I work to keep the board focused on ethical issues of importance to the organization, community and other stakeholders.

Almost Never	Occasionally	Usually	Always	N/A
☐	☐	☐	☐	☐

I keep the board appropriately informed of patient safety and quality indicators.

Almost Never	Occasionally	Usually	Always	N/A
☐	☐	☐	☐	☐

I promote board discussion of resource allocation issues, particularly those where organizational and community interests may appear to be incompatible.

Almost Never	Occasionally	Usually	Always	N/A
☐	☐	☐	☐	☐

I keep the board appropriately informed about issues of alleged financial malfeasance, clinical malpractice and potential litigious situations involving employees.

Almost Never	Occasionally	Usually	Always	N/A
☐	☐	☐	☐	☐

Colleagues and Staff

I foster discussions about ethical concerns when they arise.

Almost Never	Occasionally	Usually	Always	N/A
☐	☐	☐	☐	☐

I maintain confidences entrusted to me.

Almost Never	Occasionally	Usually	Always	N/A
☐	☐	☐	☐	☐

I demonstrate through personal actions and organizational policies zero tolerance for any form of staff harassment.

Almost Never	Occasionally	Usually	Always	N/A
☐	☐	☐	☐	☐

I encourage discussions about and advocate for the implementation of the organization's code of ethics and value statements.

Almost Never	Occasionally	Usually	Always	N/A
☐	☐	☐	☐	☐

I fulfill the promises I make.

Almost Never	Occasionally	Usually	Always	N/A
☐	☐	☐	☐	☐

I am respectful of views different from mine.

Almost Never	Occasionally	Usually	Always	N/A
☐	☐	☐	☐	☐

I am respectful of individuals who differ from me in ethnicity, gender, education or job position.

Almost Never	Occasionally	Usually	Always	N/A
☐	☐	☐	☐	☐

I convey negative news promptly and openly, not allowing employees or others to be misled.

Almost Never	Occasionally	Usually	Always	N/A
☐	☐	☐	☐	☐

I expect and hold staff accountable for adherence to our organization's ethical standards (e.g., performance reviews).

Almost Never	Occasionally	Usually	Always	N/A
☐	☐	☐	☐	☐

I demonstrate that incompetent supervision is not tolerated and make timely decisions regarding marginally performing managers.

Almost Never	Occasionally	Usually	Always	N/A
☐	☐	☐	☐	☐

I ensure adherence to ethics-related policies and practices affecting patients and staff.

Almost Never	Occasionally	Usually	Always	N/A
☐	☐	☐	☐	☐

I am sensitive to employees who have ethical concerns and facilitate resolution of these concerns.

Almost Never	Occasionally	Usually	Always	N/A
☐	☐	☐	☐	☐

I encourage the use of organizational mechanisms (e.g., an ethics committee or program) and other ethics resources to address ethical issues.

Almost Never	Occasionally	Usually	Always	N/A
☐	☐	☐	☐	☐

I act quickly and decisively when employees are not treated fairly in their

relationships with other employees.

Almost Never   Occasionally   Usually   Always   N/A

☐   ☐   ☐   ☐   ☐

I assign staff only to official duties and do not ask them to assist me with work on behalf of my family, friends or associates.

Almost Never   Occasionally   Usually   Always   N/A

☐   ☐   ☐   ☐   ☐

I hold all staff and clinical/business partners accountable for compliance with professional standards, including ethical behavior.

Almost Never   Occasionally   Usually   Always   N/A

☐   ☐   ☐   ☐   ☐

Clinicians

When problems arise with clinical care, I ensure that the problems receive prompt attention and resolution by the responsible parties.

Almost Never   Occasionally   Usually   Always   N/A

☐   ☐   ☐   ☐   ☐

I insist that my organization's clinical practice guidelines are consistent with our vision, mission, value statements and ethical standards of practice.

Almost Never   Occasionally   Usually   Always   N/A

☐   ☐   ☐   ☐   ☐

When practice variations in care suggest quality of care is at stake, I encourage timely actions that serve patients' interests.

Almost Never   Occasionally   Usually   Always   N/A

☐   ☐   ☐   ☐   ☐

I insist that participating clinicians and staff live up to the terms of

managed care contracts.

Almost Never	Occasionally	Usually	Always	N/A
☐	☐	☐	☐	☐

I encourage clinicians to access ethics resources when ethical conflicts occur.

Almost Never	Occasionally	Usually	Always	N/A
☐	☐	☐	☐	☐

I encourage resource allocation that is equitable, is based on clinical needs and appropriately balances patient needs and organizational/clinical resources.

Almost Never	Occasionally	Usually	Always	N/A
☐	☐	☐	☐	☐

I expeditiously and forthrightly deal with impaired clinicians and take necessary action when I believe a clinician is not competent to perform his/her clinical duties.

Almost Never	Occasionally	Usually	Always	N/A
☐	☐	☐	☐	☐

I expect and hold clinicians accountable for adhering to their professional and the organization's ethical practices.

Almost Never	Occasionally	Usually	Always	N/A
☐	☐	☐	☐	☐

Buyers, Payors and Suppliers

I negotiate and expect my management team to negotiate in good faith.

Almost Never	Occasionally	Usually	Always	N/A
☐	☐	☐	☐	☐

I am mindful of the importance of avoiding even the appearance of wrongdoing, conflict of interest, or interference with free competition.

Almost Never	Occasionally	Usually	Always	N/A
☐	☐	☐	☐	☐

I personally disclose and expect board members, staff members and clinicians to disclose any possible conflicts of interests before pursuing or entering into relationships with potential business partners.

Almost Never	Occasionally	Usually	Always	N/A
☐	☐	☐	☐	☐

I promote familiarity and compliance with organizational policies governing relationships with buyers, payors and suppliers.

Almost Never	Occasionally	Usually	Always	N/A
☐	☐	☐	☐	☐

I set an example for others in my organization by not accepting personal gifts from suppliers.

Almost Never	Occasionally	Usually	Always	N/A
☐	☐	☐	☐	☐

CORE VALUES ASSESSMENT

Your values are your GPS navigation system for life. Getting them defined and properly calibrated is one of the most important steps in redirecting your life toward your grandest vision. The below series of questions will help you evaluate and refine what is truly important to you and what matters most in life. Answer each question thoughtfully, and then I will help you select the top half-dozen values for your life.

Who is the person I respect most in life? What are their core values?

_____

_____

Who is my best friend, and what are his/her top three qualities?

_____

_____

If I could have more of any one quality instantly, what would it be?

_____

What are three things I hate? (e.g., cruelty to animals, credit card companies, deforestation, etc.)

_____

_____

Which three people in the world do I dislike the most and why?

_____

_____

_____

Which personality trait, attribute or quality do people compliment me on the most?

_____

What are the three most important values I want to pass on to my children?

_____

_____

If I were to teach a graduating high-school class values that would give them
the best opportunity for success in life, what would those be and why?

_____

_____

_____

If I had enough money to retire tomorrow, what values would I continue to hold?

_____

_____

What values do I see being valid 100 years from now?

_____

_____

The top dozen qualities of the "ideal" man or woman:

_____

_____

_____

_____

_____

_____

Now take a look at your answers above. Do you notice any reoccurring themes? Taking what you've observed in
others, what others have observed about you, what you want for others, and things you would fight for or against,
create a list of your top 10 values (in any order) below.

Top 10 Values:

1. _____   6. _____

2. _____   7. _____

3. _____   8. _____

4. _____   9. _____

5. _____   10. _____

Now, let's reduce it down to the half-dozen most important to you. Put a star by the values you're sure about. Then take the ones you feel are important but aren't sure if they're top-six material and put them in pairs. Think about two of those values side by side, and ask yourself which of the two is more important, eliminating the other. Keep pitting the survivors against each other until you're down to six. If some of the values you listed are just two words describing the same idea, combine them.

Top 6 Values:

1. _____   4. _____

2. _____   5. _____

3. _____   6. _____

Now prioritize your core values in order of importance, with the most important first. All are important, of course, but which are the most important? If you had to choose between two values, which would you fight for, or even die defending? Now which are your top three?

MY TOP 3 VALUES IN LIFE ARE:

1. _____

2. _____

3. _____

Memory Jogger of Values

Abundance	Cheerfulness	Creativity	Expressiveness	Humility	Order	Responsibility
Acceptance	Clarity	Curiosity	Fairness	Humor	Organization	Righteousness
Accountability	Cleanliness	Daring	Faith	Imagination	Originality	Risk-taking
Accomplishment	Collaboration	Decisiveness	Fame	Independence	Outcome	Romance
Accuracy	Longevity	Delight	Family	Influence	orientation	Safety
Achievement	Love	Dependability	Fidelity	Ingenuity	Outstanding service	Security
Acknowledgement	Loyalty	Desire	Flexibility	Inner peace	Passion	Selflessness
Adaptability	Love	Determination	Flow	Innovation	Peace	Self-esteem
Adventure	Making a difference	Devotion	Focus	Insightfulness	Perceptiveness	Seriousness
Affection	Mastery	Dignity	Forgiveness	Inspiration	Perseverance	Service
Aggressiveness	Maturity	Diligence	Fortitude	Integrity	Persistence	Simplicity
Agility	Comfort	Discipline	Freedom	Intelligence	Personal growth	Sincerity
Alertness	Commitment	Discovery	Friendship	Intensity	Pleasure	Skill
Ambition	Communication	Discretion	Frugality	Intimacy	Poise	Speed
Anticipation	Community	Diversity	Fun	Intuitiveness	Positive attitude	Spirit
Appreciation	Compassion	Drive	Generosity	Inventiveness	Power	Stability
Assertiveness	Competence	Duty	Giving	Investing	Practicality	Strength
Attentiveness	Competition	Eagerness	Going the extra	Joy	Precision	Style
Audacity	Concentration	Education	mile	Justice	Preparedness	Systemization
Awareness	Confidence	Effectiveness	Goodness	Kindness	Presence	Teamwork
Balance	Connection	Efficiency	Grace	Knowledge	Preservation	Timeliness
Beauty	Consciousness	Elation	Gratitude	Leadership	Privacy	Tolerance
Belonging	Consistency	Elegance	Growth	Learning	Proactivity	Tradition
Blissfulness	Contentment	Empathy	Guidance	Liberty	Progress	Tranquility
Boldness	Content over fluff	Encouragement	Happiness	Logic	Prosperity	Trust
Bravery	Continuity	Endurance	Harmony	Meaning	Punctuality	Truth
Brilliance	Continuous	Energy	Hard work	Merit	Quality	Unity
Calm	Improvement	Enjoyment	Health	Mindfulness	Quiet	Variety
Candor	Contribution	Enthusiasm	Helpfulness	Modesty	Rationality	Well-being
Carefulness	Control	Equality	Heroism	Money	Recognition	Wisdom
Caring	Conviction	Excellence	Holiness	Motivation	Relationships	
Certainty	Convincing	Excitement	Honesty	Nonviolence	Reliability	
Challenge	Cooperation	Experience	Honor	Openness	Religion	
Change	Courage	Expertise	Hopefulness	Opportunity	Resourcefulness	
Charity	Courtesy	Exploration	Hospitality	Optimism	Respect	