
Key Life and Success Skills!

MATC Core Abilities

**What do transfer colleges want?
What do employers want?
How can you improve your professional skills?**

MATC emphasizes eight Core Abilities that support you as a life-long learner on the job, at home, and in the community. These Core Abilities are skills taught and assessed in classes, labs, and field experiences, as well as in co-curricular activities.

- **Communication**
- **Critical Thinking**
- **Ethics**
- **Global and Cultural Perspectives**
- **Mathematics**
- **Self-Management**
- **Science & Technology**
- **Social Interaction**

Take the Core Abilities Student Self-Assessment and create a plan to grow your key success skills. Using the information gained from your self-assessment charts, determine the skills that you want to develop further here at MATC.

Formulate a plan by writing out your goals and identifying specific steps you can take. Goals should be specific, attainable, and action oriented. They should be reviewed periodically to make sure they are still accurate and properly focused. Some goals may not be completed in one semester, *but don't be discouraged...personal development is a lifelong process.*

Each of the core abilities includes a worksheet to complete your plan. Here is an example of a plan for **Self-Management: Accomplish desired tasks in the time available.**

- A. What do you want to accomplish?
 - *Complete all assignments the day before they are due.*
- B. How do you plan to accomplish it?
 - *Set up a schedule when each assignment is given with specific targets to meet.*
- C. Do you need people and/or resources to help you do it?
 - *Purchase a calendar and take a time management workshop.*
- D. When do you plan to accomplish it?
 - *By the end of this semester.*

Madison Area Technical College
Core Abilities Student Self-Assessment

COMMUNICATION

RATING SCALE: 1 = Rarely 2 = Sometimes 3 = Regularly
--

SECTION I: SELF-RATING

Please write in your self-assessment rating for each item in the four areas listed below using the rating scale at the top of this page.

READING:

Read and apply knowledge and ideas for purposes such as information gathering, appreciation, and enjoyment.

<u>Item</u>	<u>Self-Rating</u>
1. Identify facts, main ideas, and supporting details in assigned reading	_____
2. Learn and use course vocabulary correctly.....	_____
3. Gain background by pre-reading assignments.....	_____
4. Read and follow directions for assignments and projects	_____
5. Recognize organizational patterns in readings (e.g., sequential, chronological, cause-effect, compare and contrast)	_____
6. Take notes on reading to increase understanding	_____
7. Recognize and understand meaning and generalizations	_____
8. Ask questions and seek guidance when needed to increase understanding	_____
9. Determine the author's intent, purpose, bias, and persuasive techniques.....	_____
10. Independently read and appreciate a wide variety of writing styles.....	_____
11. Draw accurate alternative solutions and conclusions from readings.....	_____
12. Accurately judge the worth and value of material read	_____
13. Help other students to develop skill in and enjoyment of reading	_____

Add up your total points and write your total points here → _____

Determine and write in your Level using the following scale:	Level: _____
Level 1 = 13 to 18 points Level 3 = 26 to 32 points	
Level 2 = 19 to 25 points Level 4 = 33 to 39 points	

WRITING:

Write clearly, concisely, and accurately in a variety of contexts and formats.

<u>Item</u>	<u>Self-Rating</u>
1. Identify writing errors that interfere with comprehension.....	_____
2. Use appropriate style and format for a project	_____
3. Proofread own writing, identify and correct errors.....	_____
4. Write to appeal to the audience.....	_____
5. Accurately cite sources to avoid plagiarism	_____
6. Apply standard rules of English.....	_____
7. Write in a well-organized and clear manner.....	_____
8. Support statements with evidence and make appropriate conclusions.....	_____
9. Apply creative, critical thinking techniques to produce innovative writing.....	_____
10. Obtain and use feedback from others for improvement	_____
11. Allow sufficient time to do appropriate research for a quality product.....	_____
12. Effectively respond to questions when asked	_____

Add up your total points and write your total points here → _____

Determine and write in your Level using the following scale:	Level: _____
Level 1 = 12 to 17 points Level 3 = 24 to 29 points	
Level 2 = 18 to 23 points Level 4 = 30 to 36 points	

SPEAKING:

Speak clearly, concisely, and accurately in a variety of contexts and formats.

<u>Item</u>	<u>Self-Rating</u>
1. Respond to questions when asked.....	_____
2. Ask for clarification when necessary	_____
3. Act as small group spokesperson when assigned	_____
4. Contribute to class discussion	_____
5. Provide appropriate and timely comments in conversation.....	_____
6. Make short presentation on an assigned topic.....	_____
7. Determine the topic and create a presentation	_____
8. Choose appropriate words and tone of voice for presentation	_____
9. Present verbal message using logical organization and sequencing	_____
10. Verify and use accurate content	_____
11. Respond appropriately to questions and comments from a group.....	_____
12. Accurately interpret and display nonverbal communication	_____
13. Effectively include visual aids in presentation	_____
14. Engage others in class discussion	_____

Add up your total points and write your total points here → _____

Determine and write in your Level using the following scale:	Level: _____
Level 1 = 14 to 20 points Level 3 = 29 to 35 points	
Level 2 = 21 to 28 points Level 4 = 36 to 42 points	

LISTENING:

Listen attentively with respect and an open mind.

<u>Item</u>	<u>Self-Rating</u>
1. Recognize the need for careful listening.....	_____
2. Pay attention to speaker (stay awake).....	_____
3. Avoid interrupting others	_____
4. Avoid participation in side conversations	_____
5. Respect the views and comments of others	_____
6. Discourage side conversations of others	_____
7. Display patience with communication styles of others.....	_____
8. Paraphrase communication of others to signal understanding	_____
9. Recognize and adapt to verbal and nonverbal communication signals.....	_____
10. Promote active listening skills in others	_____

Add up your total points and write your total points here → _____

Determine and write in your Level using the following scale:	Level: _____
Level 1 = 10 to 15 points Level 3 = 21 to 25 points	
Level 2 = 16 to 20 points Level 4 = 26 to 30 points	

Madison Area Technical College
Core Abilities Student Self-Assessment

COMMUNICATION

SECTION II: ANALYSIS

Place a check mark in each column to show your level of development for each of the areas. Work to build your strengths and create a plan to further develop skills in key areas for improvement.

COMMUNICATION	Level 1 Beginning	Level 2 Developing	Level 3 Accomplished	Level 4 Exemplary
Reading				
Writing				
Speaking				
Listening				

Improvement Strategies • Components of Strategy:

A. What do you want to accomplish?

B. How do you plan to accomplish it?

C. Do you need people and/or resources to help you accomplish it?

D. When do you plan to accomplish it?

**Madison Area Technical College
Core Abilities Student Self-Assessment**

CRITICAL THINKING

RATING SCALE: 1 = Rarely 2 = Sometimes 3 = Regularly
--

SECTION I: SELF-RATING

Please write in your self-assessment rating for each item in the five areas listed below using the rating scale at the top of this page.

EFFECTIVE STRATEGIES:

Understand and use effective strategies.

<u>Item</u>	<u>Self-Rating</u>
1. Know several strategies for problem-solving, learning, and decision-making	_____
2. Choose several appropriate strategies to try in a situation ...	_____
3. Try a variety of strategies in order to compare and contrast results	_____
4. Select and use most effective strategy.....	_____

Add up your total points and write your total points here →

<i>Determine and write in your Level using the following scale:</i>		Level:
Level 1 = 4 to 5 points	Level 3 = 8 to 9 points	_____
Level 2 = 6 to 7 points	Level 4 = 10 to 12 points	_____

MAKE DECISIONS:

<u>Item</u>	<u>Self-Rating</u>
1. Recognize own decision-making criteria and assumptions	_____
2. Identify possible solutions	_____
3. Recognize possible consequences of solutions	_____
4. Make decisions based on analysis	_____
5. Articulate and defend overall plan.....	_____

Add up your total points and write your total points here →

<i>Determine and write in your Level using the following scale:</i>		Level:
Level 1 = 5 to 7 points	Level 3 = 11 to 13 points	_____
Level 2 = 8 to 10 points	Level 4 = 14 to 15 points	_____

IDENTIFY TASK:

<u>Item</u>	<u>Self-Rating</u>
1. Recognize a given task	_____
2. Question task, and obtain needed information.....	_____
3. Restate task in light of additional information.....	_____
4. Gain complete understanding of clarified task	_____
5. Effectively explain task to others	_____

Add up your total points and write your total points here →

<i>Determine and write in your Level using the following scale:</i>		Level:
Level 1 = 5 to 7 points	Level 3 = 11 to 13 points	_____
Level 2 = 8 to 10 points	Level 4 = 14 to 15 points	_____

ASSESS DECISIONS:

<u>Item</u>	<u>Self-Rating</u>
1. Recognize the need to assess a decision.....	_____
2. Obtain needed information to evaluate assessment data.....	_____
3. Organize and analyze information	_____
4. Re-evaluate decision.....	_____
5. Explain use of the strategy.....	_____
6. Defend the decision effectively	_____

Add up your total points and write your total points here →

<i>Determine and write in your Level using the following scale:</i>		Level:
Level 1 = 6 to 8 points	Level 3 = 12 to 15 points	_____
Level 2 = 9 to 11 points	Level 4 = 16 to 18 points	_____

EVALUATE INFORMATION:

<u>Item</u>	<u>Self-Rating</u>
1. Gather information from multiple sources.....	_____
2. Separate fact, fiction, bias, and values in sources	_____
3. Determine relative importance of information to the purpose of the task	_____
4. Explain the relative importance of information used to accomplish task.	_____

Add up your total points and write your total points here →

<i>Determine and write in your Level using the following scale:</i>		Level:
Level 1 = 4 to 5 points	Level 3 = 8 to 9 points	_____
Level 2 = 6 to 7 points	Level 4 = 10 to 12 points	_____

Madison Area Technical College
Core Abilities Student Self-Assessment

CRITICAL THINKING

SECTION II: ANALYSIS

Place a check mark in each column to show your level of development for each of the areas. Work to build your strengths and create a plan to further develop skills in key areas for improvement.

CRITICAL THINKING	Level 1 Beginning	Level 2 Developing	Level 3 Accomplished	Level 4 Exemplary
Effective strategies				
Identify task				
Evaluate information				
Make decisions				
Assess decisions				

Improvement Strategies • Components of Strategy:

A. What do you want to accomplish?

B. How do you plan to accomplish it?

C. Do you need people and/or resources to help you accomplish it?

D. When do you plan to accomplish it?

**Madison Area Technical College
Core Abilities Student Self-Assessment**

RATING SCALE:
1 = Rarely • 2 = Sometimes • 3 = Regularly

ETHICS

SECTION I: SELF-RATING

Please write in your self-assessment rating for each item in the three areas listed below using the rating scale at the top of this page.

RECOGNIZE ETHICAL RESPONSIBILITIES:

<u>Item</u>	<u>Self-Rating</u>
1. Recognize academically dishonest actions.....	_____
2. Identify ethical principles in specific situations	_____
3. Describe own ethical beliefs.....	_____
4. Develop own code of ethics	_____
5. Make ethical decisions based on own code of ethics.....	_____
6. Accept consequences of own actions	_____
7. Follow academic honesty policy.....	_____
8. Question own actions as they relate to ethical issues.....	_____
9. Describe potential impacts of actions in ethical situations	_____

Add up your total points and write your total points here → _____

Determine and write in your Level using the following scale: Level 1 = 9 to 12 points Level 3 = 18 to 22 points Level 2 = 13 to 17 points Level 4 = 23 to 27 points	Level: _____
---	--------------

DEMONSTRATE ETHICAL BEHAVIOR:

<u>Item</u>	<u>Self-Rating</u>
1. Identify ethical issues in specific situations	_____
2. Describe appropriate ethical behavior in specific situations..	_____
3. Demonstrate appropriate ethical behavior in specific situations	_____
4. Assist others to resolve ethical dilemmas	_____

Add up your total points and write your total points here → _____

Determine and write in your Level using the following scale: Level 1 = 4 to 5 points Level 3 = 8 to 9 points Level 2 = 6 to 7 points Level 4 = 10 to 12 points	Level: _____
--	--------------

EXAMINE HOW BIAS INFLUENCES ETHICAL BEHAVIOR:

<u>Item</u>	<u>Self-Rating</u>
1. Aware of own ethical values and bias toward others.....	_____
2. Identify how own bias influences ethical behavior.....	_____
3. Identify how bias influences ethical behavior of others	_____
4. Demonstrate ethical behavior regardless of own bias.....	_____

Add up your total points and write your total points here → _____

Determine and write in your Level using the following scale: Level 1 = 4 to 5 points Level 3 = 8 to 9 points Level 2 = 6 to 7 points Level 4 = 10 to 12 points	Level: _____
--	--------------

SECTION II: ANALYSIS

Place a check mark in each column to show your level of development for each of the areas. Work to build your strengths and create a plan to further develop skills in key areas for improvement.

	Level 1 Beginning	Level 2 Developing	Level 3 Accomplished	Level 4 Exemplary
ETHICS				
Recognize ethical responsibilities				
Demonstrate ethical behavior				
Examine how bias influences ethical behavior				

Improvement Strategies • Components of Strategy:

A. What do you want to accomplish?

B. How do you plan to accomplish it?

C. Do you need people and/or resources to help you accomplish it?

D. When do you plan to accomplish it?

**Madison Area Technical College
Core Abilities Student Self-Assessment**

RATING SCALE:
1 = Rarely • 2 = Sometimes • 3 = Regularly

GLOBAL AND CULTURAL PERSPECTIVES

SECTION I: SELF-RATING

Please write in your self-assessment rating for each item in the three areas listed below using the rating scale at the top of this page.

GLOBAL LITERACY:

Exhibit knowledge of basic global literacy including: geography, history, and similarities and differences among cultures.

<u>Item</u>	<u>Self-Rating</u>
1. Demonstrate basic understanding of global literacy.....	_____
2. Connect basic global literacy concepts to specific situations or cases.....	_____
3. Apply concepts of basic global literacy to specific situations or cases.....	_____
4. Evaluate contemporary global issues and personal experiences using concepts of basic global literacy.....	_____

Add up your total points and write your total points here → _____

Determine and write in your Level using the following scale: Level 1 = 4 to 5 points Level 3 = 8 to 9 points Level 2 = 6 to 7 points Level 4 = 10 to 12 points	Level: _____
--	-----------------

DIVERSITY:

Express sensitivity towards and respect for the complex range of experiences of diverse peoples including ethnicity, gender, social class, religion, nationality, and age.

<u>Item</u>	<u>Self-Rating</u>
1. Recognize cultural and social differences.....	_____
2. Explain the need for sensitivity towards and respect for diversity.....	_____
3. Demonstrate sensitivity and respect for diversity in daily actions.....	_____
4. Model and encourage sensitivity and respect for diversity in others.....	_____

Add up your total points and write your total points here → _____

Determine and write in your Level using the following scale: Level 1 = 4 to 5 points Level 3 = 8 to 9 points Level 2 = 6 to 7 points Level 4 = 10 to 12 points	Level: _____
--	-----------------

INTERDEPENDENCE OF SOCIETIES:

Recognize the interdependence of societies with world economies, political systems, and the environment.

<u>Item</u>	<u>Self-Rating</u>
1. Describe how interdependence of society relates to economy, political systems, and the environment.....	_____
2. Identify specific situations in which societies are linked to economies, political systems, and the environment.....	_____
3. Analyze the impact of interdependent societies in specific situations.....	_____
4. Analyze the impact of interdependence of societies on global economies, political systems, and environmental issues.....	_____

Add up your total points and write your total points here → _____

Determine and write in your Level using the following scale: Level 1 = 4 to 5 points Level 3 = 8 to 9 points Level 2 = 6 to 7 points Level 4 = 10 to 12 points	Level: _____
--	-----------------

SECTION II: ANALYSIS

Place a check mark in each column to show your level of development for each of the areas. Work to build your strengths and create a plan to further develop skills in key areas for improvement.

	Level 1 Beginning	Level 2 Developing	Level 3 Accomplished	Level 4 Exemplary
GLOBAL AND CULTURAL PERSPECTIVES				
Global literacy				
Diversity				
Interdependence of societies				

Improvement Strategies • Components of Strategy:

A. What do you want to accomplish?

B. How do you plan to accomplish it?

C. Do you need people and/or resources to help you accomplish it?

D. When do you plan to accomplish it?

**Madison Area Technical College
Core Abilities Student Self-Assessment**

MATHEMATICS

RATING SCALE: 1 = Rarely 2 = Sometimes 3 = Regularly
--

SECTION I: SELF-RATING

Please write in your self-assessment rating for each item in the five areas listed below using the rating scale at the top of this page.

COMPUTATION:

Perform computations using appropriate methods and/or technologies.

<u>Item</u>	<u>Self-Rating</u>
1. Convert verbal statements to mathematical expressions.....	_____
2. Set up problems using appropriate mathematical concept ...	_____
3. Solve problems correctly using basic mathematical functions	_____
4. Verify the accuracy of mathematical calculations.....	_____

Add up your total points and write your total points here → _____

Determine and write in your Level using the following scale: Level 1 = 4 to 5 points Level 3 = 8 to 9 points Level 2 = 6 to 7 points Level 4 = 10 to 12 points	Level: _____
--	-----------------

FORMULAS:

Demonstrate knowledge and application of formulas.

<u>Item</u>	<u>Self-Rating</u>
1. Interpret a situation to determine what formula is required	_____
2. Correctly set up problems using formulas.....	_____
3. Apply formulas correctly.....	_____
4. Integrate, generalize, and assess a process in order to verify the solution	_____

Add up your total points and write your total points here → _____

Determine and write in your Level using the following scale: Level 1 = 4 to 5 points Level 3 = 8 to 9 points Level 2 = 6 to 7 points Level 4 = 10 to 12 points	Level: _____
--	-----------------

MEASUREMENT:

Demonstrate knowledge and application of measurement.

<u>Item</u>	<u>Self-Rating</u>
1. Use a variety of measuring systems	_____
2. Correctly interpret a situation, then determine the measurement system	_____
3. Apply an appropriate measurement technique.....	_____
4. Verify the accuracy of the solution	_____

Add up your total points and write your total points here → _____

Determine and write in your Level using the following scale: Level 1 = 4 to 5 points Level 3 = 8 to 9 points Level 2 = 6 to 7 points Level 4 = 10 to 12 points	Level: _____
--	-----------------

LOGICAL REASONING:

Problem-solving skills and strategies.

<u>Item</u>	<u>Self-Rating</u>
1. Recognize the patterns or relationships in a problem.....	_____
2. Apply an appropriate strategy to solve the problem.....	_____
3. Recognize alternative approaches and solutions to a problem	_____
4. Give possible extensions or generalizations to the solution or the problem	_____

Add up your total points and write your total points here → _____

Determine and write in your Level using the following scale: Level 1 = 4 to 5 points Level 3 = 8 to 9 points Level 2 = 6 to 7 points Level 4 = 10 to 12 points	Level: _____
--	-----------------

GRAPHS:

Read, interpret, and generate graphical information.

<u>Item</u>	<u>Self-Rating</u>
1. Construct graphs, charts, and tables from data.....	_____
2. Select and prepare data to be used in graphs, charts, and tables	_____
3. Display the data using the most effective format.....	_____
4. Interpret charts, graphs, and tables accurately	_____

Add up your total points and write your total points here → _____

Determine and write in your Level using the following scale: Level 1 = 4 to 5 points Level 3 = 8 to 9 points Level 2 = 6 to 7 points Level 4 = 10 to 12 points	Level: _____
--	-----------------

Madison Area Technical College
Core Abilities Student Self-Assessment

MATHEMATICS

SECTION II: ANALYSIS

Place a check mark in each column to show your level of development for each of the areas. Work to build your strengths and create a plan to further develop skills in key areas for improvement.

MATHEMATICS	Level 1 Beginning	Level 2 Developing	Level 3 Accomplished	Level 4 Exemplary
Computation				
Measurement				
Graphs				
Formulas				
Logical reasoning				

Improvement Strategies • Components of Strategy:

A. What do you want to accomplish?

B. How do you plan to accomplish it?

C. Do you need people and/or resources to help you accomplish it?

D. When do you plan to accomplish it?

**Madison Area Technical College
Core Abilities Student Self-Assessment**

SCIENCE & TECHNOLOGY

RATING SCALE: 1 = Rarely 2 = Sometimes 3 = Regularly
--

SECTION I: SELF-RATING

Please write in your self-assessment rating for each item in the three areas listed below using the rating scale at the top of this page.

GATHER DATA:

Gather and apply data and information.

<u>Item</u>	<u>Self-Rating</u>
1. Gather information from appropriate multiple resources	_____
2. Demonstrate use of technology without assistance	_____
3. Document information and resources in correct format	_____
4. Relate information from multiple sources to a common theme	_____
5. Use technology effectively	_____
6. Analyze and document multiple sources of information for accuracy and application	_____
7. Integrate information from multiple appropriate resources....	_____
8. Assist others in use of technology	_____
9. Incorporate multiple sources of accurate information for reporting purposes	_____

Add up your total points and write your total points here → _____

Determine and write in your Level using the following scale: Level 1 = 9 to 12 points Level 3 = 18 to 22 points Level 2 = 13 to 17 points Level 4 = 23 to 27 points	Level: _____
---	-----------------

AWARE OF CHANGES:

Demonstrate awareness of changing science & technology.

<u>Item</u>	<u>Self-Rating</u>
1. Keep informed about change in science & technology	_____
2. Connect current events to science & technology	_____
3. Identify need to stay current in prospective science & technology fields	_____
4. Adapt skills to stay current with changes in science & technology fields	_____

Add up your total points and write your total points here → _____

Determine and write in your Level using the following scale: Level 1 = 4 to 5 points Level 3 = 8 to 9 points Level 2 = 6 to 7 points Level 4 = 10 to 12 points	Level: _____
--	-----------------

APPLY PRINCIPLES:

Apply principles of science & technology.

<u>Item</u>	<u>Self-Rating</u>
1. Display observational skills	_____
2. Draw logical ideas from observations.....	_____
3. Accurately identify principles of science & technology	_____
4. Identify technologies appropriate to the solution	_____
5. Connect logical ideas/observations to appropriate application	_____
6. Use appropriate technology to solve problems	_____
7. Practice safe techniques to avoid hazardous situations	_____
8. Apply principles of science & technology to critically analyze & solve problems	_____
9. Troubleshoot and diagnose to solve problems with technology	_____

Add up your total points and write your total points here → _____

Determine and write in your Level using the following scale: Level 1 = 9 to 12 points Level 3 = 18 to 22 points Level 2 = 13 to 17 points Level 4 = 23 to 27 points	Level: _____
---	-----------------

Madison Area Technical College
Core Abilities Student Self-Assessment

SCIENCE & TECHNOLOGY

SECTION II: ANALYSIS

Place a check mark in each column to show your level of development for each of the areas. Work to build your strengths and create a plan to further develop skills in key areas for improvement.

SCIENCE & TECHNOLOGY	Level 1 Beginning	Level 2 Developing	Level 3 Accomplished	Level 4 Exemplary
Gather data				
Apply principles				
Aware of changes				

Improvement Strategies • Components of Strategy:

A. What do you want to accomplish?

B. How do you plan to accomplish it?

C. Do you need people and/or resources to help you accomplish it?

D. When do you plan to accomplish it?

**Madison Area Technical College
Core Abilities Student Self-Assessment**

SELF-MANAGEMENT

RATING SCALE: 1 = Rarely 2 = Sometimes 3 = Regularly
--

SECTION I: SELF-RATING

Please write in your self-assessment rating for each item in the five areas listed below using the rating scale at the top of this page.

STRESS MANAGEMENT:

Manage stress in appropriate ways.

<u>Item</u>	<u>Self-Rating</u>
1. Recognize sources of stress in one's life	_____
2. Recognize one's personal reactions to stress	_____
3. Identify appropriate coping techniques	_____
4. Apply appropriate coping techniques	_____
5. Maintain balance between professional and personal life.....	_____
6. Demonstrate appropriate emotional responses in most situations	_____
7. Establish outlets to cope with stress	_____
8. Consistently apply stress management skills	_____
9. Manage personal behavior and emotions to reduce the negative effects of stress.....	_____
10. Get help from others when needed in dealing with stressful situations.....	_____

Add up your total points and write your total points here → _____

Determine and write in your Level using the following scale:		Level:
Level 1 = 10 to 15 points	Level 3 = 21 to 25 points	_____
Level 2 = 16 to 20 points	Level 4 = 26 to 30 points	_____

PERSONAL GROWTH:

Recognize own strengths and potential for growth/life-long learning.

<u>Item</u>	<u>Self-Rating</u>
1. Rely on others for direction in developmental goals.....	_____
2. Search for answers in personal and professional development	_____
3. Seek assistance from qualified sources for growth and development	_____
4. Accept personal responsibility for success.....	_____
5. Assess personal strengths and limitations towards fulfilling goals	_____
6. Seek out and participate in personal development activities...	_____
7. Set goals and devise strategies for educational, personal, and professional development consistent with my abilities and circumstances.....	_____
8. Participate in activities that promote and stimulate personal growth and change	_____

Add up your total points and write your total points here → _____

Determine and write in your Level using the following scale:		Level:
Level 1 = 8 to 11 points	Level 3 = 16 to 19 points	_____
Level 2 = 12 to 15 points	Level 4 = 20 to 24 points	_____

TIME MANAGEMENT:

Accomplish desired tasks in the time available.

<u>Item</u>	<u>Self-Rating</u>
1. Recognize that assignments need to be completed.....	_____
2. Keep focused on task at hand	_____
3. Complete assignments in a timely fashion	_____
4. Aware of existing resources for managing time	_____
5. Set up own schedule	_____
6. Coordinate schedule with others	_____
7. Demonstrate flexibility	_____
8. Effectively use unscheduled time	_____
9. Consistently set priorities for self while keeping others informed if impacted	_____
10. Perform multiple tasks simultaneously and delegate when appropriate	_____
11. Consistently plan to achieve both long and short-term goals	_____
12. Use effective problem-solving strategies.....	_____
13. Cope with changing priorities when necessary	_____

Add up your total points and write your total points here → _____

Determine and write in your Level using the following scale:		Level:
Level 1 = 13 to 18 points	Level 3 = 26 to 32 points	_____
Level 2 = 19 to 25 points	Level 4 = 33 to 39 points	_____

WORKPLACE ETIQUETTE:

Practice workplace etiquette.

<u>Item</u>	<u>Self-Rating</u>
1. Show awareness of Code of Conduct for college students ...	_____
2. Show self-directedness and responsibility to the community and the college	_____
3. Project a professional image.....	_____
4. Rarely miss class, seldom tardy, and consistently notify instructor	_____
5. Identify positive professional role models, discuss societal expectations of the profession, and act on moral commitment.....	_____
6. Demonstrate respect and empathy toward others	_____
7. Consistently exhibit a high level of professionalism with appropriate manners and ability to display a solid understanding of rules and procedures	_____
8. Demonstrate a high level of accountability for professional decision	_____
9. Consistently healthy attitude towards work, studies, team, and self.....	_____

Add up your total points and write your total points here → _____

Determine and write in your Level using the following scale:		Level:
Level 1 = 9 to 12 points	Level 3 = 18 to 22 points	_____
Level 2 = 13 to 17 points	Level 4 = 23 to 27 points	_____

Self-Management

Section I: Self-Rating continued on next page →

**Madison Area Technical College
Core Abilities Student Self-Assessment**

Self-Management

Section I: Self-Rating continued from the previous page.

RATING SCALE:
1 = Rarely • 2 = Sometimes • 3 = Regularly

CHANGE:

Effectively cope with change.

Item	Self-Rating
1. Accept change in a positive way	_____
2. Recognize personal coping resources and support systems	_____
3. Recognize personal goals within the change	_____
4. See change as an opportunity	_____
5. Clearly identify the impact of the change on self and others	_____
6. Regularly use coping resources and support systems to deal with change	_____
7. Formulate a clear plan of action	_____

Add up your total points and write your total points here → _____

<i>Determine and write in your Level using the following scale:</i>		Level:
Level 1 = 7 to 9 points	Level 3 = 14 to 17 points	_____
Level 2 = 10 to 13 points	Level 4 = 18 to 21 points	_____

B. How do you plan to accomplish it?

C. Do you need people and/or resources to help you accomplish it?

D. When do you plan to accomplish it?

SECTION II: ANALYSIS

Place a check mark in each column to show your level of development for each of the areas. Work to build your strengths and create a plan to further develop skills in key areas for improvement.

	Level 1 Beginning	Level 2 Developing	Level 3 Accomplished	Level 4 Exemplary
SELF-MANAGEMENT				
Stress management				
Time management				
Personal growth				
Workplace etiquette				
Change				

Improvement Strategies • Components of Strategy:

A. What do you want to accomplish?

**Madison Area Technical College
Core Abilities Student Self-Assessment**

SOCIAL INTERACTION

RATING SCALE: 1 = Rarely 2 = Sometimes 3 = Regularly
--

SECTION I: SELF-RATING

Please write in your self-assessment rating for each item in the four areas listed below using the rating scale at the top of this page.

RESPECT FOR OTHERS IDEAS:

Acknowledge and respect different opinions and ideas.

- | <u>Item</u> | <u>Self-Rating</u> |
|--|--------------------|
| 1. Clearly state own opinion | _____ |
| 2. Show respect for others point of view | _____ |
| 3. Briefly explain the rationale for an opinion or idea | _____ |
| 4. Ask for clarification to increase understanding of others ideas | _____ |
| 5. Paraphrase the point of view of others | _____ |
| 6. Expand on opinions or ideas of others | _____ |
| 7. Refer to the opinions of others when expressing own ideas | _____ |

Add up your total points and write your total points here → _____

Determine and write in your Level using the following scale: Level 1 = 7 to 9 points Level 3 = 14 to 17 points Level 2 = 10 to 13 points Level 4 = 18 to 21 points	Level: _____
--	-----------------

RESOLVE CONFLICTS:

Resolve interpersonal conflicts effectively.

- | <u>Item</u> | <u>Self-Rating</u> |
|--|--------------------|
| 1. Ask others to share facts or opinions | _____ |
| 2. Seek understanding through effective listening | _____ |
| 3. Present own side of conflict calmly and clearly | _____ |
| 4. Suggest alternative solutions that can meet the needs of both parties | _____ |
| 5. Accept appropriate potential solutions suggested by others | _____ |

Add up your total points and write your total points here → _____

Determine and write in your Level using the following scale: Level 1 = 5 to 7 points Level 3 = 11 to 13 points Level 2 = 8 to 10 points Level 4 = 14 to 15 points	Level: _____
---	-----------------

CONSTRUCTIVE FEEDBACK:

Demonstrate constructive feedback skills.

- | <u>Item</u> | <u>Self-Rating</u> |
|--|--------------------|
| 1. Share specific, non-judgmental observations of behavior with others | _____ |
| 2. Describe examples of behavior to support observations | _____ |
| 3. Actively seek information for personal growth and development | _____ |
| 4. Willingly accept feedback and modify behavior when appropriate | _____ |
| 5. Help others to develop feedback skills by offering suggestion | _____ |

Add up your total points and write your total points here → _____

Determine and write in your Level using the following scale: Level 1 = 5 to 7 points Level 3 = 11 to 13 points Level 2 = 8 to 10 points Level 4 = 14 to 15 points	Level: _____
---	-----------------

EFFECTIVE TEAMWORK:

Contribute to team success.

- | <u>Item</u> | <u>Self-Rating</u> |
|--|--------------------|
| 1. Perform assigned team duties without follow-up | _____ |
| 2. Provide information to aid in problem solving and decision making | _____ |
| 3. Suggest ideas for solving problems or completing tasks | _____ |
| 4. Volunteer to work on projects and tasks | _____ |
| 5. Acknowledge the contributions of other team members | _____ |
| 6. Work with others in a friendly, cooperative manner | _____ |
| 7. Help clarify team goals and objectives | _____ |

Add up your total points and write your total points here → _____

Determine and write in your Level using the following scale: Level 1 = 7 to 9 points Level 3 = 14 to 17 points Level 2 = 10 to 13 points Level 4 = 18 to 21 points	Level: _____
--	-----------------

Madison Area Technical College
Core Abilities Student Self-Assessment

SOCIAL INTERACTION

SECTION II: ANALYSIS

Place a check mark in each column to show your level of development for each of the areas. Work to build your strengths and create a plan to further develop skills in key areas for improvement.

SOCIAL INTERACTION	Level 1 Beginning	Level 2 Developing	Level 3 Accomplished	Level 4 Exemplary
Respect for others ideas				
Constructive feedback				
Effective teamwork				
Resolve conflicts				

Improvement Strategies • Components of Strategy:

A. What do you want to accomplish?

B. How do you plan to accomplish it?

C. Do you need people and/or resources to help you accomplish it?

D. When do you plan to accomplish it?
