PLEASE NOTE: Names in this document have been changed.

Checklist

☐ Research gathering interview guide (& planning strategies)

- o See page 2, *Planning Guide – George's References' Interviews*
- o See page 5, *Interview Guide – George's References' Interviews*

☐ Summary of the research gathering interview results

- o See page 13, 5e. & 5f. in *Interview Guide – George's Appraisal Interview*

☐ Form Anita asked George (the EE) to prepare before the appraisal interview

- o See page 9, "Self-Reflection Evaluation" in *Planning Guide – George's Appraisal Interview*

☐ Anita's appraisal interview guide (& planning strategies)

- o See page 8, *Planning Guide – George's Appraisal Interview*
- o See page 12, *Interview Guide – George's Appraisal Interview*

☐ Anita's critique as the observer (step 13)

- o See page 14, *Post-Interview Critique – Anita as Observer*

☐ Anita's critique of her own interviewing styles as ER (step 14)

- o See page 15, *Post-Interview Critique – Anita as Interviewer*

☐ A brief analysis of what Anita learned about herself as EE

- o See page 18, *Post-Interview Reflection – Anita as Interviewee*

Planning Guide – George's References' Interviews

1. **Planning the Interview**
    a. **Content Purpose**

    The content purpose of this interview is to gain continuous improvement ideas, from people who George has worked closely with, in order to eventually provide George with continuous improvement feedback.

    b. **Relationship Purpose**

    The relationship purpose of this interview is to maintain or build upon the positive relationship between the interviewees and myself.

2. **Agenda** (Brainstorming)

Temperament

☐ Accepts constructive criticism
☐ Performs well under pressure
☐ Exercises strong work values

Motivation

☐ Strives for continuous improvement
☐ Demonstrates willingness to learn
☐ Is self-motivated
☐ Has strong work ethic

People Skills

☐ Communicates well
☐ Collaborates well
☐ Demonstrates leadership/ management skills

Mental Skills

☐ Thinks critically
☐ Demonstrates good problem solving skill

3. **Raise Questions**
    a. **Primary Questions** (Brainstorming)
        i. TEMPERMENT; PEOPLE SKILLS: Tell me about a time in which George had to say what was on his mind to let his colleagues know what he thought or felt.
        ii. TEMPERMENT (GENERAL): We all have to work with people who we would rather not work with, from time to time. Can you recall a time when George was not fond of working with someone but did so anyways, and how did he go about doing that?
        iii. WEAKNESSES (ANY AREA): If Company A wanted to hire George and after a couple months, he got in trouble for something. What do you think the reason would be?
        iv. PERSONAL LIFE V. PROFESSIONAL LIFE: Do you recall a time when George was going through something personally? If so, how did he handle that to your knowledge?
        v. TEMPERMENT; MOTIVATION; MENTAL SKILLS: To your knowledge, has George ever encountered an unexpected situation. If so, how did he face it?

      vi. STRENGTHS (ANY AREA): How do you think George would describe himself?

     vii. ANY AREA: How do you think George's friends would describe him?

    viii. MOTIVATION - What do you think George would say motivates him from day to day?

      ix. MOTIVATION – Fill in the blank: ___ out of 10 times, you could expect George to show up for a meeting/ work.

         1. Why would you give him that rating?

       x. MENTAL SKILLS: What's an example of a problem that George solved either particularly poorly or well?

         1. Is that example representative of his problem solving skills as a whole?

         2. <further probe; e.g. silent probe>

      xi. TEMPERMENT; MOTIVATION: Tell me about a time when George learned from a mistake he made.

     xii. PEOPLE SKILL: Tell me about a time when George demonstrated leadership skills.

    xiii. CLEARINGHOUSE: As stated earlier, the purpose of this interview was for me to gain insight into George's improvement areas so I can provide him with constructive criticism. Is there anything you would like me to know that I haven't asked about, or that you would like to add?

  b. **Secondary Questions (Probes)**

      i. <See previous section for brainstormed probes.>

4. Structure the Interview

  a. **Introduction**

      i. **Greeting/ Purpose**

         1. Anita Blatnik, Communication Major at UWGB

         2. Theories of the Interview class (for Communication) with George

         3. We are supposed to interview people for each other to gain continuous improvement ideas for each other.

      ii. **Overview**

         1. I am going to ask you a series of questions regarding George performance during the time you've worked with him.

         2. Any honest and constructive criticism you can give me to relay to George would be very appreciated, for both of us.

     iii. **Role** – All the students in the class were supposed to partner up with someone who they do not know very well in order to reduce bias, so that is why *I* am meeting with you.

       iv. **Information Use –** Your identity will remain anonymous among 5 people.

  b. **Body**

       i. **Directive v. Nondirective –** I want to ask mostly non-directive questions because this can be an uncomfortable interview, by nature.

       ii. **Sequencing –** I want to use a funnel sequence because this will warm the interviewee up to answering more potentially uncomfortable questions.

  c. **Transitions**

  d. **Conclusion**

       i. **Summary –** Thank you for taking the time to meet with me and provide me with some continuous improvement ideas I can relay to George.

       ii. **Next Steps/ Relational Message –** The next step for me is to organize the information I've gathered from you and the other interviewees and for me to talk to George about that information. Even if you don't hear back from him regarding our discussion, know that both he and I appreciate your time and feedback.

5. **Plan the Physical Setting -** The location will vary for each interviewee, but each location must be private enough so that the interviewee feels comfortable talking honestly and completely.

6. **Anticipate Problems** –

  a. The physical setting might not feel private enough to the interviewee and, as a result, the interviewee won't feel comfortable being completely candid. If I anticipate this, I will ask the interviewee if he/she would like to move to a more private location for that reason.

  b. The interviewee might not feel comfortable giving honest and complete feedback because he/she is afraid of hurting feelings. If I sense this is an issue, I will take a minute out of the interview to explain that not giving someone you admire/ respect constructive criticism when he asks for it is really doing him more harm than good. He will never be able to improve if he never has the opportunity to learn what he is doing wrong. George genuinely wants your honest, constructive feedback because he wants to get better. This feedback has the opportunity to help him not only for this class, but for his professional life when he graduates, too.

  c. The interviewee might not feel comfortable giving honest and complete feedback because he/she is afraid that I will use the information inappropriately. If I sense this is a problem, I will reiterate that this information will be shared only between George, our professor, and myself. I also do not know George personally, so I have nothing against him as a person.

Interview Guide – George's References' Interviews

1. **Introduction**
   a. **Greeting/ Purpose**
      i. Anita Blatnik, Communication Major at UWGB
      ii. Theories of the Interview class (for Communication) with George
      iii. We are supposed to interview people for each other to gain continuous improvement ideas for each other.
   b. **Overview**
      i. I am going to ask you a series of questions regarding George's performance during the time you've worked with him.
      ii. Any honest and constructive criticism you can give me to relay to George would be very appreciated, for both of us.
   c. **Role** – All the students in the class were supposed to partner up with someone who they do not know very well in order to reduce bias, so that is why *I* am meeting with you.
   d. **Information Use** – Your identity will remain anonymous among 5 people.

2. **Questions**
   1. GENERAL: How do you think George's friends would describe him?

   2. GENERAL: How do you think George would describe himself?

   3. MOTIVATION: What do you think George would say motivates him from day to day?

   4. TEMPERMENT: Do you recall a time when George was going through something personally? If so, how did he handle it, to your knowledge?

5. TEMPERMENT; PEOPLE SKILLS: We all have to work with people who we would rather not work with, from time to time. Can you recall a time when George was not fond of working with someone but did so anyways, and how did he go about doing that?

6. TEMPERMENT; MENTAL SKILLS: Tell me about a time George encountered an unexpected situation and how he faced it.

7. WEAKNESS: Consider this hypothetical scenario: George starts a new job, and after a couple months, you find out that he got in trouble for something. What do you think he got in trouble for?

8. MOTIVATION; PEOPLE SKILLS; MENTAL SKILLS: On a scale of 0-10, with 0 representing not at all and 10 representing maximum ability, how well would you say George
     i. Accepts and acts on constructive criticism?
    ii. Has a strong work ethic?
   iii. Demonstrates leadership skills?
    iv. Thinks critically?

9. MOTIVATION: Fill in the blank: ___ out of 10 times, you could expect George to show up for a meeting/ work.

10. CLEARINGHOUSE: As stated earlier, the purpose of this interview was for me to gain insight into George's improvement areas so I can provide him with constructive criticism. Is there anything you would like me to know that I haven't asked about, or that you would like to add?

3. Conclusion

    a. **Summary** – Thank you for taking the time to meet with me and provide me with some continuous improvement ideas I can relay to George.

    b. **Next Steps/ Relational Message** – The next step for me is to organize the information I've gathered from you and the other interviewees and for me to talk to George about that information. Even if you don't hear back from him regarding our discussion, know that both he and I appreciate your time and feedback.

Planning Guide – George's Appraisal Interview

1. **Set a specific time** – Meet on Thursday, December 1, 2016 at 8:00AM.
2. **Assess purpose**
    a. **Content Purpose**
        The content purpose of this interview is to provide George with continuous improvement feedback, which was obtained through interviews between myself (interviewer) and people George asked me to contact (interviewees).
    b. **Relationship Purpose**
        The relationship purpose of this interview is to maintain or build upon the positive relationship between George and myself.
3. **Assign interviewee some preparation**

    E-mail to George:

    Good Afternoon, George,

    I am contacting you because I would like to provide you with some preparation for our appraisal interview tomorrow. So that you have a general idea of what to expect before I begin interviewing you, please read the brief statement below. Additionally, please fill out the attached self-reflection evaluation. You may find it helpful to reference your self-reflection evaluation tomorrow during the interview (so please bring it along), but know that it is only for you to reference; I will *not* be collecting it. I will not be collecting it because I want you to feel free to elaborate on your responses, and some of the additional things you write on your form you might not want to share with me. Ultimately, the purpose of the evaluation form and our appraisal interview tomorrow is to encourage you to have an honest conversation with yourself about your strengths and areas for improvement. You will get out what you put into the entire experience.

    Please read:

    The criteria I chose to evaluate *any* classmate (as part of the assignment) falls into four main categories: *temperament, motivation, people skills,* and *mental skills*. I asked each of your references a series of questions that would help me to assess you in each of these four categories.

    I am looking forward to our interview tomorrow at 8AM.

    With utmost sincerity,

    Anita Blatnik

Self-Reflection Evaluation

Directions: *The answers to questions 1-9 are provided for you along a scale of 1-5. For each question, please circle a number along the scale.*

1. How well would you say you accept constructive criticism?

1	**2**	**3**	**4**	**5**
I do not accept constructive criticism at all.				I am eager to accept constructive criticism.

2. How much would you say you strive for continuous improvement?

1	**2**	**3**	**4**	**5**
I do not need to improve.				I am eager to improve.

3. How self-motivated would you rate yourself?

1	**2**	**3**	**4**	**5**
I am not self-motivated.				I am highly self-motivated.

4. How would you rate your work ethic?

1	**2**	**3**	**4**	**5**
I never work hard.				I am always working hard.

5. How would you rate your interpersonal communication?

1	**2**	**3**	**4**	**5**
I do not communicate well with other.				I am an excellent interpersonal communicator.

6. How well do you think you work well with others, such as in a team?

1	**2**	**3**	**4**	**5**
I do not work well in teams.				I work exceedingly well in teams.

7. How would you rate your leadership skills?

1	**2**	**3**	**4**	**5**
I am not a leader.				I am a strong leader.

8. How would you rate your ability to think critically?

1	**2**	**3**	**4**	**5**
I do not think critically.				I am a strong critical thinker.

9. How would you rate your problem solving skills?

1	**2**	**3**	**4**	**5**
I do not solve problems.				I am an excellent problem solver.

10. What do you think your peers would say are your top 3 strengths?

   a.

   b.

   c.

11. What do you think your peers would say are your top 3 areas for improvement?

   a.

   b.

   c.

4. **Plan agenda**
    a. Communicate the purpose
    b. Communicate the importance of the interview
    c. Discuss how the information will be used
    d. See interviewee participation
    e. Develop main points
    f. Be specific in the evaluation
    g. Keep a sense of priorities
    h. Be problem-oriented, not person-oriented
    i. Talk about goals
    j. Have a definite conclusion
5. **Plan Strategy** – Combination
6. **Plan Schedule** – Begin with meeting in the normal classroom promptly at 8AM. Then move to interview location. Finish all interview activities by 9:20AM.
7. **Select appropriate setting** – The interviews will take place in Room B334. George and I will sit either next to each other or across from each other, wherever George prefers to sit.
8. **Anticipate problems and responses**
    a. **Defensiveness/ Denial** – Ask, "Why do you think a peer told me this?"
    b. **Crying** – Reply, "Constructive criticism is a wonderful tool because it helps you to make yourself better. No one is perfect. I would be concerned if I did not have any constructive criticism to give you. It is a compliment, actually, that first, your peers know you can handle constructive criticism, and second, that they care enough about you as a person to want to help you improve your work skills. You should be flattered."
    c. **Unresponsiveness** – Ask, "Does this make sense?"

Interview Guide – George's Appraisal Interview

1. **Communicate the purpose –** The purpose of our interview is for me to provide you with constructive criticism that I gathered from your references. Ultimately, the constructive criticism should guide you in having an honest conversation with yourself about your strengths and areas for improvement. You will get out what you put into the entire experience.

2. **Communicate the importance of the interview –** This interview is important because it is providing you with the opportunity to learn what others see that you might not, regarding both strengths and areas of improvement. Identifying and acknowledging your areas of improvement are the first steps to turning your areas of improvement into strengths.

3. **Discuss how the information will be used –** The information I gathered from your references is confidential. The only people who will hear about it are you, me, and the observer of this interview, Amy. Amy and I, like you, know that we are not perfect, so we think nothing of situation. Just like you, we have strengths and areas for improvement.

4. **See interviewee participation -** <Assess body language and respond accordingly.>

5. **Body – Develop main points. Be specific in the evaluation. Keep a sense of priorities. Be problem-oriented, not person oriented.**
   a. As I mentioned in the e-mail I sent you yesterday, I had to come up with criteria that I would use to evaluate any classmate. I organized my criteria into four main categories: temperament, motivation, people skills, and mental skills. I asked your references questions that would help me to evaluate you in each of these areas. I also provided you with a self-reflection evaluation covering these areas. That evaluation form should have given you a good idea of what to expect to hear today.
   b. One of the questions I had you answer toward the end of your self-reflection evaluation form was, "What do you think your peers would say are your top 3 strengths?" Could you summarize what you wrote down?
   c. I also asked you, "What do you think your peers would say are your top 3 weaknesses?" Could you summarize those as well?
   d. *RESPOND (pick 1):*
      i. What you just told me pretty much sums up what your peers told me. For the remainder of the interview, I will summarize how your peers answered those questions in more detail.
      ii. Some of what you said lines up with what your peers actually said. It sounds like you have some pretty good self-awareness. For the remainder of the interview, I will summarize how what you said lines up with what your peers said, with more specifics. I will also provide some strengths/ areas of improvement that you did not say but that they say about you, and I will go into detail for these points as well.
      iii. It's great that we are doing this interview. What you just told me and what your peers said about you don't line up exactly. This is a great opportunity for

      you to see what others really would say. So let me walk you through a few of their main points.

   e. STENGTHS:
       i. Self-motivated (basketball)—specifically, consistently showing up to practice an hour early; staying late to practice more after a bad game.
       ii. Dedication to continuous improvement (basketball).
       iii. Communicates well interpersonally—specifically, good friend/ like a brother.
       iv. Demonstrates leadership/ management skills—specifically, inspired a peer to practice more.
       v. Collaborates well—specifically, providing teammate with constructive criticism in a respectful manner.

   f. AREAS FOR IMPROVEMENT:
       i. Act out of instinct more times than thinking critically about a situation first.
          1. Can lose temperament at times. For instance, technical call (basketball).
       ii. Can take things too personally at times (inference that I am making).
          1. Can shut down if yelled at or given suggestions that you don't agree with.

6. Talk about goals
   a. I think there is one or maybe two small things you could do that would significantly help to reduce/ eliminate your problem areas. Do you have any idea on what those one or two things could be?
   b. *<Continue discussion.>*

7. Have a definite conclusion
   a. It sounds like you are aware of what your areas of improvement are and that you have a couple ideas on how to improve and turn those areas into strengths. To recap, they were:
      i. Take a moment to think logically about a situation before responding emotionally.
         1. Try not to take constructive criticism so personally.
   b. I'm really glad that we ended up in a group together. Your peers had a lot of great things to say about you, and I think that overall, you should be very proud of the person you are. You're clearly a great person, and I just want to reiterate that your areas of improvement are behavioral and do not define the person that you are. Nevertheless, they are important areas to keep working on.

Post-Interview Critique – Anita as Observer

This section critiques the interview between Amy and George, where Amy is the interviewee and George is the interviewer. I will start by critiquing George.

First, George needed to be more organized with his questions. He periodically would change his mind on which questions he wanted to ask when. It was evident that George had copied questions that Amy asked me during the appraisal interview between Amy and I, which explains why the questions did not flow well; some of the questions Amy asked me were very specific to me because they were probing questions.

I thought it was good how George did not stay on script; he asked some good probing questions. However, I was disappointed that his probing questions did not go anywhere. I was not sure why he was asking some questions, other than out of sheer curiosity.

I was the only person that George had interviewed for feedback for Amy, which actually helped me to see some errors in George' feedback to Amy. George had sent me a text of questions to answer, which I replied to by e-mail. He never had any follow-up questions, which would have greatly benefited Amy because it was clear that he had misinterpreted some of the feedback I provided in such a lean channel. That feedback regarded both strengths and improvement areas.

I think something that really could have helped George with the problem discussed in the previous paragraph is if he would have just read what I wrote in the e-mail, instead of trying to interpret what I wrote and put that into his own words. By interpreting, he got really far off the mark in some areas.

I thought it was excellent how George summarized Amy's strengths when he finished talking about them. It is not exactly how I would have summarized her strengths, as the person

who provided George with them, so I am glad that George said, "In my opinion, …." I thought that him providing his own input like this was excellent, though; It provided Amy with another perspective.

Another good question George asked was what Amy's goals for the future were. I loved this question because it addressed the big picture of the appraisal interview. However, it was another question that George asked out of curiosity; he did not follow up with a "So What?"

Last of all for George, I thought he had an excellent summary of the interview at the end. He was very sincere.

In regards to Amy, I would suggest to her to take notes during the interview. This is something that all three of us— Amy, George, and I—could have and should have done when we were being interviewed. It would have shown that we really cared about improving ourselves, and, of course, it would have helped us remember what was said better. Regarding strengths for Amy, I thought that she did a good job overall accepting the criticism. I do not recall a time in which she got defensive.

Post-Interview Critique – Anita as Interviewer

In this section, I will critique my interview style as I interviewed George. I am going to talk about each of my improvement areas in the order that I noticed them on the recording. I always learn so much from watching myself on camera, so there is a long list.

First of all, I told George that I had done an assessment on him in the following areas: temperament, motivation, people skills, and mental skills. In planning, I struggled with how I would describe the category in which I would measure his critical thinking skills and problem solving skills, and I ultimately ended up calling them "mental skills." I thought about calling

them psychological skills (though that is not accurate at all) and brain skills (which did not fit well either). I did not mean any harm in describing them as "mental skills," but I really did not know how else to describe them. In retrospect, "intellectual skills" would have been more appropriate since "intellectual" has less of an offending connotation than "mental." That was probably the biggest strike of the entire interview. I did point out to George, as I was explaining the categories, that "mental skills" meant critical thinking skills and problem solving skills. I do not think he thought anything of the use of my word "mental" since I explained what it meant, but I definitely would not use that word again. "Intellectual" is definitely a much better term in terms of connotative meanings.

My next mistake was that I read off of my paper too much. I knew even before beginning the interview that this was going to be an area I would write about in this section; we were really short on time since one of our group members showed up twenty minutes late, so I stuck strictly to the script to save time. If I had a time problem in the real world like this, having done this type of interview once in practice now, I would definitely feel comfortable "winging it" more and not sticking to the script so tightly. I have a very good idea now of what I have to say in any interview like this. I am particularly referring to the opening of the interview.

Next, I noticed that I should have summarized or restated the weaknesses we just went over before asking him my next question, which was if he had any ideas on how he could turn his improvement areas into strengths. Restating the areas would have made them easier for him to recall and think critically about. Also in retrospect, I should not only just have restated them, but have also written down the improvement areas on a sheet of paper and had them there on the table for him to reference for the rest of the interview.

Another area of improvement is that I should be more conscious of how serious I can look at times. Obviously it is good that I care, but there were parts of the interview in which my face looked like I was receiving directions on how to prevent a nuclear reactor from exploding in an emergency situation. I need to relax a bit, otherwise my interviewee might not take the situation seriously at all.

The next area for improvement could have been handled better if I had anticipated the problem before the interview, but I did not. It never crossed my mind that my interviewee could be trying to tell me something not really related to his professional continuous improvement areas at all. To put into simple terms what I am referring to—that the interviewee would be a good dating candidate. I was puzzled during the interview when I asked him if he had any ideas for how he could turn his weaknesses into strengths and he gave me an answer out of left field that I did not understand at all. I encouraged him to explain, but the more he explained the more confused I got with what that had anything to do with the continuous improvement areas we just talked about. Eventually I was able to paraphrase what I thought he might have meant in terms of his continuous improvement areas, but he corrected me that that is not exactly what he meant. After he explained it again, I eventually just paraphrased exactly what he said even though I was still very confused by what he was telling me. In retrospect and putting all the pieces together, I know exactly what he was talking about, but getting to understand was a challenge. Therefore, my continuous improvement suggestion for this area is to anticipate what I would do if the interviewee gets a little affectionate toward me. I think I played it off well in real time, but in the future, I would know that this problem could arise, so I might not get as confused if it happens again. I think I would only call the interviewee out on this if it got to be really excessive and actually inappropriate. Luckily this interview was not inappropriate, just a bit confusing.

The last area for improvement that I have for myself is to summarize everything we went over better. I struggled a bit at this because of what I just explained in the last paragraph, but it is still something I should be cognizant of.

Strengths I had as the interviewer include paraphrasing what I heard, and checking to see that I had understood correctly. I also did an excellent job adapting my communication to my audience. How I would give a peer feedback is not how I would provide a subordinate with feedback. Along with this, I think I did an excellent job making George feel comfortable. For example, I expressed that Amy and I were not going to judge him for his areas to improve upon (because we have improvement areas too!). I could tell I made him feel comfortable because he openly talked about his areas of improvement.

Other things I did well on were having excellent body language, such as having engaging hand gestures. Overall, I demonstrated that I really wanted to help George and that I was not there to judge him or put him down. I also really loved how I encouraged George to come up with a solution (on his own) on how he would turn his improvement areas into strengths. The techniques I used to do this derive largely from my Mediation & Conflict Resolution class, which I loved. Putting the ball in his court should have empowered him and avoided making him feel like I was trying to put him down.

Post-Interview Reflection – Anita as Interviewee

I thought I did a great job as the interviewee. I was genuinely interested in the feedback that my interviewer received from my references, so I asked a few follow-up or clarification questions. I love the idea of continuous improvement feedback because it means I get to learn how I can make myself better!

Regarding what I learned about myself, I learned that perfectionism is still a problem for me, as it is really the source of all my other problems. I really liked the evaluation form that Amy sent me to fill out before the interview because it helped me reflect on this. (Refer to this form in the document following.)

To summarize, my top four areas of improvement, from my own perspective and as I explain further on my self-evaluation form, are:

1. I need to work on being less perfectionistic.
2. I need to be better organized.
3. I need to manage time better.
4. I need to think more critically about the potential implications of things I say, as well as things I do not say.

Perfectionism (first problem) is the source of the problems I listed below that one because if I would be less perfectionistic, I would have more time to spend on getting organized (2), and I would also have more time to do more things (3). I also know that my perfectionism has caused problems interpersonally (4). It can cause problems interpersonally when I point out an error in something and someone I am working with does not think it is important. A close group member once told me that she feels like she's never doing a good enough job because I always think a project we are collaborating on could be better. I have to better balance what I want for the project while projecting how bringing up certain improvement areas could affect the feelings of the people I am working with. To help compensate, I have more recently been acknowledging more things, more often that I think my group members do well, providing them with more praise so they don't think I think they're not doing a good enough job. It does boost my teams' confidence, but even so, I know I need to focus on being more okay with flaws in things that don't matter as much.

Regarding what my references said for my improvement areas, the biggest area for improvement they had for me was to not wait until later in the project to share an idea. I am silently going to dismiss this advice because it is how I keep myself from being, what I would say, a "control freak"; I let everyone express their ideas first so that I can try to work my idea into theirs. I am already perceived in groups as taking on more than the average work load, so this is a way for me to get my ideas in without being overbearing. I also find out that sometimes my ideas just aren't good, so this extra time helps me figure out what's good and what isn't. It also helps me to prioritize what I want to tackle with my perfectionism since I can't do it all.

Another area for improvement that my references brought up was not making an abrupt change the night before a project is due, and this was regarding one particular example. In Persuasion and Argumentation, I actually realized the morning of our second presentation that I did a portion of the math wrong on the Fishbein model. I quickly fixed it before the presentation, but I would ultimately like to not repeat a necessary last-minute change. I should have double checked the math earlier.

Another area for improvement that my references had was to trust my group members more, asking for help more often. Thankfully, I have gotten much better with this over time. I just want to be careful not to abuse it and be one of those group members who always asks for help and does not actually do anything herself.

A final area of improvement I received was to not be so hard on myself.

Strengths that my references said about me were that I am a nice person. I was touched by this because I know I can make people feel bad by always striving for that perfection (as discussed previously). They also said that I am well-organized, that I have good ideas, and that I

am really dedicated to projects. I am surprised that people said I was organized, since I perceive

that as an improvement area for myself.

Overall, I know what my areas of improvement are, which I will work on in order to

continuously improve. I have a good idea of what my strengths are, too, which I will do my best

to maintain.

Self-Evaluation

1. On a scale of 1-10, score yourself on how well you participate during group projects? 1 (No participation) 10 (Exceeded participation expectations)

   I would score an 8 or 9.

   Why did you score yourself this way?

   I feel like I would score an 8 or 9 on most days because I really do try to be a good group member. It has bothered me growing up when there would be someone in the group who would not contribute and just be a loafer, taking credit for the work that the rest of this did. I didn't like that feeling of being taken advantage of since the very first time it ever happened to me, and it is very important to me that I don't make others feel the way I did because it really hurts.

2. What are your top 3 strengths?
   a. Always working to come up with a solution (not giving up, even when it's hard), or to make an already sound solution even better
   b. Willing to put extra time into a project, such as meeting with group members outside of group meeting times
   c. Problem solving by thinking critically, creatively

3. On a scale of 1-10 how often do you use your strengths in group projects? 1 (Never) 10 (Always)
   a. 6-7
   b. 8-9
   c. 7-8

4. What are your top 3 areas of improvement?
   a. Need to work on being less perfectionistic.
   b. Need to be much better organized.
   c. Need to manage time better.
   d. Need to be more sensitive, thinking more critically about potential implications of things I say (to not hurt feelings), as well as things I don't say.

5. On a scale from 1-10 how often do you work on improving your areas of improvement? 1(Never) 10 (Always)
   a. 7? I try really hard to improve this one. It seems like the harder I try though, the worse it gets. I'm okay with "slacking" for a while, but then when I realize I'm slacking, I freak out and get extremely perfectionistic. I'm open to suggestions on how to improve this one especially.
   b. 8
   c. 5-6
   d. 9

6. What are your performance goals for the future?
   a. Need to work on being less perfectionistic.
   b. Need to be much better organized.
   c. Need to manage time better.
   d. Need to be more sensitive, thinking more critically about potential implications of things I say (to not hurt feelings), as well as things I don't say.