



NAME OF THE ACTIVITY: SELF-INTERVIEW

Activity 2 / Monitoring adult learners' performance

Content	Skill	Competences
Monitoring	- Improved self-monitoring ability.	- self-development - self-knowledge - self-awareness

Activity General Description and material

SELF-INTERVIEW	
Activity Overview	The following self-assessment survey, created for students and educators, provides questions that address short- and long-term goals. Doing so provides a framework for self-monitoring and helps us each to clarify, reflect on, and prioritize our feelings, actions, and behaviours. It allows us to feel a sense of autonomy throughout our learning processes.
Materials	A copy of the questions and the matrix
Duration	30 - 45 minutes
Feasibility	The activity is feasible for individual implementation and works online as well offline.



Activity

First take a look at the different big and daily goals to get an impression of what you could reflect on. But remember these are just examples, if you have other objectives in mind that is fine as well.

Examples:

Big Goals

1. Completed project
2. Higher Education
3. Job Training
4. Job
5. Community or Organisation Participation
6. Community Volunteer
7. Teach skills to others

Daily Goals

1. Work completion
2. Dialogued about frustrations
3. Stayed focused on assignments
4. Showed respect and compassion for others
5. Regrouped and continued with work after a frustrating time
6. Helped another student
7. Contributed some ideas and suggestions to a conversation
8. Used positive language in describing a need or desire
9. Self-reflected how my daily work and interactions affect my big goal
10. Shared big goals with partner, friends or colleagues
11. Created a personal statement, visual, and/or tool for encouragement when working on big goals

Questions for Self-Assessment

- What do I need to achieve my goal?
- What resources (people, activities, or things) could assist me in reaching my small and larger goals?
- How can I show that I am progressing to bigger goals?
- What can my course members do to assist me?
- What can my educator do to assist me?
- How do I handle negative situations? When these situations occur, what do I typically say to myself?



- What would be a statement that would encourage me?
- Who are my heroes? What are the character traits I admire in these people that make them my heroes?
- How will I personally know when I am on the right track toward my goals? What will tell me if I stray off the track?
- What are the three negative emotions I feel most often?
- What are three positive emotions I feel often or sometimes?
- How could creative visualisation help me?
- How could I learn to begin again even after a day of small mistakes?
- What three strategies can my VET organisation or my teacher adopt that would assist me in moving toward my goals?
- What two or three challenges or obstacles prevent me from reaching small or big goals?
- What are my strengths?
- What are my challenges?
- How will I plan to focus on these strengths knowing that my thoughts and feelings drive my behaviours and words toward others?

Additional Content

Lori Desaultes, an Assistant Professor at the College of Education at Butler University designed a chart (Appendix I) for educators to share with students so that daily standards, subject matter, and behaviors presented in the classroom and VET organisations can reflect the integration of significant and smaller incremental goals. This can be essential, because when any of us emotionally experiences the connections to what we do and say -- either in alignment with our desires and plans or entirely off the intended track -- we can become intrinsically motivated to pursue those short-term goals. And we know that, in the process, we not only begin to *feel* better, but we also begin to see and reap the benefits of our efforts.