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Chapter 2

Self-Awareness

OVERVIEW

This chapter helps students to know themselves better and understand how self-knowledge can help them achieve their life goals. In Section 2.1 students will read about self-awareness and how their dreams and values can give their lives direction. In Section 2.2 they will explore their personalities, skills, and interests and learn how these can help them make satisfying career choices.

LEARNING OBJECTIVES

After they complete this chapter, students should be able to:

- Define self-awareness and cite its benefits.
- Explain the factors that influence people's values.
- Define personality and list the "big five" personality traits.
- Compare and contrast skills, knowledge, and interests.
- Explain how personality, skills, and interests relate to career choice.

OUTLINE

CHAPTER TOPICS

FINDING YOUR DIRECTION

Developing Self-Awareness

The Importance of Self-Honesty

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Self-Consciousness

Emotional Awareness

Defining Your Dreams

The Importance of Purpose

What Should a Dream Be?

Getting in Touch with Your Values

Examining Your Values

Your Values at Work

DISCOVERING YOUR STRENGTHS

Personality and Individuality

Where Do Traits Come From?

How Many Traits Are There?

The “Big Five” Personality Traits

Natural Aptitudes (Talents), Multiple Intelligences

Exploring Your Skills and Interests

Types of Skills

Discovering Your Interests

Finding Your Passion

Putting It All Together: Self-Awareness and Career

Why Work Matters

Work is Unpleasant or Is It?

Personality Types and Work

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Professional Development: Career Fulfillment (p. 88)

FOCUS

Introducing the Chapter

Write self-awareness on the board and ask students to write a brief definition of the term. (The process of paying attention to oneself.) Ask for specific examples of behavior that show self-awareness. Then ask, "What does self-awareness have to do with being successful?" and discuss their ideas as a class. If necessary, remind students of the meaning of success. Guide students to the idea that self-awareness helps you know yourself better, which helps you choose the life paths best suited to your values, personality, skills, and interests. This, in turn, leads to greater personal fulfillment.

Real-Life Success Story "What Do I Really Want?" (p. 48) Ask a volunteer to read the Real-Life Success Story to the class. Then ask students what they would do if they were in Mariah's situation. Ask, "Would you take the temp-to-hire job? Why or why not? What are Mariah's other options?" Ask students to think of ways that Mariah could take inventory of her skills and interests. Lead students to understand that taking the job is not necessarily limiting if she investigates what kind of work she would prefer in the long run.

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Opening Quote (p. 49)

"We do not need magic to change the world, we carry all the power we need inside ourselves already; we have the power to imagine better."

Write the quote on the board or make a transparency of it from the reproducible master and ask students what they think this quote means. What does "we carry all the power we need inside ourselves already" mean? Why would people think magic is needed to change the world? Finally, ask students whether they agree with the sentiment. Why or why not?

Exploring Further

Begin each class meeting by discussing a new quotation that relates to the chapter topic you will be covering that day. A collection of relevant quotations is provided on the reproducible master. Alternatively, ask one or two students to bring in a quotation relevant to that day's topic.

INSTRUCT

Teaching Tips

The following topics are discussed in this chapter. You may want to expand on them in large or small class groups.

Developing Self-Awareness (pp. 50–54) Write "self-honesty" on the board and have a student define the term. Discuss the difficulties and benefits of being honest with oneself. Ask why it can be difficult to see your strengths and weaknesses clearly. Point out that some people can underestimate their strengths and overestimate their weaknesses as readily as others can overestimate their strengths and underestimate their weaknesses. Make sure students understand that "clearly" means "realistically."

Ask a student to explain the benefits of self-honesty. Point out that by recognizing your strengths you can see what you have to offer, and by recognizing your weaknesses you can see what you need to do to become the person you want to be.

Defining Your Dreams (pp. 54–57) Discuss Dr. Viktor Frankl's findings about human behavior in his book *Man's Search for Meaning* and ask students how they felt when they read about his experience. Ask if any students know of similar situations, such as a gravely ill grandparent who waited for the birth of a grandchild or other special event before dying. You may wish to point out that both John Adams and Thomas Jefferson died on the 50th anniversary of Independence Day (July 4, 1826). Then ask, "Does reading this motivate you to define a dream for your life? Why or why not?"

Getting in Touch with Your Values (pp. 57–63) Have a student retell the story of the missionary and the two tourists as told by author Rita Baltus. Then ask, "How does this story show that different people have different values? Do your values align more with the missionary's or the tourists'?" Help students see how this story can help them define their own values.

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Personality and Individuality (pp. 64–76) Have students think of a classmate in this class and, without naming him or her, make a list of that classmate's personality traits. Then make a comprehensive list on the board of all the personality traits listed by the class as a whole and compare it to the list in Activity 9. Are there traits in the class list that are not in the exercise list and vice versa?

Ask students whether they agree that no personality trait is better than any other. Point out that it may be the way a personality trait is expressed that makes it less pleasing to others. A person who is honest but tactless, for example, would be very different from a person who is honest and tactful.

Exploring Your Skills and Interests (pp. 77–84) Write "skills, interests, and career fields" on the board and ask students to define these terms and explain the relationship between them. Remind students that skills are the result of knowledge combined with experience. Skills and interests are related because people are usually skilled at the things they are interested in and interested in the things at which they are skilled. Have students draw a simple illustration of the relationship as they see it. The reproducible master contains a Venn diagram in which skills and interests overlap to form career fields.

You may also wish to introduce students to workplace (SCANS) skills. SCANS skills are skills that were determined by the Department of Labor's Secretary's Commission on Achieving Necessary Skills (SCANS) to be crucial for career success. SCANS skills are listed in a reproducible master. This list can help students target the core skills they need to improve. Ask students why they think the government decided that these skills are so important for success in the world of work.

Putting It All Together: Self-Awareness and Career (pp. 84–92) Write the myths about work on the board without labeling them as such. Ask students which statements they agree or disagree with and discuss why they feel that way. Then point out that these statements are myths that spring from a negative attitude toward work. As a class, look at each statement and discuss why it is a myth. Then ask, "Now that you know these statements are myths, will your attitude about work be different?"

In-Chapter Answers and Notes

Personal Journal 2.1

How Well Do You Know Yourself? (p. 51) Students' statements will vary. Point out to students the sentences at the bottom of the activity: Did you have trouble completing any of these statements, especially the last one? If so, you will benefit from taking a closer look at yourself and what you want out of life. Remind students that the point of this chapter is to learn more about themselves.

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ACTIVITY 7

Private Self-Awareness Checklist (pp. 53)

A. Students' responses will vary based on their personal experiences.

B. Answers will vary but should help students understand themselves better.

Figure 2.1

Feeling Words (p. 55) Students should understand that developing a large vocabulary of feeling words can help them get in touch with the wide range of their emotions and therefore become more emotionally aware.

Personal Journal 2.2

What Are Your Dreams? (p. 58) Completed sentences will vary. Remind students to write down what first comes into their minds without judging the thought. These tend to be the ideas that in some way represent what we really want from life.

Sample Answers

I've always wanted to be able **to travel for my job**.

If I were to receive an award, I would want it to be for **environmental work of some kind.**

The things that make life worth living are **art, the beauty of nature, music, friends, family, and good food.**

The best thing that could possibly happen to me is **that I would be able to support myself as an environmental activist.**

If I were nearing the end of my life, I would regret not having **visited more than one other country.**

Applying Psychology

Lead by Example (p. 59) Answers will vary. Students could utilize the lists of values on pages 59 and 60 for possible values and behaviors that they believe are important. Many will mention that honesty, dependability, and commitment are very important to demonstrate to employees and customers. Discuss recent examples of dishonesty, misrepresentation, and misconduct in both government and large corporations and how it has impacted our global economy.

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ACTIVITY 8

Values Inventory (pp. 61–62)

A-B. Values and rankings will vary.

C. Students' top three values will vary, but answers should reflect an understanding of the values chosen and give a specific example of putting these values into practice.

D. Answers will vary but could include people such as parents, teachers, clergy, and friends; events, such as the death of a loved one or a national conflict; or experiences, such as familial alcoholism or an encounter with unexpected generosity or love.

E. Values in friends and romantic partners will vary. Some students may seek out people who have most of the same values as they do, while others may feel an affinity to people who share just one of their core values.

F. Situations and explanations will vary.

Exploring Further

Ask small groups of students to share their values rankings with one another and explain why they find certain values more important than others. Ask them to focus attention on their top-ranked and bottom-ranked values. Within each team, how are the students' lists similar? How are they different?

SECTION 2.1

✓ SELF-CHECK (p. 63)

1. Self-awareness is the process of paying attention to oneself.

2. Having dreams gives our lives meaning, helps us make choices, and helps us persevere in the face of obstacles or hardship.

3. Values are the beliefs and principles one chooses to live by.

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Internet Action

Online Personality Profiles (p. 65) Answers will vary but should include some of the following information. Some personality tests assign each test-taker to a single personality type. The Myers-Briggs Type Indicator, for example, assigns each test-taker to one of 16 types. Tests based on the Enneagram model assign each test-taker to one of nine types, and the Keirsey Temperament Sorter has four major types. Tests based on the personality trait theory assess how strongly test-takers show each of the traits being tested.

Exploring Further

Many personality tests are available online. Popular online personality tests include the Keirsey Temperament Sorter and the Type A Personality Test, which assesses whether you are a Type A personality (competitive and driven) or a Type B personality (relaxed and noncompetitive). Ask each student to take an online personality test and then discuss the results. Do students believe that the results were accurate? Why or why not? Did they learn anything from the test? Why or why not?

ACTIVITY 9

Personality Self-Portrait (pp. 66–68)

A-B. Personality traits and the top five traits will vary.

C. Specific personality traits will vary, but students should provide a well-thought-out explanation of why they value these particular traits.

D. Answers will vary. Some students may say that their personality traits are similar to that of their family members due to genetic or environmental reasons. Other students may say that their traits developed as a reaction to those around them. For example, if a student has an older sibling who is very outgoing, the student may have become more introverted in order to fill a different niche.

ACTIVITY 10

Discover Your Multiple Intelligences (pp. 73–75)

A-B. Totals and scoring will vary.

C. Answers will vary. An example would be using logical/mathematical intelligence to do well in math classes, manage finances, or analyze legal arguments.

D. Answers will vary. An example would be using interpersonal intelligence to mediate a problem between two friends or coworkers.

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E. Answers will vary but should probably refer to two intelligences that the student has not yet developed.

Exploring Further

If desired, follow up Activity 10 with the "Skills Inventory" provided as a reproducible master.

Figure 2.2

Expanding Your Intelligences (p. 76) Answers will vary but could include any of the action tips given in the figure. Model answers will also include original ideas.

ACTIVITY 11

Skills Assessment (pp. 78–80)

A. Skill descriptions will vary but should be meaningful and realistic.

B-C. Skills that students are proud of and skills that need improvement will vary. Students should recognize that this activity is leading them toward self-honesty—seeing their strengths and weaknesses clearly.

Sample Answers

A. What are your skills? Think of anything and everything that you know how to do and write it down below.

managing money, creating HTML documents, mentoring children/teenagers, remembering numbers, speaking to small groups of people, understanding complex ideas, describing events, explaining concepts, identifying plants, growing plants from seed, caring for animals, learning foreign languages, listening to music, repairing cars, expressing myself in words, taking apart and repairing machines, inventing new words, motivating people, performing in theater, setting up experiments, making observations, drawing objects and faces, negotiating prices

B. Look over all the skills you wrote down and select three. For each one, describe a situation in which you used that skill to accomplish something.

Skill #1

describing events—worked as news announcer at college radio station

Skill #2

speaking to groups of people—gave a presentation on book-banning and free speech at city council meeting

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Skill #3

mentoring children/teenagers—involved in volunteer program for at-risk youth at community center

C. Now list three skills you would like to improve. For each one, think of some specific things you could do to improve it.

Skill #1

organizing my schedule—buy a day planner to keep track of important dates

make to-do lists each week for errands and bills

set aside specific times for chores

Skill #2

repairing cars—take a class in basic automobile repair

research car problems on Web

listen to "Car Talk" on the radio every weekend

Skill #3

managing money—start balancing checkbook

buy and use money management software

keep track of and reduce wasteful expenses

.

Exploring Further

Intelligence is one of the most controversial topics in psychology. Psychologists disagree about the existence of a general intelligence (known as g) that represents global mental ability. Most psychologists believe that a person's g is less important to success than how he or she uses it. For example, students who apply what they learn in school to the solution of real-world problems are making better use of their intelligence than students who use their thinking skills simply to get good grades. This has long been recognized in many nonwestern cultures. In China, for example, personal effort is considered both a sign of intelligence and a source of intelligence. Ask students to suggest various ways of defining intelligence. What does it mean to them to be "intelligent?" How can a person demonstrate intelligence in ways other than getting a high score on an IQ test?

Personal Journal 2.3

Exploring Your Interests (p. 82) Students' responses will vary but should show honest self-reflection.

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Sample Answers

What activities make you feel energized and alive? **playing music, taking care of my nieces and nephews, writing, playing basketball**

If you were at a library, bookstore, or newsstand, which subject area(s) would you enjoy browsing? **music, history, and sports**

What courses or subjects have you enjoyed the most in school? **criminal psychology, 20th century history, music**

What subject(s) could you talk about endlessly? music and basketball

What were you enthusiastic about as a child? **sports**

Now examine your answers. Does any subject, theme, or key word appear more than once? These are probably your strongest interests.

Professional Development

Career Fulfillment (p. 88) Answers will vary but should include some of the following: Consulting print and internet references such as the Dictionary of Occupational Titles, the Guide for Occupational Exploration, and the Occupational Outlook Handbook (also available online); conducting informational interviews; browsing career Web sites such as Monster.com and O*NET; and gathering advice from career professionals and career counselors.

SECTION 2.2

✓ SELF-CHECK (p. 89)

1. The "big five" personality traits are openness, conscientiousness, extroversion, agreeableness, and emotional stability.

2. The eight types of intelligence are verbal/ linguistic, logical/mathematical, visual/ spatial, bodily/kinesthetic, musical, interpersonal, intrapersonal, and naturalistic.

3. No, no one should stick with a career no matter what. You have the freedom to change jobs or careers as you gather experience and learn more about yourself.

ACTIVITY 12

Interest Survey (pp. 90-92)

A-B. Students' responses and scores (three-letter codes) will vary.

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C. Answers will vary but could mention some or all the resources listed in the answer directly above.

Exploring Further

There are many books, such as *Do What You Are: Discover the Perfect Career for You Through the Secrets of Personality Type*, and online tests, such as the Career Key, that help job seekers find careers to match their personality types. Ask students to search the World Wide Web for information on John Holland's career theory. If desired, ask them to locate and complete the online Career Key and to bring their results to class.

Additional Activities

These additional activities are exclusive to this Instructor's Resource Manual. They are designed to meet the special needs of your students. The activities can be used as in-class activities or as take-home assignments. They can be assigned to individual students, pairs of students, or groups of students.

Critical Thinking

CONFLICTING DREAMS

Ask each student to imagine that his or her dreams for the future are completely different from the dreams that his or her family, peers, or partner have for his or her future. Ask students to write a paragraph explaining why they would be in a better position than their family, peers, or partner to know what dreams would be best and most fulfilling for them.

PERSONALITY AND PERSONAL STYLE

Personal spaces such as bedrooms and offices can reveal a great deal about the personalities of their inhabitants. As an example, a creative, distinctive decorating style tends to indicate someone with a high degree of openness, while a very tidy and orderly space suggests a person high in conscientiousness. Ask students to briefly describe their bedrooms or office spaces as they usually look on any given day. How might a stranger rate them on the "big five" personality traits? Why? Do they think a neutral observer could gain an accurate picture of them from observing their personal space? Why or why not?

To extend the activity, ask students to search the journals page of the American Psychological Association Web site (www.apa.org) for the article "A Room With a Cue: Personality Judgments Based on Offices and Bedrooms" by Samuel D. Gosling, Sei Jin Ko, Thomas Mannarelli, and Margaret E. Morris (Journal of Personality and Social Psychology 82 [2002]: 379–398). Ask students to summarize the studies described in the article and the researchers' conclusions.

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Application

SELF-AWARENESS EXPERIMENT

Ask students to unplug their television, CD player, DVD player, and radio for a day or an entire weekend. Have them use the silence to pay attention to their thoughts and feelings. How do they feel? Agitated? Relaxed? Sad? What types of cognitions are they experiencing?

Remembering? Visualizing? Solving problems? Ask students to describe at least one thing they learned about themselves during this experiment and to explain whether they would want to do such an experiment again.

SELF-AWARENESS AND CAREER CHOICE

Ask students to work in pairs or small groups to review the Activities they completed in Chapter 2 and to make a list of several careers and jobs suggested by their answers to these exercises. Emphasize that this exercise is about self-exploration and is equally useful for all students, regardless of their previous work experience. For example, a student who highly values independence and adventure might think of careers such as a travel writer or an overseas reporter. A student who possesses a strong naturalistic intelligence might want to explore careers in ecology. To extend the exercise, ask students to choose one job or career and to set up an interview with someone who is currently working in that field. In class, ask students to work in small teams to create a list of 10 specific questions they would like to ask their interviewees. As a class, combine the teams' suggestions into a top-ten or top-five list of insightful questions. Give students a week to complete their interviews and write a one-page summary in question-and-answer format. Discuss students' findings in class, asking for volunteers to describe what they learned. If desired, compile the students' work into a binder for your school's career office or library.

SENSATION SEEKING

Reproduce and distribute the "Sensation Seeking Questionnaire" in the reproducible masters. Explain to students that everyone has a need for a certain level of sensation, or excitement.
Everyone suffers boredom when their environment doesn't provide enough sensation, such as challenges and new experiences. Each individual, however, shows a different level of sensation seeking. Sensation seeking is an attraction to varied, novel, complex, and intense sensations and experiences and a willingness to take physical, social, and financial risks for the sake of such experiences. Ask students to complete the questionnaires individually and tally their results. Then ask students to work in small groups to discuss their results. Students should discuss whether their jobs or educational programs provide too little sensation, too much sensation, or about the right amount. They should also consider how being aware of their level of sensation seeking can help them choose a career. A high sensation seeker might enjoy working in a busy hospital emergency room, for example, while a low sensation seeker might prefer to work in quiet solitude. What careers would be good for high and low sensation seekers? Reunite the class and discuss their answers.

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EXPLORING CAREERS

Ask students to select a career field that interests them and to complete the following sentences through research:

- A magazine I could read to expand my knowledge of this field is:
- An educational television program I could watch to learn more about this field is:
- A book I could read this month to learn more about this field is:
- This month I could attend the following lecture, meeting, or group discussion about this field:
- I could talk to the following people who work or have worked in this field:

Ask students to follow through on one of these ideas. If desired, this can be assigned as a month-long project.

Internet Activities

PERSONALITY TYPES

Ask students to find and complete the online Keirsey Temperament Sorter II. The Temperament Sorter assigns each test taker to one of four personality types—artisan, guardian, idealist, or rational. Ask students to take the questionnaire online and bring their results to class. Make a transparency of the "Keirsey Personality Types" reproducible master and lead the class in a discussion of the personality types. What is the distribution of types in the class? How well do students feel their test results fit them? Are they interested in the careers that are suggested for their personality type? Finish the discussion by asking whether they think that personality types are an accurate way to describe individuals.

EMOTIONAL INTELLIGENCE

Ask small groups of students to use an Internet search engine to investigate the concept of emotional intelligence. (A possible example would be Daniel Goleman's YouTube videos. He was the first to use the term emotional intelligence.) Ask each group to prepare brief answers to the following questions:

- What is emotional intelligence?
- Why is emotional intelligence important?
- What individual qualities or skills make up emotional intelligence?
- What is the relationship between emotional intelligence and emotional awareness?
- How can people increase their emotional intelligence?

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Review the answers as a class. Point out that emotionally intelligent people consider the effect their words and actions may have on others. Ask students to recall a situation in which another person misunderstood their intention in saying or doing something. How could they use emotional intelligence to prevent similar misunderstandings in the future?

ASSESS

Review and Activities Answers

Review Questions (p. 94)

1. Private self-consciousness is the tendency to be aware of the private, inward aspects of yourself. Public self-consciousness is the tendency to be aware of the aspects of yourself on display in social situations.

2. The three questions are: How is my body feeling? What happened right before I started to experience this emotion? Can I put a specific name to this emotion?

3. Our value choices are influenced by our family, religious beliefs, teachers, friends, and personal experiences.

4. People develop skills as a result of learning and practice.

5. Interpersonal intelligence involves skill at person-to-person communication and relationships, while intrapersonal intelligence involves skill at self-awareness and self-reflection. While both are concerned with awareness of thoughts and feelings, interpersonal intelligence involves sensitivity to others, while intrapersonal intelligence involves sensitivity to oneself.

6. The six personality types in John Holland's model are realistic, investigative, artistic, social, enterprising, and conventional.

Critical Thinking (p. 94)

7. Answers will vary, but most students will recognize that seeing oneself clearly and realistically is difficult for many people.

8. Answers will vary, but most students will recognize that you can resolve values conflicts by remaining flexible and employing creativity and imagination. For example, people who value generosity and financial security could look for work with a philanthropic organization. They could also spend less on themselves in order to save more and give more.

Application (p. 94)

9. Answers will vary, but most students will recognize that by thinking about your emotions, keeping track of them, and answering questions about them, they can become more emotionally aware.

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10. Students' collages will vary. If necessary, suggest that students refer to the personality traits listed in Activity 9 for inspiration.

Internet Activities (p. 95)

11. Students' writing will vary but they should choose one from each of the following characteristics: extroverted or introverted, sensing or intuitive, thinking or feeling, judging or perceiving. This will give the student a personality type expressed as a four-letter sequence of letters. For example, someone who is an INFJ is introverted and intuitive, makes decisions based on feeling, and looks at life from a judging perspective. Remind students that the judging perspective does not mean "judgmental of others," but rather is a way of thinking, as in task-oriented, structured, organized. You may wish to remind students of this fact.

12. Students' career selections will vary. Allow students to exchange their findings to increase their exposure to different career possibilities.

Real-Life Success Story "What Do I Really Want?" (p. 95)

Answers will vary but should mention strategies presented in the chapter for taking stock of one's values, personality traits, skills, and interests.

CLOSE

Culminating Activity

Ask students to create a project that sums up what they have learned about self-awareness in Chapter 2. Suggest that each student use his or her strongest intelligence to design the project. For example, students strong in musical intelligence might choose to create a poem or song, students strong in bodily/kinesthetic intelligence might create a skit, and students strong in verbal/linguistic intelligence might write an essay. Projects should describe at least three ways in which students have become more self-aware and how their increased self-awareness can help them plan their futures.

Personal Success Portfolio

Make handouts or a transparency of the Personal Success Portfolio worksheet for Chapter 2. Refer to pages 9 and 10 for suggestions on presenting this activity. For Chapter 2, additional materials you may wish students to add to their Personal Success Portfolios include:

- students' descriptions of themselves as children and what they dreamed of becoming when they grew up
- a list of ten statements beginning, "When I grow up, I want to be…" or "When I grow up, I will be…"

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- ideas for how the student could express his or her top three values in a positive way
- a project in which the student uses one of his or her strongest skills to do something positive for the school or community
- a short bibliography of books and magazines for a subject of interest to the student, such as car repair, ballet, animal care, physics, etc.

ADDITIONAL RESOURCES

The following books and periodicals offer information on self-assessment, values, personality, multiple intelligences, and career choice.

Books

Bernstein, Alan B. and Nicholas Reid Schaffzin. 4th ed. The Princeton Review Guide to Your Career. New York: Random House, 2000.

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