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SELF-EVALUATION EXERCISE (SEE): AN ASSESSMENT OF CLASS CONTRIBUTION

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ABSTRACT

This paper describes a structured approach for a self-assessment and feedback process that enables students to gain insights and understanding into their class contribution. The frequency and value to the class of eight (8) task, ten (10) maintenance and ten (10) person-centered behaviors are assessed. Based upon these evaluations, points are assigned for each of these three (3) types of behaviors. The exercise provides a powerful process for having students understand the concepts of task, maintenance and person-centered behavior and to obtain insights as to how their behaviors were perceived and the impact they made.

EXERCISE INSTRUCTIONS

Exercise Objectives

This exercise is designed to give you an opportunity to evaluate, as accurately and as thoughtfully as you can the contribution you have made during this semester. The instructor may use the results of this exercise as input in determining your class contribution grade.

Contribution Evaluation

You will be evaluating your contributions and those of some of your fellow students that were made in the total class and not for any of the discussions held within any small group meetings.

The criteria are organized into the following three categories each of which relate directly to the learning outcomes in the class.

- A. Functional Task Contributions: These are the "content-related" contributions required to get the class task or work done effectively.
- B. Functional Maintenance (or Building) Contributions: These are the "process-related" contributions necessary to maintain or strengthen class life and achievements. Maintenance contributions keep the class in efficient running order.
- C. Inhibiting Person-Centered Behaviors: These are individual, non-class centered behaviors or statements which do not help and sometimes actually hinder the class and the work it is trying to do.

Self-Assessment

- Step 1 Review the Functional Task Behaviors described in Exhibit 1, and record your assessment of the "Frequency" and "Value" of your contribution for each of the behaviors and determine the "average", as indicated.
- Step 2 Determine the point allocation for your contribution. This is the intersection of the averages of the frequency and value of your contribution. See the Point Allocation Matrix, Exhibit 2. Record this in Exhibit 6.

- Step 3 Repeat steps 1-3 as they apply to the "Functional Maintenance Contributions" utilizing Exhibits 3 and 2 and again for the "Person Centered Behaviors" utilizing Exhibits 4 and 5.

Predicted Evaluation

- Step 4 Re-examine the point allocation matrices in Exhibits 2 and 5 and predict the 3-point allocations you believe the members in your group would assign to you in Exhibit 6.
- Step 5 Calculate the overall evaluation of your class contribution for your self-assessment and for your predicted evaluation using Exhibit 6.

Reasons for Differences

- Step 6 Write up the reasons for any differences between your self-evaluations and your predicted evaluation from your fellow students.

Assessment of Others

- Step 7 For each student in your group record your evaluation of their task, maintenance and person-centered behaviors.

Review the point allocation matrices in Exhibits 2 and 5 and record your answers in Exhibit 7.

- Step 8 Meet with the other students in your group and discuss your assessments. Review contributions of one person at a time and reach a consensus on the point allocations for each person. Provide specific examples to support your position. Then discuss and develop with this individual a general plan of action to improve his or her contribution.

- Step 9 Record the point allocation assigned to you in Exhibit 6.

Action Plans and Submissions

- Step 10 Write up what you have learned from this experience and what you will specifically do to improve your fellow students' perception of your contribution. You are to submit to the instructor: a) this write-up; b) your write-up in Step 6 explaining the expected differences in your assessment and the students' assessment; c) your completed copy of Exhibit 6; and d) Exhibit 7.

Note

Copies of the exhibits will be provided, upon request, by the authors.