



HANDOUT 4

SELF-ASSESSMENT TOOL FOR ADULTS²²

For each skill, attitude, behavior, and area of knowledge below, rate yourself on a scale of 1-5, 1 meaning that it is something you are new at and 5 meaning that it is something you do all the time and can teach others. In the first column, rate where you see yourself now in each area. In the second column, rate where you would like to be. When you have finished rating yourself, star two items that you consider to be strengths. Then choose two items you hope to learn more about and develop further during this workshop and circle them.

SKILLS

Where I am now: Where I would like to be:

- | | | |
|----------------------|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="text"/> | <input type="text"/> | Communicate in a nonjudgmental manner |
| <input type="text"/> | <input type="text"/> | Listen carefully to young people and adults |
| <input type="text"/> | <input type="text"/> | Able to assess youth and adult needs, interests, and competencies |
| <input type="text"/> | <input type="text"/> | Can establish a positive learning environment for young people |
| <input type="text"/> | <input type="text"/> | Able to reflect on the effectiveness of my contribution to building and maintaining youth-adult partnerships |
| <input type="text"/> | <input type="text"/> | Affirm and validate young people's feelings and ideas |
| <input type="text"/> | <input type="text"/> | Start by thinking, "What can this young person and I do together?" rather than, "How can I get this young person to do what I want?" |
| <input type="text"/> | <input type="text"/> | Articulate and maintain appropriate boundaries with youth |
| <input type="text"/> | <input type="text"/> | Actively and continuously seek to learn from young people |
| <input type="text"/> | <input type="text"/> | Build trust and openness in a group |
| <input type="text"/> | <input type="text"/> | Treat all group members (both youth and adult) with equal respect |
| <input type="text"/> | <input type="text"/> | Appreciate and incorporate the strength of commonalities and differences among youth and adults (gender, racial, cultural, ethnic, spiritual, class, economic, and sexual orientation) |
| <input type="text"/> | <input type="text"/> | Curb inclinations to take over |
| <input type="text"/> | <input type="text"/> | Respect the thinking of both young people and adults |
| <input type="text"/> | <input type="text"/> | Provide ongoing opportunities to reflect with youth and adults on mutual learning |

ATTITUDES

Where I am now: Where I would like to be:

- | | | |
|----------------------|----------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <input type="text"/> | <input type="text"/> | Believe in the potential and power of all people, both youth and adults |
| <input type="text"/> | <input type="text"/> | Believe that I can make mistakes openly and without self-deprecation |
| <input type="text"/> | <input type="text"/> | Believe that young people and adults can accomplish more working together than separately |
| <input type="text"/> | <input type="text"/> | Believe in the value of respectful dialogue between youth and adults |
| <input type="text"/> | <input type="text"/> | Believe that every community is filled with opportunities for youth-adult partnerships to contribute to well-being of the community |
| <input type="text"/> | <input type="text"/> | Do not expect more from a young person than I would from an adult |
| <input type="text"/> | <input type="text"/> | Do not excuse indiscretions just because I am dealing with a young person |
| <input type="text"/> | <input type="text"/> | Believe my role is as a partner, not parent or authority or expert |
| <input type="text"/> | <input type="text"/> | Believe that young people and adults can accomplish more working together than separately |
| <input type="text"/> | <input type="text"/> | Reject efforts to scapegoat young people for today's problems and see them as community assets rather than liabilities |



HANDOUT 4 CONT.

SELF-ASSESSMENT TOOL FOR ADULTS

BEHAVIORS

Where I am now: Where I would like to be:

- | | | |
|--------------------------|--------------------------|-------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | Treat youth with the respect and dignity of an equal |
| <input type="checkbox"/> | <input type="checkbox"/> | Careful to not interrupt a young person |
| <input type="checkbox"/> | <input type="checkbox"/> | Engage with others, both youth and adults, in creating rules and guidelines that affect all of us |
| <input type="checkbox"/> | <input type="checkbox"/> | Work with youth and adults to create a sense of community where everyone feels trusted, respected, and empowered |
| <input type="checkbox"/> | <input type="checkbox"/> | Enjoy engaging in conversation with young people on issues that matter to them |
| <input type="checkbox"/> | <input type="checkbox"/> | Listen to youth more than talk at them |
| <input type="checkbox"/> | <input type="checkbox"/> | Engage with youth in helping to generate possibilities rather than simply choosing among predetermined options |
| <input type="checkbox"/> | <input type="checkbox"/> | Intervene supportively when a youth or an adult puts down or devalues another or self |
| <input type="checkbox"/> | <input type="checkbox"/> | Celebrate young people's successes |
| <input type="checkbox"/> | <input type="checkbox"/> | Cultivate opportunities for young people to teach and to lead |
| <input type="checkbox"/> | <input type="checkbox"/> | Do not make one youth represent all youth |
| <input type="checkbox"/> | <input type="checkbox"/> | Establish team and organizational priorities and strategies that value youth-adult partnerships |
| <input type="checkbox"/> | <input type="checkbox"/> | Advocate for continual improvement of youth-adult partnerships in teams, organizations, and communities |
| <input type="checkbox"/> | <input type="checkbox"/> | Intervene supportively where young people's rights and due respect are being denied by adults |
| <input type="checkbox"/> | <input type="checkbox"/> | Willing to give up and share power with youth |
| <input type="checkbox"/> | <input type="checkbox"/> | Work to create an environment where youth feel safe enough to challenge each other and adults in a respectful way |
| <input type="checkbox"/> | <input type="checkbox"/> | Actively work to help youth develop their own autonomy |

KNOWLEDGE

Where I am now: Where I would like to be:

- | | | |
|--------------------------|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | Aware of how youth-adult partnerships can help me to grow and learn |
| <input type="checkbox"/> | <input type="checkbox"/> | Aware of the current issues important to young people in our community |
| <input type="checkbox"/> | <input type="checkbox"/> | Know techniques for working in equitable partnerships with youth |
| <input type="checkbox"/> | <input type="checkbox"/> | Understand how "adultism" influences our attitude toward young people |
| <input type="checkbox"/> | <input type="checkbox"/> | Understand child development (physical, social, cognitive) and how this affects the types of partnerships |
| <input type="checkbox"/> | <input type="checkbox"/> | Realize that it is more effective for youth to construct their own personal beliefs from their own experience rather than blindly following the directions of others |
| <input type="checkbox"/> | <input type="checkbox"/> | Know how youth-adult partnerships contribute to helping young people learn and grow and to achieving positive community transformation |