

RELATIONSHIP SELF-ASSESSMENT

A Baseline Measurement of Relationships with:

Others

Family

Friends

Internal Self

External Self

Relationships in General

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SAMPLE

About the Assessment

The Relationship Self-Assessment is a powerful way to self-examination relationship behaviors and the quality of and satisfaction with relationships with others as well as with self. This instrument can be delivered to a diverse range of populations from all ages to adult.

A workshop setting with presentation by a skilled professional facilitator or teacher is best; but coaches, counselors, consultants, therapists and psychologists can use this self-assessment effectively in a one-on-one setting. The instrument is designed to be as clear and objective as possible, focusing more on numeric measurement than semantic-based labeling. The language is easy to understand, and the process is as experiential as possible.

The Quality Values Relationship Self-Assessment provides powerful awareness about relationships and forms a statistical baseline to measure future improvements. In addition, the instrument includes guidelines for creating a personal improvement plan.

Facilitator Guidelines

Administering the Relationship Self-Assessment doesn't require special experience, but facilitators who deliver this instrument are applying a tool with potentially life-altering effects. Everyone can benefit from improving awareness about their relationships and developing ways to improve them. Knowing that, this instrument should be delivered responsibly with the intention of helping individuals increase their effectiveness and satisfaction within their own relationships.

This instrument is a potentially valuable tool with a variety of targeted populations. Each administrator should evaluate the instrument responsibly before applying it and consider carefully the unique conditions and circumstances of the individuals and populations to whom it will be administered. It is important that you read through the instrument in advance to assess how long you will be committing to this exercise.

When using with a group, it might be helpful to project a copy of the Relationship Impact Chart with an example on an overhead transparency to demonstrate. When a facilitator presents this material and proceeds through an interpretation of the Relationship Impact Chart, it becomes very important to gauge the climate of the group. The more individual participants reveal about themselves and their experience, the more valuable the learning process will become for everyone. Because of the sensitive nature of this instrument however, individuals may not be comfortable discussing their personal results or individual relationship situations. Each facilitator must exercise responsible

discretion and check in often with participants to be sure they are comfortable with the self-disclosure levels expected in any group discussion.

Talk about why relationship effectiveness is important. Effective relationships are a key to life fulfillment and can enrich personal existence. Man is social by nature and needs relationships with others to manifest the self. A lack of healthy relationships with one's self and others can indicate mental health needs or can cause concern about one's connection with the world.

Encourage subjects to be honest. This assessment works only if participants are completely honest. As a result, a foundational measurement is established from which real improvements can be made. This point is particularly important to stress with youth who are keenly concerned about peer approval and might be overly sensitive about ratings or measurements. The instrument is designed to offer information solely for the individual, except when used in certain group applications or with one-on-one counseling, coaching, or therapy.

Create a safe atmosphere. Emphasize the ground rules of quiet, privacy, and not bothering others or discussing results if participants finish early. Disruptive participants should be removed from the room if they cannot respect the group process atmosphere. Give individuals as much space and individual privacy as the room allows, changing seating and orientation if necessary to create the maximum feeling of individual security and privacy.

Allow sufficient time. This self-assessment should not be rushed. Although answering the questions does not take long, emphasize that participants should think about each question before answering. Allow yourself enough time to explain how the results are plotted on the relationship impact chart and to lead the improvement planning section.

Explain the scale. Each of the questions on the assessments uses a 1–5 scale with one being lowest and five highest. Be sure your group understands the scale, and encourage participants to give the number that most exactly reflects their feelings. Be sure they understand that writing a five is okay and that simply means they can't think of a way things could be better than they already are in a particular area. Also remind them that they might use a five today and a lower number tomorrow.

Check for participation. Check that participants fill out the assessment correctly, marking each question individually rather than marking all fives etc and that they are engaged in the process. Reinforce participation when necessary without forcing or coercing anyone to participate.

Plot the results. Participants use math to calculate mean scores and plot the survey results on the Relationship Impact Chart. Demonstrate and guide your

audience through these steps slowly and clearly so participants all get accurate and clear results. Move around the room and help people as necessary.

Discuss the findings. The facilitator can aid the interpretation of results. Follow the algorithms provided over all, but feel free to use your own approach for discussing findings and sharing individual perspectives. Once again, maximize group participation.

Improvement planning. Have participants develop their own personal relationship improvement plan. When delivering this assessment to a group, use large or small group brainstorming to generate improvement ideas and strategies to build on relationship strengths and to compensate for relationship weaknesses.

SAMPLE

Relationship Self-Assessment

This self-assessment is a measurement of how you believe you relate to others, and what you see as your own relationship strengths and opportunities for improvement. This self-assessment is confidential so please be as honest as possible. Rate yourself from 1 (the lowest) to 5 (the highest) on the extent to which you believe is true for each question. Please answer all 30 questions so an overall score may be calculated.

OTHERS

1. I get along with others.
1 2 3 4 5
2. Others would want me for a friend.
1 2 3 4 5
3. I can talk well with others.
1 2 3 4 5
4. When I am with others, I want some say in what we do.
1 2 3 4 5
5. I trust other people.
1 2 3 4 5

FAMILY

6. I spend time with my family.
1 2 3 4 5
7. I get along well with my parents/brothers/sisters/guardian (if you have them).
1 2 3 4 5
8. I get along well with my extended family (uncles, aunts, grandparents, etc.).
1 2 3 4 5
9. All of my family members like me.
1 2 3 4 5
10. I am proud of my family.
1 2 3 4 5

FRIENDS

11. I have close friends.
1 2 3 4 5
12. My friends help me to become a better person.
1 2 3 4 5
13. My family likes my friends.
1 2 3 4 5
14. My friends accept me for who I am.
1 2 3 4 5

15. My friends can trust me.
1 2 3 4 5

INTERNAL SELF

16. I don't spend too much time alone.
1 2 3 4 5

17. I don't always need to be in control.
1 2 3 4 5

18. I try to think about what's right before I say or do something to others.
1 2 3 4 5

19. I say what is on my mind.
1 2 3 4 5

20. I have no bad feelings toward anyone or any group.
1 2 3 4 5

EXTERNAL SELF

21. People listen to what I have to say.
1 2 3 4 5

22. People will open up to me.
1 2 3 4 5

23. I give others courtesy and respect.
1 2 3 4 5

24. I try to tell others when they look nice or did something good.
1 2 3 4 5

25. I am friendly.
1 2 3 4 5

RELATIONSHIPS

26. I know what I want to get out of a relationship.
1 2 3 4 5

27. I do my share to make my relationships work.
1 2 3 4 5

28. If I have a problem with someone, I try to work it out.
1 2 3 4 5

29. I am learning how to make my relationships work better.
1 2 3 4 5

30. Overall I am happy with all of my relationships.
1 2 3 4 5

Question Definitions

This background is provided to clarify and explain what each question measures.

OTHERS

1. I get along with others.

This question serves as a dependant variable for purposes of analysis. It is in effect, the most important question on the entire self-assessment. If the individual's perception is that he/she gets along with others, or that he/she doesn't get along with others, then the results of the subsequent areas will show the areas that he/she is high or low to affect this overall measurement.

2. Others would want me for a friend.

This question reflects how individuals believe others perceive them. It can indicate of feelings of inclusion or exclusion, acceptance or non-acceptance.

3. I can talk well with others.

This question reflects how individuals perceive their ability to communicate effectively with others. Communication is a foundation of relationships of all kinds.

4. When I am with others, I have some say in what we do.

This question reflects an individual's status in relationships with others. Individuals who rate this area high tend to be more satisfied and they play a stronger leadership role or get more of their individual needs met. Those who rate this question lower feel that they do not exert as much influence in a group and do not feel as satisfied.

5. I trust other people.

This question reflects the comfort level of an individual when interacting with others. An extremely low score indicates negative expectations in relating to others, and a high score indicates positive expectations in relating with others.

FAMILY

6. I spend time with my family.

This is a dependent variable for the Family category. One must spend time with family to have a meaningful relationship with them. If scores are low in this area, they will trend lower for all of the family questions.

7. I get along well with my parents/brothers/sisters/guardian (if you have them).

This questions measures satisfaction in the closest everyday relationships most people share. Relationships at home are where foundational relationship skills are learned and experienced.

8. I get along well with my extended family (uncles, aunts, grandparents, etc.).

This question reflects the positive or negative influence of extended family members.

9. All of my family members like me.

This question reflects the participants' perception regarding whether or not their family accepts them.

10. I am proud of my family.

This question reflects the extent to which individuals' family meet their expectations. Very low scores here might indicate serious behaviors by family members that this individual perceives and is disappointed in.

FRIENDS

11. I have close friends.

This question reflects the extent to which this individual has relationships with others he/she calls friends—people with whom he/she has a long-term, meaningful relationship.

12. My friends help me to become a better person.

This question reflects an individual's perception of whether or not his/her friends have a positive or negative influence as well as this individual's willingness to accept constructive feedback.

13. My family likes my friends.

This question reflects the individuals' perception of whether or not personal friends measure up to the expectations of their family. It can also be an indicator of whether or not this individual is making good friendship choices.

14. My friends accept me for who I am.

This question reflects the extent to which the individual feels accepted by friends without having to alter behavior.

15. My friends can trust me.

This question reflects the degree to which an individual believes that he/she will be trustworthy (a good friend) in the relationship and his/her own analysis of whether or not they believe they have a good track record when it comes to being trusted.

INTERNAL SELF

16. I don't spend too much time alone.

This question reflects participants' self-perception about whether or not they spend too much time with alone rather than in relationship with others.

17. I don't always need to be in control.

This question reflects an individual's feelings of security. Lower scores might indicate more anxiety, and higher scores might indicate more security with one's self.

18. I try to think about what's right before I say or do something to others.

This question measures one's self-perception of personal consideration and sensitivity to others.

19. I say what is on my mind.

This question reflects to what extent an individual is being true to his/her own beliefs and opinions and to what extent they feel secure enough to express their own opinion without fear of rejection.

20. I have no bad feelings toward anyone or any group.

This question will help identify closely held prejudices or animosity toward other individuals or groups. It is also a measure of feelings of inner peace and harmony with others and reflects the amount of baggage or accumulated stress an individual carries.

EXTERNAL SELF

21. People listen to what I have to say.

This question examines to what extent individuals feel they are respected and accepted by others—to what extent they feel that they have something to say.

22. People will open up to me.

This question reflects the perception of individuals that they are a good listener—a key to good communications with others—and that they are able to demonstrate a sincere interest in others.

23. I give others courtesy and respect.

This question reflects the perception of individuals that their own demonstrated courtesy and respect has an effect on their relationships with others.

24. I try to tell others when they look nice or did something good.

This question measures the extent to which this individual is consciously and proactively performing recognition and acknowledgement of others.

25. I am friendly.

This question reflects to what extent this individual perceives himself or herself as an easy person for others to approach and the extent to which he/she feels that they appear happy, joyful, and enthusiastic.

RELATIONSHIPS

26. I know what I want to get out of a relationship.

This is probably the most difficult question on this assessment for most participants. This question reflects the extent to which individuals understand their own goals and objectives and how they relate to others' goals and objectives. Relational success means shared goals and objectives in the sense of win-win, not using the relationship to get only what you want.

27. I do my share to make my relationships work.

This question reflects the extent to which individuals feel they take self responsibility for playing their role and holding up their end as well as following through on their commitments to make their relationships work.

28. If I have a problem with someone, I try to work it out.

This question reflects the extent to which an individual proactively tries to resolve their difficulties with others.

29. I am learning how to make my relationships work better.

This question reflects the extent to which individuals feel that they are proactively improving their ability to relate to others.

30. Overall I am happy with all of my relationships.

This is another dependent variable in the self-assessment. The first and last questions of this instrument are overall indicators of satisfaction and fulfillment in relationships. These scores cannot be significantly different from the rest of the questions on the assessment without some special cause.

SAMPLE

Group Discussion

The facilitator may choose to stimulate group discussion with a series of questions such as;

- ? When you filled out the Relationship Self-Assessment how did it make you feel?
- ? Who did you think of as you filled out the Relationship Impact Chart?
- ? Did you consider changing any personal behaviors that affects others after taking this self-assessment?
- ? Did you think about changing your relationship with anyone as a result of this self-assessment?
- ? What kind of changes to your relationships did you think of?
- ? What else did you learn about yourself by completing the Relationship Self-Assessment?

Plotting Results on the Impact Chart

1. Transfer the scores from your Assessment to the Impact Chart. Make a mark that corresponds to your score for each question on the lines provided. Low scores are closer to the center and higher scores are towards the outside of the impact chart.
2. To calculate the mean score for each category, add the numbers for each of the five questions in each category and divide by five. Write the mean score for each category in the spaces provided on the impact chart. Put a star next to the highest scoring category and an X next to the lowest scoring category.
3. Add the six category scores together and divide by six to get an Overall Relationship Mean Score. Write that result in the space provided.
4. On the impact chart, draw a circle indicating the overall mean score.
5. Put a star over each mark for questions 1 through 30 that is greater than the overall relationship mean score and put an X over each mark that is lower than the overall mean score.
6. Calculate the difference between the highest individual question score and the lowest individual question score. This is your balance range. Write this number in the space provided.

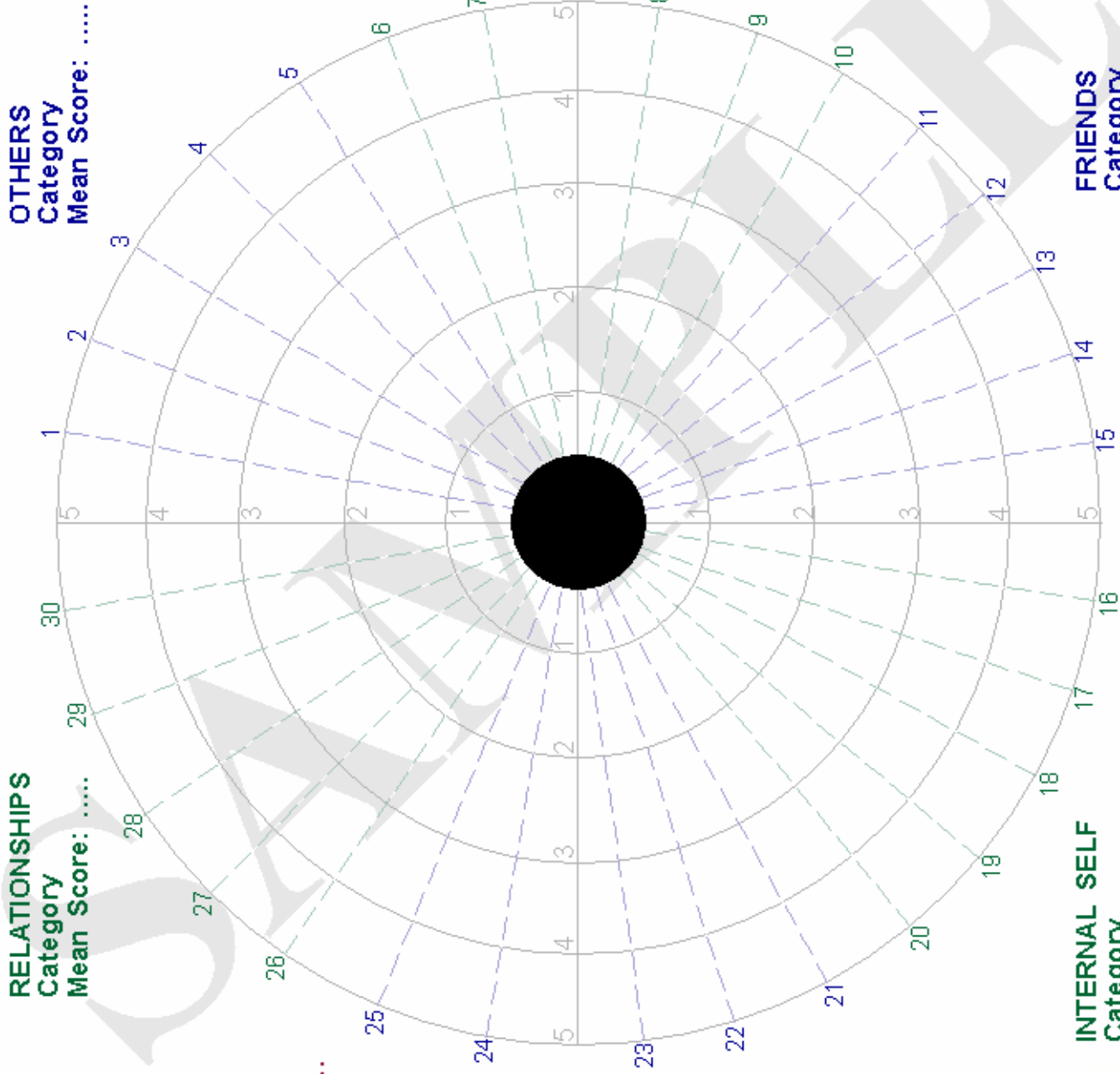
RELATIONSHIP IMPACT CHART

Name:

Date:

Overall Mean Score:

Balance Range:



OTHERS
Category
Mean Score:

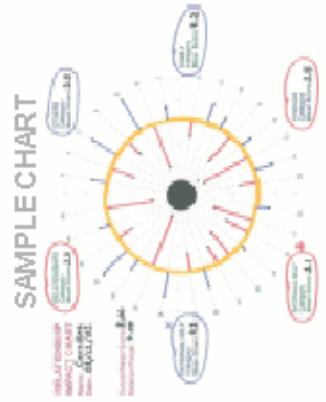
RELATIONSHIPS
Category
Mean Score:

EXTERNAL SELF
Category
Mean Score:

FAMILY
Category
Mean Score:

INTERNAL SELF
Category
Mean Score:

FRIENDS
Category
Mean Score:



Interpreting the Impact Chart

The Impact Chart contains all 30 questions and is broken down into the six relationship categories: Others, Family, Friends, Internal Self, External Self, and Relationships. An overall category mean score for each category is provided. The combination of overall mean scores is used to develop an overall relationship mean score for the entire instrument. A name and date field is included to indicate who completed the assessment and when they scored it.

1st level of analysis

Overall relationships mean score. The overall mean score represents the degree to which individuals are living up to their relationship potential and the degree to which they are demonstrating excellence in their relationships and levels of personal satisfaction. Low or high numbers for each question combine for an overall score or *effect* for relationships.

Scores above the mean. These high scoring questions, marked with a star, are the stronger relationship characteristics and tendencies individuals are experiencing presently.

2nd level of analysis

Category strengths and weaknesses. Naturally, some categories are higher or lower than others. Participants can self-evaluate to see what types of patterns emerge. Notice which categories are above the overall mean (the areas in which their relationships are stronger) and which categories are lower than the overall mean (the categories that bring the overall numbers down). A difference between categories or questions of less than .50 is not considered statistically significant. Differences of .51 or greater are considered significant and can be examined as such.

3rd level of analysis

Highest overall question/lowest overall question. Individuals may give consideration to their biggest relationship strength and the area in which they need the most improvement.

4th level of analysis

Balance range. The Balance range is the relative distance of the two farthest points from the overall mean score (the highest and lowest scores mentioned above). If this number is tighter or closer to zero, it indicates overall balance in relationships. This suggests that the person applies equal attention to each relationship area, which indicates more consistency. A higher balance range

indicates that there is more variation less consistency in the individual's different relationship experiences.

5th level of analysis

Comparison with questions one and thirty. Question 1: *I get along with others*, and Question 30: *Overall I am happy with my relationships*, can be compared with the overall mean score for relationships. When these numbers are relatively consistent with each other, it may be determined that the answers on the instrument have a similar trend or commonality. When these numbers are not in parity with the overall mean score for relationships then one must examine the individual case to see if a special cause exists or if a mistake or misunderstanding occurred while filling out the instrument. It does not make sense for someone to rate how they get along with others or their satisfaction with their relationships low and rate the rest of the questions high, or vice versa. In this sense, this instrument has built-in construct validity.

Developing the Improvement Plan

The improvement planning process is the third element in the Relationship Self-Assessment Process and can be done in large-group or small-group discussion and brainstorming or individually. During this process, individuals personalize their approaches to improving their relationships. Although the improvement planning section is self-explanatory some additional comments will aid in facilitation.

Start with the strengths. Increasing positives and improving negatives will make a positive impact with individuals concerning their overall relationship scores. Individuals appreciate being acknowledged for their strengths first, before addressing the more problematic areas. This approach builds participation and gets everyone involved in the process. Other fun ideas include having people in the group introduce themselves by their strongest relationship attribute and see what kind of reactions they get. Or you can have participants give an example of how their biggest relationship strength is put in action during their day-to-day routine.

Tread lightly into the opportunities for improvement. When moving into the lower scoring areas, keep the discussion non-judgmental and objective. Reinforce the idea that all participants are working on something and no one rated a ten in every area. Emphasize that examining the ways in which relationships are important in your life is a very proactive step in personal development. Although people seem to have more ideas for improving others than they have for improving themselves, it is important that the ideas resonate with the individuals themselves and are personalized. An even better outcome is when individuals come up with improvement ideas themselves rather than being told what they should do. Try to interject humor and keep things light.

Use small groups. Another way to stimulate ideas without actually putting anyone on the spot is to break the group into discussion groups. Choose a category for each small group and have participants generate ideas for what a person who was low in that area could do to improve. Have the groups report back to the large group and allow participants add additional ideas. This is a powerful group process for developing a positive relationship skill set and culture.

Use assignments. Have each person target one or two relationships that they want to work to improve. Have them report back the next day on what happened.

Use peer feedback. Ask participants to discuss their self-assessment results with someone they know well, trust, and respect. See if that other person agrees with their self-assessment and can offer any additional ideas or perspectives.

Re-measure after improvements. Remember that you will have numeric, statistical data as a baseline and can re-measure individual progress over time. This is a great instrument for reaffirming targeted program efficacy and measuring relationship outcomes.

SAMPLE

The Improvement Plan

What is your biggest relationship strength? (the highest scoring question on the assessment).

What are five things you can do to build on your biggest strength even more?

- 1.
- 2.
- 3.
- 4.
- 5.

What was your lowest scoring relationship area? (the lowest scoring question on the assessment)

What was your lowest scoring category on the Assessment?

What five things can you do to improve your relationship behaviors in these areas?

- 1.
- 2.
- 3.
- 4.
- 5.

As you filled out the Relationship Self-Assessment, what people did you think that you have good relationships with?

- 1.
- 2.
- 3.
- 4.

What can you do to improve your relationships even more with each of these people?

Who were the people you thought that your relationships are not as good with?

- 1.
- 2.
- 3.
- 4.

What can you do to improve your relationships with each of these people?

After making some personal improvements in your relationship behaviors, take the Relationship Self-Assessment again to see how much you have developed and improved.

QUALITY VALUES PRODUCTS AND SERVICES

A Research and Consulting Firm whose purpose is to create "Values Based" organizations. Emphasis is placed on integrating the Quality Values into the culture at all levels...leaders, teams and individuals. A "Values Based" organization will move continually up the excellence curve, achieving customer preference and increased market share.

ASSESSMENTS

Organizational Assessments

- Cultural Transformation Assessment
- Staff Satisfaction Assessment
- Organizational Climate Assessment
- Management Competency Assessment
- Knowledge Competency Assessment
- Total Team Assessment
- The Six Sigma Assessment

Self Assessments

- Self Management Assessment
- Relationship Assessment
- Leadership Assessment
- Am I A Team Player? Assessment
- Sales Professional Assessment
- Youth Assessments
- Assessments for Teachers

RESEARCH

- End of Course/Instructor Evaluations
- OMR Data Collection and Reporting
- Online Data Collection and Reporting
- Customer Satisfaction Survey
- Market Research
- Conference & Exposition Evaluations
- Outcomes Research
- Custom Research

PUBLICATIONS

- Quality Values Book
- Self Scoring Assessment Software
- Train the Trainer Courses
- New Science of Customer Satisfaction
- Assessments and Workbooks
- What is Natural Excellence?
- How to Create Organizational Culture?

CONSULTING

- Knowledge Management
- Moving Towards Excellence
- Organizational Cultural Change
- Strategic Planning
- Team Development

TRAINING

- Customer Focused Organization
- Partnership and Commitment
- Sales Professional Effectiveness
- Teamwork Workshops
- World Class Leadership

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