

Lesson 3: Evaluating Your Brand

Category: Skills Identification and Career Exploration

Employability Skills

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|---|--|
| a) Teamwork & Working in Diverse Environments | f) Professionalism |
| b) Interpersonal Communication | g) Work Ethic: Integrity, Responsibility, & Accountability |
| c) Problem Solving & Critical Thinking | h) Time Management |
| d) Enthusiasm & Attitude | i) Ability to Accept and Integrate Criticism and Feedback |
| e) Flexibility & Adaptability | |

Instructional Direction

This activity can begin with an icebreaker where students come up with and share one word that they would use to describe themselves. This can be followed with a discussion about whether the word they used to describe themselves would be what they would want an employer, college admissions board, or scholarship committee to think of in conjunction with their name. Why or why not? Students should then be introduced to the concepts of a periodic performance review (PPR) and a 360° evaluation. Examples of each can be found online. However, in short, each is a means for evaluating and recording your performance at work by your supervisor and/or team and may include a self-assessment where you rate your own work performance.

Students should complete the Brand Evaluation worksheet. Some or many of these concepts may be new to students. It is therefore advisable to work through each statement line by line and provide clarity and more detailed explanation to students who may not understand some of the concepts or terminology. Encourage students to be honest in their scoring as a false, deflated, or inflated evaluation can be perceived negatively by an employer.

Option 1 – Students should create an action plan for how to improve any areas where they rated themselves under a “2.” Action plans should include specific steps that will be taken and a timeline for when the steps will be completed.

Option 2 – Based on their ratings on the Brand Evaluation worksheet, students should choose the one area where they feel they are weakest, and the one they feel is strongest. Students should be partnered up; greatest weakness should be matched with someone else’s greatest strength. Each student should end up with two different partners — one that is weak in their area of strength, and one that is strong in their area of weakness. Students will then work to mentor one another to improve the weaknesses. Mentoring plan should action steps, deadlines, and a short activity that can be shared with the class.

Learning Outcome(s)

Students will be able to take a critical look at themselves based on employer identified core competencies. Students will be able to apply critical thinking and problem solving skills to make changes to their “brand” and enhance how an employer views them.

Resources Needed

1. Brand Evaluation worksheet (Blackline Master 3a)
2. Writing utensils

Modification and Extensions

- Students can perform a 360° evaluation by also having peers, parents, teachers, and employers complete the Brand Evaluation for them. Students can also use a free online performance review tool (such as www.selfstir.com) to rate themselves and receive tips for improvement.



Name _____

Period _____

Date _____

BRAND EVALUATION WORKSHEET

Rate competency in each behavior using the following five level scale:

Please note that the rating "fully meets" does not signify an average performance but a consistently strong one. Therefore, this should be the most frequent rating.

Outstanding (4)	=	consistently and effectively demonstrates the behavior; is a model for others.
Exceeds Standards (3)	=	skilled in demonstrating the behavior beyond what is expected.
Fully Meets Standards (2)	=	fully capable — behavior corresponds with what is expected.
Below Standards (1)	=	demonstrates minor deficiencies but is coachable in the behavior.
Unsatisfactory (0)	=	does not demonstrate behavior and is not responding to coaching.

1. Cross-Border Thinking:

TOTAL SCORE _____

- | | | |
|----|--|--------------|
| A. | Awareness: thinks and acts beyond boundaries, seeks out the approaches of others | Rating _____ |
| B. | Perspective: thinks "outside of the box", beyond own area of responsibility | Rating _____ |
| C. | Problem Solving: makes decisions based on facts, evaluates risks and benefits | Rating _____ |
| D. | Continuous Improvement: questions how things are done; creates new methods | Rating _____ |

2. Commitment to Excel:

TOTAL SCORE _____

- | | | |
|----|---|--------------|
| A. | Punctuality: arrives for work daily at least 10 minutes before scheduled time | Rating _____ |
| B. | Business Acumen: works "smarter" using technology and computer programs | Rating _____ |
| C. | Drive/Persistence: committed to achieving the best possible result despite setbacks | Rating _____ |
| D. | Goal Oriented: monitors own progress to achieve and exceed established goals | Rating _____ |
| E. | Work under pressure: handles multiple tasks simultaneously with composure | Rating _____ |
| F. | Quality: Checks own work for accuracy and completeness | Rating _____ |

3. Building and Managing Partnerships:

TOTAL SCORE _____

- | | | |
|----|--|--------------|
| A. | Sharing Information: willingly shares knowledge, best practices, and opinions | Rating _____ |
| B. | Accepting Feedback: seeks, reflects on, and uses suggested improvements | Rating _____ |
| C. | Offering Feedback: gives constructive suggestions that aren't personal or general | Rating _____ |
| D. | Teamwork: considers different viewpoints and ideas to work effectively with others | Rating _____ |
| E. | Diversity: nurtures open interactions with members of different cultures | Rating _____ |
| F. | Customer Care: creates and reinforces trust; pro-actively seeks information | Rating _____ |

4. Taking Direction and Responsibility:

TOTAL SCORE _____

- | | | |
|----|--|--------------|
| A. | Flexibility & Adaptability: appropriately changes approach based on situation | Rating _____ |
| B. | Enthusiasm & Attitude: gives 100% with a smile | Rating _____ |
| C. | Impact: stands up for own point of view; acts with integrity | Rating _____ |
| D. | Influence: uses a range of arguments to reinforce a point or win support for an idea | Rating _____ |
| E. | Responsibility: admits mistakes; doesn't blame others or pass on problems/decisions | Rating _____ |
| F. | Planning and Organization: prioritizes work efficiently and avoids time wasting | Rating _____ |

GRAND TOTAL _____

