

**Development of the Social Emotional Scale: Intrapersonal and Interpersonal
Skills Impacting Career Performance and Academic Performance**

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Abstract

This manuscript addresses the significance for students to possess social-emotional learning skills in order to be prepared for their post-secondary endeavors. Social-emotional learning is critical for school and workforce success. The definition of social emotional learning, SEL core competencies, as well as the description of the SEL scales are addressed.

Development of the Social Emotional Scale: Intrapersonal and Interpersonal Skills Impacting Career Performance and Academic Performance

In today's dynamic and fiercely competitive society, in addition to having a strong academic background, students must possess well developed intrapersonal and interpersonal social emotional soft skills in order to be successful both in school, as well as upon graduation. The purpose of this manuscript is to address the relevance of social emotional learning, its impact on career readiness and academic performance, as well as the importance of having scales that students can use in order to measure their perception of their social emotional learning abilities. This, in turn, will help counselors determine types of interventions to integrate in to their comprehensive counseling program in order to ensure that students maximize their social emotional learning skill set so that they do very well in school and in life.

Social emotional learning is defined as the process through which people acquire and apply the knowledge, attitudes, and skills they need to understand emotions, accomplish positive goals, show empathy, maintain positive relationships, and make responsible decisions (CASEL, 2017). There are five major competencies that Social and Emotional Learning entails including self-awareness, self-management responsible decision making, relationship skills, and social awareness.

Social emotional learning is composed of five competencies including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Each competency is described in greater detail below.

Self-Awareness

Self-awareness encompasses assessing and evaluating one's interests, inner resources, strengths, and belief in oneself. A vital component within self-awareness is recognizing and understanding emotions, as well as the causes of them (Mayer, Salovey, & Caruso, 2004). Self-awareness also entails being aware of one's emotions and how one's thoughts and actions are connected and related (Weissberg, 2016). This skill is related to one's self-efficacy; the belief that has one can achieve his or her fullest potential (Bandura, Babaranelli, Caprara, & Pastorelli, 2001).

Self-Management

Self-management refers to being in control of one's emotions, handling stress, and controlling impulses. (Weissberg, 2016). Self-management is an essential skill, as it enables people to face adversity, overcome challenges, demonstrate resilience, as well as manage emotions in healthy ways (Gullone, Hughes, King, & Tonge, 2010). Students who possess this skill have healthier coping skills, are better able to manage stress, experience a more seamless transition to college, as well as experience an enhanced academic performance (DeBerard, Spielmans, & Julka, 2004).

Social Awareness

Social awareness is an imperative skill, as it focuses on perspective taking, empathizing with others, and celebrating differences. Social awareness allows people to demonstrate empathy, show compassion, and learn from others who come from diverse backgrounds. Additionally, social awareness fosters social support and allows for effective problem solving, as people are able to take into account others' perspectives

when working to resolve problems. This is an important skill to possess, as peers are going to be working with a variety of people from different backgrounds upon graduation and need to be able to work effectively, communicate with, resolve conflicts, and work as a team towards completing a common goal in order to experience efficiency.

Relationship Skills.

Relationship skills entails formulating and maintaining healthy and collaborative relationships, promoting inclusivity, connectivity, enhancing social support and college retention (Mattanah, Ayers, Brand, Brooks, Quimby, & McNary, 2010), reducing interpersonal conflict, and resolving conflict peacefully. Relationship skills help students follow rules, act in accordance with social norms, as well as to improve their communication and active listening skills (Weissberg, 2016). Active listening and communication skills are imperative to possess, as this helps others to feel heard, validated, and empowered. Additionally, relationship skills help students to be more collaborative, inclusive, and to embrace those from diverse backgrounds. Relationship skills allows students to create support networks, as well as motivates students to ask for help when they are in need of mentorship.

Responsible Decision Making

Responsible decision-making highlights the importance of making healthy choices based upon ethical standards, morals, respect for others, decision making, and taking into account the outcomes of certain decisions. According to Durlak, Weissberg, and Pachan (2010), schools can incorporate social and emotional skills following the acronym SAFE including: 1) Sequenced: Connected and coordinated sets of activities that promote skill development. 2) Active: Active forms of learning that are experiential

and help students learn and practice new skills. 3) Focused: Emphasis on developing personal and social skills. 4) Explicit: Targeting specific social and emotional learning skills. Having healthy decision-making skills is vital for students, as this allows them to make their own choices, experience greater autonomy, independence, self-control, and empowerment. As humans, we are constantly having to make decisions. Through enhancing responsible decision-making skills, students will be able to make healthier choices that will enable them to achieve their academic, personal / social, and vocational goals. Each of these SEL skill components, including having well developed interpersonal and intrapersonal soft skills, is imperative for student academic and professional post-secondary success.

Significance of Social Emotional Learning

Social-emotional learning has been shown to positively impact student academic performance including grade point averages and career readiness. Social emotional learning skills have a direct relationship with student success (Weissberg, 2016). Social-emotional learning enables students to excel academically, personally / socially, and in the workforce, as well as to enhance feelings of connectivity, inclusivity, rigor, and engagement within the school (Weissberg, 2016). School counselors are encouraged to integrate social emotional learning into their curricula in order to help students' problem solve, set realistic goals, experience enhanced self-efficacy, and so they feel more prepared for college and the workforce upon graduation. Additionally, school counselors can teach students various SEL skills that can help them to graduate and lead more efficient and productive lives, always working to give back and make a positive impact. School counselors can use their platform to educate, enlighten, inspire,

and mentor students to learn, practice, and integrate life skills that are integral to their academic and professional success. Social emotional learning skills help students to become more self-aware, experience enhanced motivation and optimism, helps students to make healthy choices, to better regulate their emotions and impulses, engage in perspective taking, demonstrate empathy and compassion, and build healthy relationships and connections with others, which is critical for their success. Students' motivation to learn, effort, academic self-concept, and self-sufficiency have all shown to positively enhance students' academic performance (Learning Liftoff, 2015).

Cooperation amongst peers is positively correlated with school completion, peer acceptance and occupational status. Students who have well developed SEL and soft skills are better able to analyze, self-regulate, and recognize others' perspectives due to the development of these skills in P-12 (Learning Liftoff, 2015).

According to Richardson, Abraham and Bond (2012), being conscientious, organized, having a positive self-concept and being goal oriented are some of the greatest predictors for school and post-secondary success. Additionally, in a national study conducted in 2013, over two thousand hiring managers said that they sought employees who have a strong work ethic, a positive attitude, and are dependable (Gemma, 2014). To further substantiate the importance for students to enhance their SEL soft skills to promote career readiness and academic success, Rinker (2014) indicated that 77% of employers feel that soft skills are just as important as technical skills in the hiring process. In order for students to be competitive job market candidates in 21st century, they must possess strong SEL soft skills to ensure productivity and efficiency. Further, there are both intrapersonal and interpersonal SEL

soft skills that students are encouraged to build in order to improve their academic and professional performance.

Intrapersonal skills are the talents or abilities that reside within individuals and enable them to problem solve effectively (National Research Council, 2010).

Intrapersonal skills include the following:

Adaptability. Being able to handle or deal with change.

Self-regulation. Demonstrating control over impulses and being proactive rather than reactive.

Grit. Passion and perseverance towards goals.

Growth Mindset. A mindset emphasizing that skills can be developed and are not fixed or stagnant and can be developed via practice. Having a growth mindset is essential, as this is what fosters learning, motivation, and involvement

Zest. Charisma, energy, and passion.

Optimism. Positivity, having a hopeful outlook, and seeing the glass half full rather than empty.

Gratitude. Thankfulness and appreciation for the things we have in life.

Social Intelligence. Our ability to collaborate and connect with others.

Leadership. Entails being a visionary, goal-oriented, and being able to delegate tasks effectively in order to complete a task.

Time Management / Stress Management: Prioritizing and organizing in order to prevent feeling overwhelmed

Critical Thinking: Conceptualizing and synthesizing information.

Character: Dictates how we think, feel, and act.

Interpersonal skills are the life skills we need to communicate and interact with others individually and in group settings. Interpersonal skills include the following:

Listening. Actively and attentively listening and validating person.

Verbal and Non-Verbal Communication. Content-what we say and process-how we deliver the message, as well as our body language.

Constructive Feedback. Critical for growth; information we receive about our strength and areas for growth, which fosters learning

Strong Work Ethic: Diligence, commitment, conscientiousness, dedication to completing a task

Problem Solving. Effective conflict resolution, working to resolve a problem proactively and peacefully.

Accountability. Taking responsibility for one's actions rather than deflecting or blaming others.

Assertiveness. Advocating for oneself and use of 'I messages) I feel _____ when you_____. Please stop.

Collaboration. Entails being able to work cooperatively with others in order to achieve a common goal or task.

Motivation. Helping others to identify and build upon strengths to achieve goals, as well as to work to overcome challenges and keep moving forward in a positive direction.

SEL: School Wide Programs

In regard to teaching students about SEL there are a variety of school wide programs that can be implemented including character education and skill building

programs. For example, Learning For Life address character education including teaching students about responsibility, respect, leadership, and citizenship (Learning for Life, 2017). The Anti-Defamation League also has an evidence-based program, No-Place For Hate which emphasizes the importance of inclusivity, acceptance, peace, safety, assertiveness, and demonstrating empathy in order to combat bullying (ADL, 2017). The Leader in Me is another program that is SEL based that teaches students about identifying and building on strengths, social awareness, relationship skill building, as well as leadership in order to promote positive change (Leader in Me Program, 2018).

SEL: Small Groups

In order to further teach students about social-emotional learning, counselors can implement interventions or groups addressing topics such as conflict resolution, accountability, time / stress management, collaboration, and optimism in order to help students augment these skills. Counselors can facilitate groups addressing decision making in order to help students improve this skill and make healthier choices. Counselors can also facilitate groups addressing social skill building in order to help students build healthy relationships in order to excel in school and in the workplace. Conducting small groups on leadership can be powerful, as this helps to encourage students to take on leadership roles in order to help them enhance their communication skills, confidence, and goal setting abilities. School counselors can also facilitate groups addressing optimism, in order to help students to develop a more positive mindset and find the best in every situation, as this helps to foster positivity and growth. School counselors can motivate students to be optimistic and focus on positive aspects of any

challenging situation; as everything is a teachable moment (LaFrance, 2009).

Counselors can also emphasize the importance of mastering communication skills; both verbal and non-verbal. Communication is such an imperative skill to build upon, especially in today's technologically driven society in which people primarily communicate via email or text message; people need to learn how to listen, communicate verbally and non-verbally, respond, problem solve, and demonstrate open-mindedness in order to get a task done correctly and efficiently.

Significance of SEL Career Performance Scale and SEL Academic Performance Scale

There is a wealth of research substantiating the importance for students to possess social emotional learning skills. Recently in a survey conducted in July 2020, half of the adolescents surveyed indicated feeling depressed, stressed, and anxious, making it difficult to regulate emotions, feel grounded and manage time (Education Week, 2020). In order to support student success, especially during these unprecedented times, it is vital for students to experience connectivity and support in order to combat many of the external stressors that they are facing. Integrating social emotional learning into curricula is essential so that students can learn and master the intrapersonal and interpersonal skills necessary for success academically, personally / socially, emotionally, and vocationally.

Having SEL scales is practical and essential, as school counselors are data-driven practitioners. Based upon student data and feedback, counselors can then obtain a baseline assessment as to students' perceptions regarding the degree to which they believe they possess SEL skills that impact their career and academic performance.

Based upon this feedback, counselors can then develop interventions or groups in order to help students build and enhance these skills to augment academic and career success. Before students can build upon their SEL skill set, counselors need to be aware of the magnitude to which students feel that they possess these skills. This will then dictate the types of services counselors need to incorporate into their comprehensive counseling program in order to promote career readiness and academic prowess.

Purpose of Social Emotional Learning Career Performance Scale

The purpose of the Social Emotional Learning Career Performance Scale is to measure and assess the degree to which one possesses certain social and emotional learning soft skills, as well as perceives soft skills to be significant and pertinent in relation to career performance and productivity. It is important for people to assess their social and emotional learning soft skills, as these intrapersonal and interpersonal skills have shown to play a pivotal role in both academic and career success (Hamilton & Stecher, 2014). Additionally, soft skills such as collaboration, grit (tenacity), and motivation are more impactful on efficiency and workplace success than are some technical / hard skills. Thus, it is critical for employers and employees to assess soft skill areas in which they excel, as well as soft skills that they need to improve upon in order to be more successful in the competitive and high pressured 21st century workplace. After all, skills are not 'fixed' and having a growth mindset allows people to constantly strive for improvement in order to reach their fullest potential.

Description of the Social Emotional Learning Career Performance Scale

The Social Emotional Learning Academic Performance Scale (SEL-CP) is divided into two sections addressing intrapersonal and interpersonal soft skills in regards to one's assessment of the degree to which he / she possesses a particular social emotional learning soft skill, as well as the degree to which he / she believes a certain social emotional learning soft skill is significant for career performance and success. On this scale, there are fifteen intrapersonal soft skills and each of the skills have four subset related questions. The intrapersonal skills include adaptability, self-regulation, grit, growth mindset, zest, optimism, gratitude, social intelligence, curiosity, leadership, time management, stress management, critical thinking creativity and character. There are nine interpersonal skills and each of the skills have four subset related questions. The interpersonal skills include listening, verbal and non-verbal communication, constructive feedback, strong work ethic, problem solving, accountability, assertiveness, collaboration, and motivation / strengths based. Each of the subset questions for both the intrapersonal and interpersonal skills enable people completing the scale to assess the degree to which they possess particular social emotional learning soft skills, as well as the degree to which they believe a certain skill directly influences career / workplace performance and success.

Purpose of Social Emotional Learning Academic Performance Scale

The purpose of the Social Emotional Learning Academic Performance Scale is twofold; one is to measure the degree to which people possess a particular social emotional learning intrapersonal or interpersonal soft skill and the other is to assess the degree to which they perceive social emotional learning soft skills impact their academic

performance. Students can complete the assessment in order to evaluate and scale the interpersonal and intrapersonal skills that they possess, as well as to reflect upon the degree to which they believe (agree or disagree) the skills directly impact their performance in school. In order to make growth and improvement, people first need to be introspective and mindful of their ideologies and beliefs. This scale enables people to evaluate the whether or not they possess certain social emotional learning soft skills, as well as indicate the degree to which they feel the skill impacts their academic success.

Description of the Social Emotional Learning Academic Performance Scale

The Social Emotional Learning Academic Performance Scale (SEL-AP) is divided into two sections; intrapersonal and interpersonal social emotional learning soft skills in regards to the degree to which people possess each of the skills, as well the degree to which they believe the specific social emotional learning soft skills impact their academic performance. Each of the social emotional learning soft skills (intrapersonal and interpersonal) have two corresponding parts; Part A and Part B. Part A enables people to rate the degree to which they possess a specific social emotional learning soft skill and Part B allows people to assess for the degree to which they believe (agree or disagree) a social emotional learning soft skill impacts their academic performance. On this scale, there are fifteen intrapersonal soft skills including adaptability, self-regulation, grit, growth mindset, zest, optimism, gratitude, social intelligence, curiosity, leadership, time management, stress management, critical thinking creativity and character. There are nine interpersonal skills including listening, verbal and non-verbal communication, constructive feedback, strong work ethic, problem solving, accountability, assertiveness, collaboration, and motivation / strengths

based. Each of the sections require people to evaluate the degree to which they feel that they possess a certain social emotional learning soft skill, as well as assess the degree to which they believe (agree or disagree) a specific social emotional learning soft skill impacts their academic success

Conclusion

In order to be successful in the school and workplace setting, stakeholders must be mindful of the importance of developing and possessing strong and effective social emotional learning soft skills as they play an instrumental role in school, work, and life success. Research studies have indicated that academic and job success is based on 75% soft skill development and 25% hard skill utilization. In order to be successful academically and vocationally people must possess strong study skills, listening skills, organizational skills, writing skills, be able to collaborate, and problem solve. According to the National Association of Colleges and Employers (NACE, 2014) the association indicated the ten most sought after skills for employees to possess including ability to work in a team, ability to make decisions and solve problems, ability to communicate effectively, ability to plan, organize and prioritize work, ability to obtain and process information, ability to analyze quantitative data, possessing technical knowledge related to job duty, being computer literate, ability to create written reports, and ability to influence others. In addition to mastering technical skills and possess extensive knowledge in each of the core subject areas, in order to be successful post-secondary, students must be efficient in note taking, time management, study skills, creative thinking, demonstrate responsibility, effectively communicate, follow directions, problem solve, demonstrate self-regulation, and engage in teamwork (Spisak, 2015). Through

teaching students about communication skills, information literacy, assisting them in developing college success skills (conflict management, interpersonal skills, financial literacy, stress management, career development), collaboration, optimism and positivity, acting as role models, emphasizing the importance of flexibility and adaptability, encouraging critical thinking and study skills, they will be able to master their academics, as well as become exceptional contributors in the work force. In order to reach one's fullest potential and journey towards self-actualization, one must be able to reflect, assess, and evaluate their strengths and areas for improvement.

The Social and Emotional Learning Career Performance Scale and the Social and Emotional Learning Academic Performance Scale act as guides for students to ascertain a baseline assessment regarding the degree to which they currently possess certain social and emotional learning soft skills, as well as the degree to which they believe possessing such skills impact their academic and career performance. If there is a deficiency in any of the social emotional learning soft skills, stakeholders can then be proactive and take proper measures to help students improve the skills they are lacking in order for them to achieve their goals and have more rewarding academic and vocational experiences. Lastly, the scales also serve as a motivating source compelling students to continue to develop and enhance these vital skills that play an integral role in academic outcomes and vocational success upon graduation, as we are all a work in progress and growth is never ending.

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Appendix - SEL Scales

Social Emotional Learning Scale: Career Performance

Directions: On a scale from one to five (1 being the lowest and 5 being the highest) rate the degree of the following statements in regards to the degree to which you possess a specific skill, as well as your perception of the significance of the skill in relation to career performance and productivity:

Intrapersonal Skills

Adaptability

- Rate the degree to which you are able to cope with change
- Rate the degree to which you are able to deal with the unexpected
- Rate the degree to which you possess the ability to handle multiple job related tasks
- Rate the degree to which you are able to adapt to different situations and complete tasks efficiently

Self-Regulation

- Rate the degree to which you possess self-control
- Rate the degree to which you are able to mitigate acting impulsively
- Rate the degree to which you are able to control your emotions
- Rate the degree to which you think before you act; acting thoughtfully and contemplating potential ramifications

Grit

- Rate the degree to which you are focused on achieving your goals
- Rate the degree to which you possess tenacity
- Rate the degree to which you are passionate and motivated about achieving your outcomes
- Rate the degree to which you persevere towards goal achievement

Growth Mindset

- Rate the degree to which you believe skills and abilities are not fixed
- Rate the degree to which you believe skills and abilities can be enhanced through diligence, exposure, and perseverance
- Rate the degree to which you believe abilities / skills are learned rather than innate
- Rate the degree to which you believe people have the ability to accomplish their goals despite potential obstacles

Zest

- Rate the degree to which you demonstrate charisma
- Rate the degree to which you believe feeling energetic leads to greater productivity
- Rate the degree to which you feel energetic and charismatic
- Rate the degree to which you complete tasks effectively and efficiently

Optimism

- Rate the degree to which you believe optimism is related to work productivity and efficiency
- Rate the degree to which you feel you possess a positive attitude
- Rate the degree to which you believe positivity enhances one's goal accomplishments
- Rate the degree to which you believe optimism allows you to envision your future goals and achieve them

Gratitude

- Rate the degree to which you possess gratitude
- Rate the degree to which you feel gratitude enhances appreciation and efficiency
- Rate the degree to which you feel gratitude allows you to reach your fullest potential
- Rate the degree to which you believe gratitude and appreciation is related to goal accomplishment, empowerment, and self-fulfillment

Social Intelligence

- Rate the degree to which you possess social intelligence (ability to interact with others)
- Rate the degree to which you enjoy collaborating with others on assignments / tasks
- Rate the degree to which you are able to work well with others
- Rate the degree to which you feel it is significant to be able to work cooperatively in small group settings in order to foster productivity

Curiosity

- Rate the degree to which you possess curiosity
- Rate the degree to which you enjoy exploration and learning
- Rate the degree to which you believe curiosity is correlated to career success and goal achievement
- Rate the degree to which you believe learning from and about others enhances outcomes, productivity, and efficiency

Leadership

- Rate the degree to which you possess leadership skills / abilities
- Rate the degree to which you are comfortable delegating tasks and providing constructive feedback
- Rate the degree to which you believe it is important for leaders to be visionaries and articulate goals / expectations clearly
- Rate the degree to which you possess strong communication skills and take initiative

Time Management

- Rate the degree to which you prioritize responsibilities
- Rate the degree to which you demonstrate punctuality
- Rate the degree to which you believe time management is related to productivity
- Rate the degree to which you believe that time management enhances goal achievement and career satisfaction

Stress Management

- Rate the degree to which you possess effective coping skills for handling stress
- Rate the degree to which you believe it is important to manage stress in order to accomplish goals
- Rate the degree to which you experience feeling overwhelmed due to outstanding responsibilities and expectations
- Rate the degree to which stress negatively impacts your physical, mental, emotional, social, and psychological welfare

Critical Thinking

- Rate the degree to which you are able to synthesize and conceptualize information
- Rate the degree to which you are able to analyze information from a myriad of perspectives
- Rate the degree to which you are able to process abstract information in a logical and concrete manner
- Rate the degree to which you believe critical thinking skills are related to productivity and efficiency

Creativity

- Rate the degree to which you possess innovative ideas
- Rate the degree to which you believe thinking 'outside of the box' is important for job efficiency
- Rate the degree to which you believe creativity fosters effective problem solving
- Rate the degree to which creativity elevates goal achievement and task outcomes

Character

- Rate the degree to which you demonstrate integrity and honesty
- Rate the degree to which you believe character impacts one's performance and outcomes
- Rate the degree to which you believe character impacts job satisfaction
- Rate the degree to which you believe character influences the way you feel, think, and behave

Interpersonal Skills

Listening:

- Rate the degree to which you possess effective listening skills
- Rate the degree to which you believe listening skills enhances productivity
- Rate the degree to which you believe listening is integral for goal achievement
- Rate the degree to which you believe listening enhances collaboration and task outcomes

Verbal & Non-Verbal Communication:

- Rate the degree to which you possess effective verbal communication skills
- Rate the degree to which you possess effective non-verbal communication skills
- Rate the degree to which you believe communication skills (verbal and non-verbal) impact task productivity and efficiency
- Rate the degree to which you believe it is important to be mindful of what is said (content) and how it is said (process), as well as body language in order to promote efficiency and success

Constructive Feedback:

- Rate the degree to which you are comfortable offering constructive feedback
- Rate the degree to which you are comfortable accepting constructive feedback
- Rate the degree to which you believe constructive feedback promotes personal and professional success
- Rate the degree to which you believe constructive feedback enhances learning, awareness, and improvement

Strong Work Ethic:

- Rate the degree to which you possess a strong work ethic
- Rate the degree to which you demonstrate diligence and dedication towards goal achievement
- Rate the degree to which you believe it is important to be conscientious when striving towards accomplishing goals
- Rate the degree to which you believe focus and tenacity are vital components for success

Problem Solving:

- Rate the degree to which you possess effective problem solving skills
- Rate the degree to which you believe conflict resolution is necessary for successful collaboration and productivity
- Rate the degree to which you believe problem solving involves creativity and innovation

- Rate the degree to which you believe it is important to be solution focused and open minded when working through conflicts in order to foster efficiency and enhance outcomes

Accountability:

- Rate the degree to which you assume responsibility for your actions
- Rate the degree to which you believe that accountability is related to success and promotes personal and professional growth
- Rate the degree to which you take ownership for choices, actions, and behaviors
- Rate the degree to which you believe accountability positively impacts goal achievement

Assertiveness:

- Rate the degree to which you utilize assertiveness in your daily communication style
- Rate the degree to which you believe it is important to assert yourself in order to feel empowered and in control
- Rate the degree to which you utilize 'I Messages' (I feel _____ when you _____)
- Rate the degree to which you believe advocating for yourself is necessary for goal achievement and success

Collaboration:

- Rate the frequency / degree to which you collaborate with others
- Rate the degree to which you possess effective team player / collaboration skills
- Rate the degree to which you believe it is necessary to work collaboratively in order to achieve desired outcomes
- Rate the degree to which you believe you work effectively / cooperatively with others in small group settings

Motivation / Strengths Based:

- Rate the degree to which you believe encouraging and empowering others helps to foster success
- Rate the degree to which you engage in and help to create a motivational / strengths based work environment
- Rate the degree to which you encourage others to identify and build upon their strengths
- Rate the degree to which you utilize your strengths and assets in order to achieve goals

Social and Emotional Learning Scale: Academic Performance

Directions: On a scale from one to five, rate the degree to which: Part A you possess the following skills, as well as Part B the degree to which you believe (agree or disagree) the following social emotional learning / soft skills impact your academic performance

Part A Scale

- 1-Do Not Possess
- 2-Somewhat Possess
- 3-Moderately Possess
- 4-Frequently Possess
- 5-Almost Always Possess

Part B Scale

- 1-Disagree
- 2-Somewhat Disagree
- 3-Moderately
- 4-Somewhat Agree
- 5-Agree

Intrapersonal

Adaptability (cope with change):

Part A)

Part B)

Self-Regulation (control impulses):

Part A)

Part B)

Grit (tenacity):

Part A:

Part B:

Growth Mindset (skills can be strengthened):

Part A:

Part B:

Zest (passion):

Part A:

Part B:

Optimism (positivity):

Part A:

Part B:

Gratitude (thankful):

Part A:

Part B:

Social Intelligence (ability to understand others):

Part A:

Part B:

Curiosity (inquisitive):

Part A:

Part B:

Leadership (visionary / goal oriented):

Part A:

Part B:

Time Management (prioritizing):

Part A:

Part B:

Stress Management (reduce feeling overwhelmed):

Part A:

Part B:

Critical Thinking (analyzing and synthesizing information):

Part A:

Part B:

Creativity (innovation):

Part A:

Part B:

Character (dictates how we think, feel, act):

Part A:

Part B:

Interpersonal**Listening (attentive):**

Part A:

Part B:

Verbal & Non-Verbal Communication (content / process):

Part A:

Part B:

Constructive Feedback (allows for growth)

Part A:

Part B:

Strong Work Ethic (diligence):

Part A:

Part B:

Problem Solving (conflict resolution):

Part A:

Part B:

Accountability (responsibility):

Part A:

Part B:

Assertiveness (advocating for self):

Part A:

Part B:

Collaboration (working well in groups / role taking to balance skills):

Part A:

Part B:

Motivation / Strengths Based (identifying strengths to achieve goals):

Part A:

Part B: