

Self-Efficacy Scale for Lesson 1 – Self-Concept

Student: _____ Date: _____

Please read the short passage below, then follow the directions to complete the scale.

Your self-concept is what you think and feel about yourself, the values you hold, and how you see yourself acting in certain situations. It's your image, as seen by you. Self-concept is your mental picture of who you are – what you do well, your weaknesses, how you get along, your opinions – all of these things and everything else you know (or believe) about yourself. It includes any information or feedback about you from other sources like your experiences, successes (and failures), or what others say about you.

This scale measures your beliefs about improving your self-concept. Everyone has a self-concept that is both positive and negative. Everyone can also practice behaviors that will help make their positive self-concept stronger.

Please rate how certain you are that you can do the things described below by circling the appropriate number. Rate your degree of confidence by recording a number from 0 to 10 using the scale below.

0 1 2 3 4 5 6 7 8 9 10
0 = I cannot do at all 5 = I usually can 10 = I always can

1. I am able to identify positive things about myself – things I like about myself that I am proud to tell others about.

0 1 2 3 4 5 6 7 8 9 10

2. I am able to identify things about myself I would like to change, and I can learn how to improve or change those things.

0 1 2 3 4 5 6 7 8 9 10

3. I am able to demonstrate my positive self-concept by presenting a neat, appropriate appearance to others.

0 1 2 3 4 5 6 7 8 9 10

4. I am able to be positive toward all people, and I can get along with others.

0 1 2 3 4 5 6 7 8 9 10

5. I am able to keep a positive attitude about situations I am in and people I am around.

0 1 2 3 4 5 6 7 8 9 10

Self-Efficacy Scale for Lesson 1 – Self-Concept

6. I am able to get involved with other people, groups of people, or activities in my environment or community.

0 1 2 3 4 5 6 7 8 9 10

Self-Efficacy Scale for Lesson 2 – Self-Esteem

Student: _____ Date: _____

Please read the short passage below, then follow the directions to complete the scale.

Self-concept is your mental model (or mental picture) of who you are. It is the whole set of things you know (or believe) about yourself – what you do well, your weaknesses, and how you get along, among other things. Your self-concept is usually built on your successes (and failures), what people say about you, grades, test scores, and other information or feedback you have gotten over the years. Your self-concept is your own image of yourself.

Self-esteem is the overall value or judgment you place on aspects of your self-concept. It involves feelings – good or bad – regarding the things you know or believe about yourself. Your self-esteem includes your own reactions over time as to how life is going and how you feel about yourself in general.

An example may help. Say your self-concept, based on your experiences, includes the idea that you are not a good dancer. If you have a high level of self-esteem, this idea that you are not good at dancing doesn't make you get down on yourself. Instead, you'd like to improve, so you decide to work on becoming a better dancer. If you have a low level of self-esteem, you might think, "I am a poor dancer, one more reason why I'm worthless."

This scale measures your beliefs about improving your self-esteem. Lesson 2, Self-Esteem, will help you learn behaviors and ways to improve your self-esteem. Everyone can improve their self-esteem, and everyone can benefit from doing so. No one has a perfect self-concept or perfect self-esteem.

Please rate how certain you are that you can do the things described below by circling the appropriate number. Rate your degree of confidence by recording a number from 0 to 10 using the scale below.

0 1 2 3 4 5 6 7 8 9 10
0 = I cannot do at all 5 = I usually can 10 = I always can

1. I am able to show respect for myself and respect for others.

0 1 2 3 4 5 6 7 8 9 10

2. I am aware of and proud of my accomplishments, and I am able to speak positively with other people about my talents and accomplishments.

0 1 2 3 4 5 6 7 8 9 10

3. I can admit mistakes, take responsibility for my mistakes, and correct my mistakes to the best of my ability.

0 1 2 3 4 5 6 7 8 9 10

Self-Efficacy Scale for Lesson 2 – Self-Esteem

4. I am able to take good, constructive criticism from others and use it to improve myself or my behavior.

0 1 2 3 4 5 6 7 8 9 10

5. I can identify my unique strengths, talents, or skills.

0 1 2 3 4 5 6 7 8 9 10

6. I am able to view my weaknesses as an optimist. I can see my weaknesses as a positive opportunity and find ways to improve my weaknesses.

0 1 2 3 4 5 6 7 8 9 10

7. I am able to accept new challenges or accept opportunities to try or learn new things.

0 1 2 3 4 5 6 7 8 9 10

Self-Efficacy Scale for Lesson 3 – Self-Confidence

Student: _____ Date: _____

Please read the short passage below, then follow the directions to complete the scale.

Remember that *self-concept* is who you are, as seen by you (all the things you know or believe about yourself). *Self-esteem* is the pride you have in yourself and your abilities; it is the value or judgement you place on aspects of your self-concept.

Self-confidence is the belief that you can do, learn, or become something specific. If you have done a certain thing before, like tying your shoes, your self-confidence in tying shoes is very high. However, you can also get self-confidence for a specific task from other sources, even if you have not done that task before.

Positive self-concept and strong self-esteem are major sources of self-confidence to do things you have never even done before. There are also other ways to build self-confidence in your ability to do new things. This scale will measure your beliefs about your ability to generate self-confidence for new tasks or learning experiences.

Please rate how certain you are that you can do the things described below by circling the appropriate number. Rate your degree of confidence by recording a number from 0 to 10 using the scale below.

0 1 2 3 4 5 6 7 8 9 10
0 = I cannot do at all 5 = I usually can 10 = I always can

1. I am able to identify and use related experiences for self-confidence, even if I have not had actual experience doing something new.

0 1 2 3 4 5 6 7 8 9 10

2. I am aware of my particular skills and talents – those things I am good at – and I am able to use my skills and talents to learn and do new things in my own way.

0 1 2 3 4 5 6 7 8 9 10

3. I am able to approach new tasks or experiences with a positive, optimistic attitude.

0 1 2 3 4 5 6 7 8 9 10

4. I am willing to try new things, knowing that the more I do anything, the better I can become at it.

0 1 2 3 4 5 6 7 8 9 10

Self-Efficacy Scale for Lesson 3 – Self-Confidence

5. If I have never done something before, I am able to gain self-confidence by reading or learning more about it.

0 1 2 3 4 5 6 7 8 9 10

6. If I struggle or have difficulties when trying something new, I am able to persist or persevere until I improve.

0 1 2 3 4 5 6 7 8 9 10

Self-Efficacy Scale for Lesson 4 – Dealing with Emotions

Student: _____ Date: _____

Please read the short passage below, then follow the directions to complete the scale.

Please rate how certain you are that you can do the things described below by circling the appropriate number. Rate your degree of confidence by recording a number from 0 to 10 using the scale below.

0 1 2 3 4 5 6 7 8 9 10
0 = I cannot do at all 5 = I usually can 10 = I always can

1. I am able to recognize and respect the emotions and feelings of others.

0 1 2 3 4 5 6 7 8 9 10

2. I am able to use positive language and behavior towards others, which limits negative reactive feelings in others.

0 1 2 3 4 5 6 7 8 9 10

3. I am able to communicate my negative emotions or feelings (fear, anger, sadness) to others when I need to, in a calm, open way.

0 1 2 3 4 5 6 7 8 9 10

4. I can share positive feelings and emotions I have with others (happiness, joy, love).

0 1 2 3 4 5 6 7 8 9 10

5. I am able to have positive feelings and emotions when others express positive emotions (happiness, joy, love).

0 1 2 3 4 5 6 7 8 9 10

6. I can recognize and respect or have sympathy for others who express negative emotions and feelings.

0 1 2 3 4 5 6 7 8 9 10

7. I can maintain self-control in emotional situations (both positive and negative).

0 1 2 3 4 5 6 7 8 9 10

Self-Efficacy Scale for Lesson 4 – Dealing with Emotions

8. I can use appropriate language in conflicts or negative emotional situations. This means I am able to use neutral or positive statements, avoid passing judgment on others, and tell others when I have similar emotions or feelings.

0 1 2 3 4 5 6 7 8 9 10

9. I am able to “think before acting,” which means I can identify and understand the potential consequences of my words and actions in emotional situations.

0 1 2 3 4 5 6 7 8 9 10

10. I can control the sound or tone of my voice in emotional situations (both positive and negative emotional situations).

0 1 2 3 4 5 6 7 8 9 10

Self-Efficacy Scale for Lesson 5 – Dealing with Conflict

Student: _____ Date: _____

Please read the short passage below, then follow the directions to complete the scale.

Please rate how certain you are that you can do the things described below by circling the appropriate number. Rate your degree of confidence by recording a number from 0 to 10 using the scale below.

0 1 2 3 4 5 6 7 8 9 10
0 = I cannot do at all 5 = I usually can 10 = I always can

1. I am able to gather important information about potential conflicts with others, in order to avoid misdirected conflict.

0 1 2 3 4 5 6 7 8 9 10

2. I can avoid emotional reactions that cause negative emotions and worsen conflict with others.

0 1 2 3 4 5 6 7 8 9 10

3. I am able to pick the right time and place to discuss a conflict with someone; and I can stick to the issues in order to find a solution.

0 1 2 3 4 5 6 7 8 9 10

4. I am willing to compromise in conflicts, and I am able to determine when compromise is best solution.

0 1 2 3 4 5 6 7 8 9 10

5. I am willing to withdraw from conflict with others, and I can recognize when that is the best solution; I can let the other person “win,” in order to resolve conflict.

0 1 2 3 4 5 6 7 8 9 10

6. When in a disagreement or conflict, I am able to stay calm and I can use an appropriate tone of voice and neutral or positive language.

0 1 2 3 4 5 6 7 8 9 10

7. I am able to resolve everyday interpersonal conflicts in a positive way, or with few negative consequences.

0 1 2 3 4 5 6 7 8 9 10

Self-Efficacy Scale for Lesson 5 – Dealing with Conflict

8. I am able avoid or limit unnecessary conflicts with others.

0 1 2 3 4 5 6 7 8 9 10

9. I am able to solve my internal conflicts about how to manage my responsibilities and what to do with my time.

0 1 2 3 4 5 6 7 8 9 10

10. I can solve my internal conflicts about decisions I need to make, because I can identify and understand the consequences of my options.

0 1 2 3 4 5 6 7 8 9 10

11. I am able to do the things I *need* to do first, and have time later for leisure or things I *want* to do.

0 1 2 3 4 5 6 7 8 9 10

Self-Efficacy Scale for Lesson 6 – Dealing with Stress

Student: _____ Date: _____

Please read the short passage below, then follow the directions to complete the scale.

Please rate how certain you are that you can do the things described below by circling the appropriate number. Rate your degree of confidence by recording a number from 0 to 10 using the scale below.

0 1 2 3 4 5 6 7 8 9 10
0 = I cannot do at all 5 = I usually can 10 = I always can

1. I am able to get plenty of rest and relaxation time to relieve stress.
0 1 2 3 4 5 6 7 8 9 10
2. I am able to get consistent physical exercise, which helps to reduce stress.
0 1 2 3 4 5 6 7 8 9 10
3. I am able to identify the stressors in my life – the situations and things in my environment that cause me stress.
0 1 2 3 4 5 6 7 8 9 10
4. I am able to communicate well with others while under stress or in stressful situations.
0 1 2 3 4 5 6 7 8 9 10
5. I am able to talk with others about what causes me stress; I can seek help if I need help managing stress.
0 1 2 3 4 5 6 7 8 9 10
6. I can identify people in my environment who I would be able to talk to, if I need help managing stress.
0 1 2 3 4 5 6 7 8 9 10
7. I am able to plan and manage my time, which helps me reduce stress caused by time constraints.
0 1 2 3 4 5 6 7 8 9 10
8. I am able to avoid unnecessary stressors or stressful situations; when I need to, I can stay away from the things that cause me stress.
0 1 2 3 4 5 6 7 8 9 10

Self-Efficacy Scale for Lesson 7 – Dealing with Criticism

Student: _____ Date: _____

Please rate how certain you are that you can do the things described below by circling the appropriate number. Rate your degree of confidence by recording a number from 0 to 10 using the scale below.

0 1 2 3 4 5 6 7 8 9 10
0 = I cannot do at all 5 = I usually can 10 = I always can

1. I can control my thoughts and emotions when I am criticized, and I am able to listen carefully to the words someone uses to offer criticism.

0 1 2 3 4 5 6 7 8 9 10

2. I am able to tell how to react to criticism by considering the source, or the particular person offering the criticism.

0 1 2 3 4 5 6 7 8 9 10

3. I can tell the difference between destructive criticism I should ignore and constructive criticism I should acknowledge and consider.

0 1 2 3 4 5 6 7 8 9 10

4. I can listen carefully and effectively when I am offered constructive criticism.

0 1 2 3 4 5 6 7 8 9 10

5. If I am given constructive criticism, I am able to determine how I might improve.

0 1 2 3 4 5 6 7 8 9 10

6. If I am given constructive criticism, I am able to ask for clarification or details if I need to, in order to understand how I can improve.

0 1 2 3 4 5 6 7 8 9 10

7. If I am given criticism I think is unjust, untrue, or undeserved, I can tell the person in a calm, appropriate manner while avoiding an argument or conflict.

0 1 2 3 4 5 6 7 8 9 10

8. When I am giving someone else constructive criticism, I can use a pleasant tone of voice and consider how the person might feel about the criticism.

0 1 2 3 4 5 6 7 8 9 10

9. When I offer constructive criticism, I am able to criticize in terms of improvement by identifying specific actions or behaviors, rather than criticizing a person.

0 1 2 3 4 5 6 7 8 9 10

Self-Efficacy Scale for Lesson 8 – Dealing with Failure

Student: _____ Date: _____

Please rate how certain you are that you can do the things described below by circling the appropriate number. Rate your degree of confidence by recording a number from 0 to 10 using the scale below.

0 1 2 3 4 5 6 7 8 9 10
0 = I cannot do at all 5 = I usually can 10 = I always can

1. I am able to replace negative self-talk with positive self-talk, which helps improve my chances for success.
0 1 2 3 4 5 6 7 8 9 10
2. I am able to study my failures, to find specific ways to overcome failure and succeed next time.
0 1 2 3 4 5 6 7 8 9 10
3. I am able to review my language (the things I say to myself and to others) and reduce or eliminate negativity.
0 1 2 3 4 5 6 7 8 9 10
4. I am comfortable asking a friend to help me identify my negativity and negative self-talk, so I can work on reducing or eliminating it.
0 1 2 3 4 5 6 7 8 9 10
5. When I fail at something, I am able to try again until I improve or have success.
0 1 2 3 4 5 6 7 8 9 10
6. I am comfortable experiencing failure, because I can study a failure as an opportunity to succeed next time.
0 1 2 3 4 5 6 7 8 9 10
7. When I fail at something, I am able to focus on possible solutions and look for specific reasons why I failed. This helps me improve until I succeed.
0 1 2 3 4 5 6 7 8 9 10
8. I am able to take responsibility for my failures, without getting down on myself and blaming myself. This helps me stay positive when I try again.
0 1 2 3 4 5 6 7 8 9 10
9. I am able to stay positive and keep doing my best, even if I have a major failure.
0 1 2 3 4 5 6 7 8 9 10

Self-Efficacy Scale for Lesson 9 – Identifying Interests

Student: _____ Date: _____

Please rate how certain you are that you can do the things described below by circling the appropriate number. Rate your degree of confidence by recording a number from 0 to 10 using the scale below.

0 1 2 3 4 5 6 7 8 9 10
0 = I cannot do at all 5 = I usually can 10 = I always can

1. I am able to match my work and leisure activities with my interests; in other words, I am able to spend my time doing what interests me.

0 1 2 3 4 5 6 7 8 9 10

2. I am able to identify my specific educational interests; I know what I want to learn about or what education I want to obtain.

0 1 2 3 4 5 6 7 8 9 10

3. I can identify my specific leisure time interests besides “relaxing.” I have specific, sometimes productive, things I do in my spare time.

0 1 2 3 4 5 6 7 8 9 10

4. I am able to identify my specific work interests; I know what job I want to hold and how that job fits my career path or future goals.

0 1 2 3 4 5 6 7 8 9 10

5. I can identify my specific leisure interests that are social in nature; I have things I like to do with other people in my spare time.

0 1 2 3 4 5 6 7 8 9 10

6. I can identify my specific leisure interests involving exercise; I have things I am able to do regularly to get the physical exercise I need to be healthy.

0 1 2 3 4 5 6 7 8 9 10

7. I know how my learning interests and work interests are connected. In other words, I have specific learning interests that help me pursue my work interests.

0 1 2 3 4 5 6 7 8 9 10

8. I am able to find new leisure, learning, and work interests regularly.

0 1 2 3 4 5 6 7 8 9 10

Self-Efficacy Scale for Lesson 10 – Setting Your Priorities

Student: _____ Date: _____

Please rate how certain you are that you can do the things described below by circling the appropriate number. Rate your degree of confidence by recording a number from 0 to 10 using the scale below.

0 1 2 3 4 5 6 7 8 9 10
0 = I cannot do at all 5 = I usually can 10 = I always can

1. I know what is most important to me; I can identify and describe my highest priorities.

0 1 2 3 4 5 6 7 8 9 10

2. I am able to identify and describe specific priorities (things I need to do or manage) related to my relationships with family, friends, or other important people in my life.

0 1 2 3 4 5 6 7 8 9 10

3. I can identify and describe specific priorities (things I need to do or manage) related to my learning interests.

0 1 2 3 4 5 6 7 8 9 10

4. I can identify and describe specific priorities (things I need to do or manage) related to my work or career interests.

0 1 2 3 4 5 6 7 8 9 10

5. I am able to adjust my priorities – or “reprioritize” – as my life situation, interests, or beliefs change.

0 1 2 3 4 5 6 7 8 9 10

6. I have priorities (things I am focused on doing) related to exercise that help me manage stress and stay healthy.

0 1 2 3 4 5 6 7 8 9 10

7. I am able to stay focused on my priorities and keep them in mind, which helps naturally guide my behavior and decisions to be in line with my priorities.

0 1 2 3 4 5 6 7 8 9 10

Self-Efficacy Scale for Lesson 11 – Setting Your Goals

Student: _____ Date: _____

Please rate how certain you are that you can do the things described below by circling the appropriate number. Rate your degree of confidence by recording a number from 0 to 10 using the scale below.

0 1 2 3 4 5 6 7 8 9 10
0 = I cannot do at all 5 = I usually can 10 = I always can

1. My goals (the things I want to accomplish or achieve) are directly related to my priorities (the beliefs, values, and other things that are most important to me).
0 1 2 3 4 5 6 7 8 9 10
2. I am able to describe my current long-term goals clearly – these goals I want to accomplish in the next year or longer.
0 1 2 3 4 5 6 7 8 9 10
3. I can clearly describe short-term goals that will help me reach each of my long-term goals – these goals are clear steps to complete in the next weeks or months.
0 1 2 3 4 5 6 7 8 9 10
4. I am able to break a single short-term goal into a prioritized list of action items or objectives I can start working on today.
0 1 2 3 4 5 6 7 8 9 10
5. I can consistently manage the short-term goals and objectives needed to reach my long-term goals; I feel I can make consistent progress toward my long-term goals.
0 1 2 3 4 5 6 7 8 9 10
6. I am able to make clear goal statements; I can say or write my goals in a way that helps me know what I need to do to reach them.
0 1 2 3 4 5 6 7 8 9 10
7. My goals are well-balanced, meaning I can set, manage, and work toward goals that reflect *all* of my personal priorities.
0 1 2 3 4 5 6 7 8 9 10
8. When I think about or review my goals, I get excited and motivated to do what I need to do to reach them.
0 1 2 3 4 5 6 7 8 9 10

Self-Efficacy Scale for Lesson 12 – Making Decisions

Student: _____ Date: _____

Please rate how certain you are that you can do the things described below by circling the appropriate number. Rate your degree of confidence by recording a number from 0 to 10 using the scale below.

0 1 2 3 4 5 6 7 8 9 10
0 = I cannot do at all 5 = I usually can 10 = I always can

1. I am able to control my emotions (both positive and negative) when I need to think carefully to make a good decision.

0 1 2 3 4 5 6 7 8 9 10

2. I can take my time when making decisions, in order to avoid making hasty decisions or jumping to conclusions.

0 1 2 3 4 5 6 7 8 9 10

3. Once I have the information I need and have considered alternatives, I don't hesitate to act on my decisions; I can be decisive.

0 1 2 3 4 5 6 7 8 9 10

4. I can get help or advice from others about important decisions, without letting others control my decisions.

0 1 2 3 4 5 6 7 8 9 10

5. I always have a decision or choice to make; I feel in control of my decisions.

0 1 2 3 4 5 6 7 8 9 10

6. When making decisions, I am able to identify alternatives to consider, and I can limit my alternatives if necessary.

0 1 2 3 4 5 6 7 8 9 10

7. I am able to get the information I need in a timely manner, in order to make decisions effectively.

0 1 2 3 4 5 6 7 8 9 10

8. I am able to look back on decisions I have made, and evaluate my decision making in a consistent way. This helps me make better decisions.

0 1 2 3 4 5 6 7 8 9 10

Self-Efficacy Scale for Lesson 12 – Making Decisions

9. I am able to identify my priorities and goals, and I keep them in mind, so my everyday decisions support my priorities and goals.

0 1 2 3 4 5 6 7 8 9 10

10. I am able to take necessary risks when I make decisions, if I have gathered the information I need and considered my alternatives carefully.

0 1 2 3 4 5 6 7 8 9 10

Self-Efficacy Scale for Lesson 14 – Planning

Student: _____ Date: _____

Please rate how certain you are that you can do the things described below by circling the appropriate number. Rate your degree of confidence by recording a number from 0 to 10 using the scale below.

0 1 2 3 4 5 6 7 8 9 10
0 = I cannot do at all 5 = I usually can 10 = I always can

1. When planning, I can accurately identify and obtain the resources I will need (including time).

0 1 2 3 4 5 6 7 8 9 10

2. I am able to set clear objectives or goals, and I can write formal, detailed plans for accomplishing them.

0 1 2 3 4 5 6 7 8 9 10

3. I am able to stick to the goal or purpose of my plans, even if I need to make adjustments.

0 1 2 3 4 5 6 7 8 9 10

4. I am able to write clear, detailed plans for a goal or objective – plans that can be easy to understand and follow for team members, coworkers, or others.

0 1 2 3 4 5 6 7 8 9 10

5. If I can't obtain the resources I need, I am able to adjust my plans or seek help.

0 1 2 3 4 5 6 7 8 9 10

6. Once I complete and review formal plans I have written, I am able to take action without hesitating.

0 1 2 3 4 5 6 7 8 9 10

7. When I make plans, I can accurately estimate the time it will take to complete each task and accomplish the overall objective.

0 1 2 3 4 5 6 7 8 9 10

8. I can make flexible plans, which can identify and consider contingencies; in other words, I am able to write a good "Plan B" to follow if something doesn't turn out right.

0 1 2 3 4 5 6 7 8 9 10

Self-Efficacy Scale for Lesson 14 – Planning

9. I am able to make and manage successful formal plans that involve other people or teams.

0 1 2 3 4 5 6 7 8 9 10

10. Successful or not, I am able to review and evaluate my completed plans in a consistent way, which helps me improve specific planning skills.

0 1 2 3 4 5 6 7 8 9 10

Self-Efficacy Scale for Lesson 13 – Solving Problems

Student: _____ Date: _____

Please rate how certain you are that you can do the things described below by circling the appropriate number. Rate your degree of confidence by recording a number from 0 to 10 using the scale below.

0 1 2 3 4 5 6 7 8 9 10
0 = I cannot do at all 5 = I usually can 10 = I always can

1. When I identify a problem, I am able to say or write the problem in clear terms. This helps me understand how to start working on a solution.

0 1 2 3 4 5 6 7 8 9 10

2. I can tell the difference between a problem's symptoms and its underlying causes.

0 1 2 3 4 5 6 7 8 9 10

3. I can come up with many different good alternatives when considering a problem and its possible solutions.

0 1 2 3 4 5 6 7 8 9 10

4. I am able to ask for help or seek advice when I have a serious problem I am unable to solve on my own.

0 1 2 3 4 5 6 7 8 9 10

5. When evaluating alternative solutions to a problem, I can accurately identify the different outcomes, or consequences, of my alternatives.

0 1 2 3 4 5 6 7 8 9 10

6. When I implement a solution to a problem, I know how to evaluate it to judge whether my solution was optimal (the best possible solution).

0 1 2 3 4 5 6 7 8 9 10

7. When I take action that fails to solve a problem, I can re-evaluate the problem and I am willing to try again.

0 1 2 3 4 5 6 7 8 9 10

8. I am able to evaluate solutions as I am implementing them, so I can make adjustments along the way if I need to.

0 1 2 3 4 5 6 7 8 9 10

Self-Efficacy Scale for Lesson 15 – Managing Time

Student: _____ Date: _____

Please rate how certain you are that you can do the things described below by circling the appropriate number. Rate your degree of confidence by recording a number from 0 to 10 using the scale below.

0 1 2 3 4 5 6 7 8 9 10
0 = I cannot do at all 5 = I usually can 10 = I always can

1. I am able to give up extra leisure time or “relaxing time” to get my priorities done first – these priorities include learning goals and work or career goals I have set.

0 1 2 3 4 5 6 7 8 9 10

2. I know my priorities, I can set goals and make plans around my priorities, and I keep my priorities and goals in mind by reviewing them daily.

0 1 2 3 4 5 6 7 8 9 10

3. I am able to use monthly and weekly calendars effectively to manage my time.

0 1 2 3 4 5 6 7 8 9 10

4. I am able to set and follow my own daily schedule.

0 1 2 3 4 5 6 7 8 9 10

5. I know how to manage and prioritize an ongoing “To-do List.”

0 1 2 3 4 5 6 7 8 9 10

6. I can adapt to and follow group-oriented schedules and deadlines, such as those in teams at work or in class.

0 1 2 3 4 5 6 7 8 9 10

7. I am often right on time for events or places I am supposed to be; I am rarely early and never late.

0 1 2 3 4 5 6 7 8 9 10

8. I can focus on one task at a time, without getting distracted, until I have completed the task successfully.

0 1 2 3 4 5 6 7 8 9 10

9. I can regularly review the ways I spend my time, in order to find areas where I could use my available time more efficiently.

0 1 2 3 4 5 6 7 8 9 10

Self-Efficacy Scale for Lesson 16 – Thinking Clearly

Student: _____ Date: _____

Please rate how certain you are that you can do the things described below by circling the appropriate number. Rate your degree of confidence by recording a number from 0 to 10 using the scale below.

0 1 2 3 4 5 6 7 8 9 10
0 = I cannot do at all 5 = I usually can 10 = I always can

1. I am able to control my emotions when I need to think clearly to make good decisions.

0 1 2 3 4 5 6 7 8 9 10

2. I am able to identify and consider the possible consequences of an action or decision.

0 1 2 3 4 5 6 7 8 9 10

3. I am able identify biases or mindsets in my thinking, and I can be open-minded when considering others' opinions or making decisions.

0 1 2 3 4 5 6 7 8 9 10

4. I am able to determine the facts in a situation, and I can make objective decisions based on clear facts.

0 1 2 3 4 5 6 7 8 9 10

5. I can stay calm and control my thoughts and emotions in stressful situations or conflicts.

0 1 2 3 4 5 6 7 8 9 10

6. I can stay positive or optimistic, avoiding negative or pessimistic mindsets, when I work toward goals or try to solve problems.

0 1 2 3 4 5 6 7 8 9 10

7. I am able to evaluate information needed to make good decisions, by identifying the purpose of information.

0 1 2 3 4 5 6 7 8 9 10

8. I am able to evaluate information needed to make good decisions, by identifying and evaluating sources of information.

0 1 2 3 4 5 6 7 8 9 10

9. I am able control my decisions and actions by gathering all the important information first; I can avoid jumping to conclusions.

0 1 2 3 4 5 6 7 8 9 10

Self-Efficacy Scale for Lesson 17 – Systems Thinking

Student: _____ Date: _____

Please rate how certain you are that you can do the things described below by circling the appropriate number. Rate your degree of confidence by recording a number from 0 to 10 using the scale below.

0 1 2 3 4 5 6 7 8 9 10
0 = I cannot do at all 5 = I usually can 10 = I always can

1. I am able to identify components and subsystems of different types of systems in my environment, and I can determine how they work together.

0 1 2 3 4 5 6 7 8 9 10

2. I am able to figure out the purpose or mission of a system, and I can see how component parts work together to support the system's purpose.

0 1 2 3 4 5 6 7 8 9 10

3. I can design systems with component parts or subsystems that work together effectively, assuming I have the resources I need.

0 1 2 3 4 5 6 7 8 9 10

4. I am able to identify my purpose or role as part of a larger system such as a business, work team, or community.

0 1 2 3 4 5 6 7 8 9 10

5. I am able to identify measurable objectives for a system and its subsystems.

0 1 2 3 4 5 6 7 8 9 10

6. I know how to use measurable objectives to make adjustments to a system, its subsystems, or its component parts.

0 1 2 3 4 5 6 7 8 9 10

7. I know how to use quality control measures to adjust or maintain a system and ensure quality output.

0 1 2 3 4 5 6 7 8 9 10

8. When necessary, I am able to comfortably make decisions on my own in a work or team setting.

0 1 2 3 4 5 6 7 8 9 10

9. I can design, operate, and adjust systems for any purpose or objective, assuming I have the resources or parts I need.

0 1 2 3 4 5 6 7 8 9 10

Self-Efficacy Scale for Lesson 18 – Listening Effectively (Active Listening)

Student: _____ Date: _____

Please rate how certain you are that you can do the things described below by circling the appropriate number. Rate your degree of confidence by recording a number from 0 to 10 using the scale below.

0 1 2 3 4 5 6 7 8 9 10
0 = I cannot do at all 5 = I usually can 10 = I always can

1. When listening, I can maintain an appropriate distance to the speaker.
0 1 2 3 4 5 6 7 8 9 10
2. When I'm listening to a speaker, I am able to make consistent eye contact.
0 1 2 3 4 5 6 7 8 9 10
3. When listening, I can keep my mind focused on what a speaker is trying to say.
0 1 2 3 4 5 6 7 8 9 10
4. When I don't understand something, I am comfortable asking questions.
0 1 2 3 4 5 6 7 8 9 10
5. When listening to a speaker, I can effectively take notes on key points when necessary.
0 1 2 3 4 5 6 7 8 9 10
6. I am able to listen for and identify the main idea(s) of a speech or presentation.
0 1 2 3 4 5 6 7 8 9 10
7. I can use body language and expression (like a nod or a smile) to show the speaker when I understand.
0 1 2 3 4 5 6 7 8 9 10
8. I can use body language and expression (a confused look or shrugged shoulders) to show the speaker when I don't understand.
0 1 2 3 4 5 6 7 8 9 10
9. I can review or summarize the speaker's message in my own words to check if I understand.
0 1 2 3 4 5 6 7 8 9 10

Self-Efficacy Scale for Lesson 19 – Speaking Effectively

Student: _____ Date: _____

Please rate how certain you are that you can do the things described below by circling the appropriate number. Rate your degree of confidence by recording a number from 0 to 10 using the scale below.

0 1 2 3 4 5 6 7 8 9 10
0 = I cannot do at all 5 = I usually can 10 = I always can

1. I can make up my mind about what topic to talk about.
0 1 2 3 4 5 6 7 8 9 10
2. Once I have a topic, I can think of things to say about it.
0 1 2 3 4 5 6 7 8 9 10
3. I am able to organize my thoughts about my topic.
0 1 2 3 4 5 6 7 8 9 10
4. When I am speaking, I am able to make consistent eye contact with the audience.
0 1 2 3 4 5 6 7 8 9 10
5. I can speak loud enough for everyone to hear me.
0 1 2 3 4 5 6 7 8 9 10
6. When I speak, I can pace myself; I can keep from speaking too fast or too slow.
0 1 2 3 4 5 6 7 8 9 10
7. If I get nervous when speaking, I am able to control it and stay focused.
0 1 2 3 4 5 6 7 8 9 10
8. I can express myself or give a prepared speech fluently, without filler words or long pauses.
0 1 2 3 4 5 6 7 8 9 10
9. If I make a mistake, I am able to get back on track.
0 1 2 3 4 5 6 7 8 9 10
10. I am able to smile often while I am speaking to others or in front of an audience.
0 1 2 3 4 5 6 7 8 9 10

Self-Efficacy Scale for Lesson 20 – Being Assertive

Student: _____ Date: _____

Please rate how certain you are that you can do the things described below by circling the appropriate number. Rate your degree of confidence by recording a number from 0 to 10 using the scale below.

0 1 2 3 4 5 6 7 8 9 10
0 = I cannot do at all 5 = I usually can 10 = I always can

1. I can describe how I am feeling in a situation.
0 1 2 3 4 5 6 7 8 9 10
2. I can recognize my negative self-talk and replace it with positive self-talk.
0 1 2 3 4 5 6 7 8 9 10
3. I know what I'm fairly entitled to as a person.
0 1 2 3 4 5 6 7 8 9 10
4. I am comfortable saying "no" when I know I have a choice.
0 1 2 3 4 5 6 7 8 9 10
5. When I describe a situation, I am able to stick to the facts and avoid assumptions and judgments.
0 1 2 3 4 5 6 7 8 9 10
6. When confronted with a problem, I know how to take quick, constructive action that will work toward a solution.
0 1 2 3 4 5 6 7 8 9 10
7. I am able to consider fairness when dealing with a problem or conflict.
0 1 2 3 4 5 6 7 8 9 10
8. When I have a problem or conflict with someone, I am comfortable talking directly with that person about it.
0 1 2 3 4 5 6 7 8 9 10
9. I can deal with conflict in a calm, non-threatening manner that does not violate others' rights or create more conflict.
0 1 2 3 4 5 6 7 8 9 10
10. I am comfortable speaking up in discussions so others know what I think and how I feel.
0 1 2 3 4 5 6 7 8 9 10

Self-Efficacy Scale for Lesson 21 – Relating to People

Student: _____ Date: _____

Please rate how certain you are that you can do the things described below by circling the appropriate number. Rate your degree of confidence by recording a number from 0 to 10 using the scale below.

0 1 2 3 4 5 6 7 8 9 10
0 = I cannot do at all 5 = I usually can 10 = I always can

1. I can say “please,” “thank you,” and “excuse me,” whenever it is appropriate.
0 1 2 3 4 5 6 7 8 9 10
2. I am comfortable asking people how they are doing and if I can help them.
0 1 2 3 4 5 6 7 8 9 10
3. I am able to pay close attention to someone when they are speaking to me.
0 1 2 3 4 5 6 7 8 9 10
4. I am able to express my sympathy for someone if they have a personal problem or conflict.
0 1 2 3 4 5 6 7 8 9 10
5. With most people, I can put myself in their shoes and truly understand how they feel.
0 1 2 3 4 5 6 7 8 9 10
6. I am able to stop and think about what I am going to say before I talk with someone about a disagreement or conflict.
0 1 2 3 4 5 6 7 8 9 10
7. When someone does me a favor, I always return the favor.
0 1 2 3 4 5 6 7 8 9 10
8. When someone is kind to me, I am able to find a way to repay that kindness.
0 1 2 3 4 5 6 7 8 9 10
9. I am comfortable sharing my true thoughts and feelings with someone I trust, when they share their thoughts and feelings.
0 1 2 3 4 5 6 7 8 9 10
10. I am able to stay positive and upbeat toward other people.
0 1 2 3 4 5 6 7 8 9 10

Self-Efficacy Scale for Lesson 22 – Following Directions

Student: _____ Date: _____

Please rate how certain you are that you can do the things discussed below by circling the appropriate number. Rate your degree of confidence by recording a number from 0 to 10 using the scale below.

0 1 2 3 4 5 6 7 8 9 10
0 = I cannot do at all 5 = I usually can 10 = I always can

1. When someone gives me directions verbally, I am able to follow them exactly.
0 1 2 3 4 5 6 7 8 9 10
2. I can concentrate and stay focused while someone is giving me spoken directions.
0 1 2 3 4 5 6 7 8 9 10
3. When I listen to directions, I can pick out the most important points and take quality notes if necessary.
0 1 2 3 4 5 6 7 8 9 10
4. Before I ask questions about directions I am given, I make sure I try to understand the end result or main objective.
0 1 2 3 4 5 6 7 8 9 10
5. If I get confused about directions, I am comfortable asking questions until I understand exactly what to do.
0 1 2 3 4 5 6 7 8 9 10
6. When I need to, I can repeat directions back to the person who is giving them, or I can review them in my own words to make sure I understand.
0 1 2 3 4 5 6 7 8 9 10
7. Even if I think I know a better way, I follow written directions exactly the way they are written.
0 1 2 3 4 5 6 7 8 9 10
8. I am able to see the end result, or reason, for directions I am given.
0 1 2 3 4 5 6 7 8 9 10
9. I am able to take time to read through all the directions before I start working.
0 1 2 3 4 5 6 7 8 9 10
10. I always do the first step first, after listening to or reading directions.
0 1 2 3 4 5 6 7 8 9 10

Self-Efficacy Scale for Lesson 23 – Giving Directions

Student: _____ Date: _____

Please rate how certain you are that you can do the things discussed below by circling the appropriate number. Rate your degree of confidence by recording a number from 0 to 10 using the scale below.

0 1 2 3 4 5 6 7 8 9 10
0 = I cannot do at all 5 = I usually can 10 = I always can

1. When I give directions, I am able to identify and state the objective, the end goal, or the result of the procedure.

0 1 2 3 4 5 6 7 8 9 10

2. I can make sure the directions I give are 100% accurate.

0 1 2 3 4 5 6 7 8 9 10

3. I can provide clear directions that are easy for another person to follow.

0 1 2 3 4 5 6 7 8 9 10

4. When I give directions, I am able to include only the necessary steps and information.

0 1 2 3 4 5 6 7 8 9 10

5. When I give directions, I am able to make sure the steps are in logical order.

0 1 2 3 4 5 6 7 8 9 10

6. In my directions, I can effectively tell people about any difficulties or problems they might encounter.

0 1 2 3 4 5 6 7 8 9 10

7. In directions about a procedure, I am able to identify and include special information such as the time needed to follow the directions, necessary tools, and costs.

0 1 2 3 4 5 6 7 8 9 10

8. I am able to describe accurately what a person will see, hear, smell, or sense when they follow directions.

0 1 2 3 4 5 6 7 8 9 10

9. When I give directions, I can explain to someone how to check their work and what it will look like if something is not done correctly.

0 1 2 3 4 5 6 7 8 9 10

Self-Efficacy Scale for Lesson 25 – Working Well with Teams

Student: _____ Date: _____

Please rate how certain you are that you can do the things described below by circling the appropriate number. Rate your degree of confidence by recording a number from 0 to 10 using the scale below.

0 1 2 3 4 5 6 7 8 9 10
0 = I cannot do at all 5 = I usually can 10 = I always can

1. I can be open-minded when I listen to other team members' thoughts and opinions.

0 1 2 3 4 5 6 7 8 9 10

2. I am comfortable asking questions when I don't understand what another team member is saying.

0 1 2 3 4 5 6 7 8 9 10

3. When I am on a team, I am able to point out problems and concerns related to the team's work.

0 1 2 3 4 5 6 7 8 9 10

4. When the team is about to make a decision I do not fully support, I am able to question the team's decision if I have ideas about alternatives.

0 1 2 3 4 5 6 7 8 9 10

5. Once the team makes a final decision, I accept and support it, even if I don't agree with it at first.

0 1 2 3 4 5 6 7 8 9 10

6. I am able to change and adjust my role as situations for the team change, such as new or different team goals or changing team members.

0 1 2 3 4 5 6 7 8 9 10

7. I am able to use my personal strengths to help the team achieve its goals.

0 1 2 3 4 5 6 7 8 9 10

8. When I tell my team I will do something, I am reliable and accountable; I am able to do what I say I will do.

0 1 2 3 4 5 6 7 8 9 10