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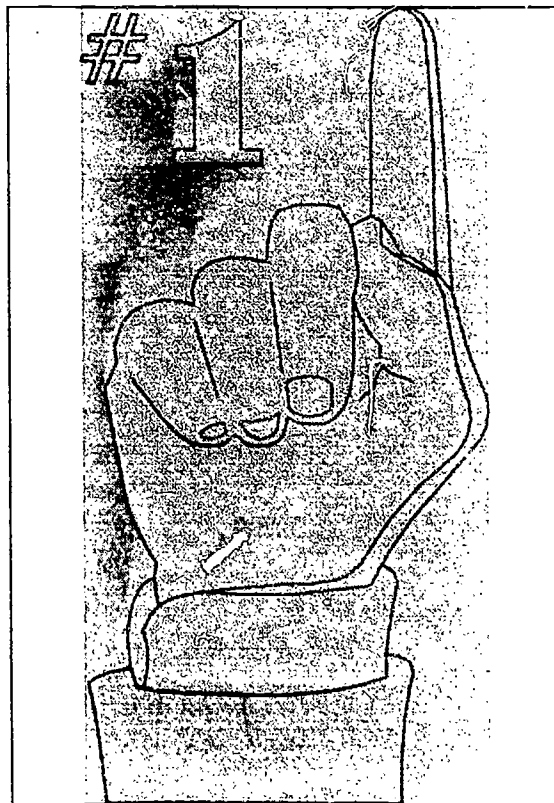
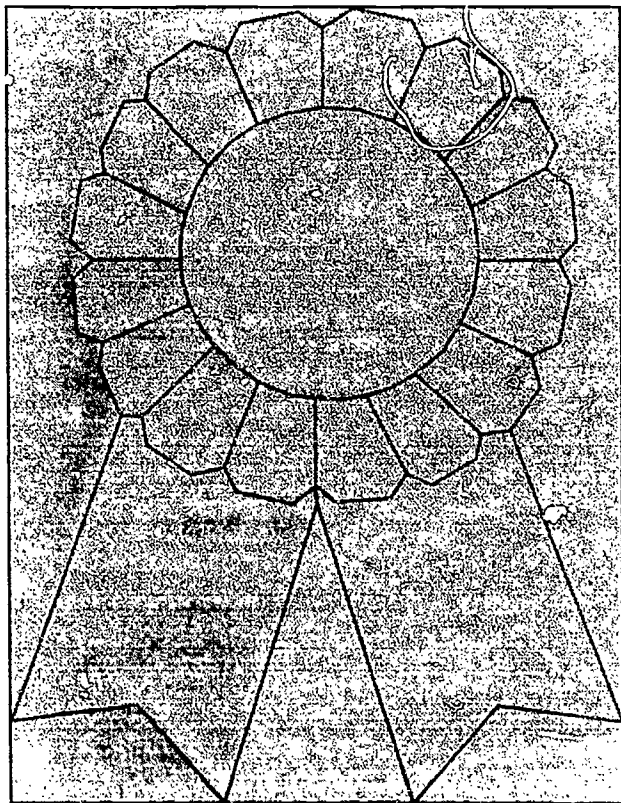
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## ABSTRACT

Creative Values and Self-Image is a credit developmental studies course offered at Utah's Salt Lake Community College to help students assess their own values and self-image, learn and understand related theories and research, understand the relationship between their own values and self-image as they relate to goal setting, and apply the theories and research to their personal lives. At the beginning and end of the course, students complete a values and self-image appraisal inventory, rating the importance of statements related to the following 10 values: aesthetics, or the appreciation of beauty; self-control; creativity; family relationships; humanity, or tolerance; physical well-being; renown, or being well-known and liked; social skills; spirituality; and wealth. Major topics covered in the course include the workings of the brain, positive personal affirmations, goal setting, creation of a life philosophy, and analyses of the 10 values in the inventory. To determine the effect of the course on students' values, results from the beginning and ending term inventories were analyzed for 9 males and 26 females in winter 1995. The analysis indicated that females showed a significant increase in all of the values except for social skills, while males showed a significant increase only in the social skills area. Data tables and the values inventory are appended. (TGI)

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# CREATIVE VALUES AND SELF-IMAGE



## Values Inventory and Study of Student Responses

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Salt Lake Community College in Salt Lake City, Utah, offers the course entitled LE 135 - *Creative Values and Self-Image*. It is taught by the Developmental Studies Department under the heading of *Learning Enhancement (LE)* and receives General Education credit in the Interdisciplinary Course category. It meets daily and receives 5 quarter hours credit.

The objectives on the course syllabus state:

1. You will assess your own values and self-image at the beginning of the course.
2. You will learn and understand theories and research on values and self-image from written as well as other media.
3. You will understand the relationship between your own values and image of self as they relate to goal setting in all facets of life.
4. You will apply the theories and research in your personal life and note any changes which have occurred as a result of that application.

The textbooks used in the course are as follows:

Bender, David L. (Editor), *Constructing a Life Philosophy: Opposing Viewpoints*, San Diego: Greenhaven Press, Inc., 1993, Sixth Edition.

Helmstetter, Shad, Ph.D., *What to Say When You Talk to Yourself: Powerful New Techniques to Program Your Potential for Success*, New York: Pocket Books, 1986.

Bach, Richard, *Jonathan Livingston Seagull: A Story*, New York: Avon, 1973.

The students purchase a student packet which has supplementary materials and handouts for the course. Within the packet is a "Values and Self-Image Appraisal Scale." After reviewing several values inventories, we decided to develop one which would best fit the students at Salt Lake Community College, centered around the ten most commonly measured values in the inventories reviewed. These values are:

- |                   |  |
|-------------------|--|
| <u>Aesthetic</u>  | Appreciating natural and man-made forms of beauty.   |
| <u>Control</u>    | Being empowered as an effective decision maker.  |
| <u>Creativity</u> | Developing and using imagination in problem solving.   |
| <u>Family</u>     | Acknowledging the importance of relationships with parent(s), spouse, children, and/or significant others. |
| <u>Humanity</u>   | Accepting, tolerating, and working for or helping others.  |

<u>Physical</u>	Honoring the physical body with good nutrition and adequate rest and physical exercise.
<u>Renown</u>	Being well known, liked, approved and accepted by others.
<u>Social</u>	Relating to and interacting with people outside of your family relationships.
<u>Spirituality</u>	Having beliefs and principles of conduct, obedience to and activity in accordance with your values.
<u>Wealth</u>	Meeting personally rewarding financial needs and goals.

The students rate themselves on 100 statements which contain 10 each relating to the ten values above using a scale of 0-5 (0 means not like the person at all and 5 means it is an exact description). They then total the scores for each of the values and divide by 10. This gives them an index number between 0 and 5.

After they have rated themselves using the inventory, they are asked to write ten paragraphs describing how they feel about each of the values and what their ratings showed. These paragraphs are kept by the instructor until the end of the quarter. At that time they are returned to the students who redo the inventory and rewrite the paragraphs indicating what has changed in their lives during the quarter.

### **Curriculum for Affecting Values and Self-Image**

The major topics covered in the course include:

- How the Brain Works
- Positive Personal Affirmations
- Goal Setting
- Creation of a Life Philosophy
- Discussion of the Ten Values
- Presentation of Personal Papers on Self-Image
- Positive and Immediate Feedback
- Books and Media

Each of these will be briefly discussed in the next paragraphs.

**How the Brain Works.** The various mental processes in the brain are discussed. They are related to how the brain processes information and how that affects each of us individually. Six memory factors are also reviewed: Positive attitude, high interest, high motivation, high concentration, organization, and intermittent repetition. The various automatic linkages in the brain are discussed as to how they are formed and how they can be changed. The basis of this discussion comes from a book entitled *The Vicious Circle of Life: Who Made Up These Rules Anyway?* by Gerald L. Giles.

**Positive Personal Affirmations.** The importance and power of self-talk is discussed. We use Shad Helmstetter's *What to Say When You Talk to Yourself: Powerful New Techniques to Program Your Potential for Success!* The students learn how to write positive affirmations, then do an exercise by writing at least ten affirmations. These are read anonymously to the entire class. They are also taught how to use these personal affirmations to get the maximum benefit from them. For some reason, a large number of these affirmations have to do with mathematics courses.

**Goal Setting.** Students learn the principles of creating the future through goal setting. They develop their own personal plan of action and set goals in seven areas of life. These are: Physical, social, mental, spiritual, financial, family and career. We use a video by Zig Ziglar entitled *Goals: Setting and Achieving Them on Schedule* from Nightingale-Conant as a basis for our discussion. Many students achieve most of their goals during the quarter.

**Creation of a Life Philosophy.** This discussion comes from *Constructing a Life Philosophy: Opposing Viewpoints*, edited by David Bender. The faculty member merely introduces the book before the presentations are given, then also leads a wrap-up discussion. Students sign up for one of the five chapters in the book they want be involved with for a group presentation. The groups then get together and prepare the materials in their chapter to share with the class. There is some class time allotted for the groups to get together with the instructor available for questions. There have been some very innovative and creative presentations done, such as putting the authors on trial for their opinions and building a perfect person.

Each class member must complete the critical thinking exercises in the chapters after each group presentation. In addition, the presentations are rated by all students including the presenter.

**Discussion of the Ten Values.** The ten values are discussed, two at a time. This is done either through whole class discussion, small group discussions, and/or problem analysis. The purpose of the discussions is to develop a broader definition of the value, then to look at how the value is and can be applied to reach the goals set and round out the person's life philosophy.



**Presentation of Personal Papers on Self-Image.** Students have the opportunity to write a paper on a topic of their choice and present it to the class. They are given a list of suggested topics which includes the ten values. They can also pick a topic they have always wanted to research. They must have at least four sources in their bibliography, but there is no minimum length given for the paper. The only major instruction given is that if they choose to write on a topic like child abuse, they have to end it in a positive manner. The presentation to the class is done in five minutes or less, and it is rated by the class members and the presenter.

**Positive and Immediate Feedback.** All papers and assignments are returned to the students the day after they are received. The focus on these is to point out items that are good and correct. An effort is made by every faculty member to provide as much positive feedback to students as possible.

**Books and Video Tapes.** In addition to the textbooks used in the course, the names of several books relating to the various areas are also given to the students. We also use five videos by Denis Waitley in *The Psychology of Winning Library* from Nightingale-Conant. These are: *Winning Self-Esteem*, *Confident Self-Expectancy*, *Unlimited Self-Dimension*, *Focused Self-Defeminization*, and *Dynamic Self-Discipline*. Students are given brief notes on each of these in their student packet, and can add more as they watch. The videos are discussed and applied to the topics in the course.

### **Statistical Analysis of the Values and Self-Image Appraisal Scale Using a Pre-Test - Post-test Design**

A study of the scores on the above scale was completed during the Winter Quarter 1995. There were 9 males and 26 females involved. The data is being gathered from later quarters and will be reviewed again at the end of Spring Quarter 1996.

The Pre- and Post-Test averages for males, females and all students combined are listed in Table 1, page 9.

The females in the study showed a significant increase in all but one value area (see Table 2, page 10): *Social*. The males in the study showed a significant increase in only one value area (see Table 3, page 11): *Social*.

On the Pre-Test (Table 4 Page 12), taken at the beginning of the quarter, the females were significantly higher than the males in the following value areas: *Family*, *Humanity*, and *Physical*. On the Post-Test (Table 5 Page 13) taken towards the end of the quarter, the females were significantly higher than the males in the following value areas: *Creativity*, *Family*, and *Humanity*.

All students showed a significant increase in all but one value area (see Table 6, page 14): *Social*.

### **Conclusions and Recommendations**

The results of this study were interesting. Further study may shed some light on why the males showed a significant increase only in the *social* value, but the females showed significant increases in every values but *social*. The course seems to effect positive changes in student values.

Further study must be done using larger groups of males and females.

## APPENDIX



Values	Group Averages on Each Value					
	Males		Females		All Students	
	Pre	Post	Pre	Post	Pre	Post
Aesthetics	3.3	3.6	3.6	3.9	3.5	3.8
Control	2.8	3.3	2.8	3.3	2.8	3.3
Creativity	2.2	2.5	2.7	3.3	2.6	3.1
Family	3.8	3.9	4.5	4.6	4.3	4.5
Humanity	3.3	3.6	3.9	4.1	3.7	3.9
Physical	3.0	3.4	3.4	3.7	3.3	3.6
Renown	3.1	3.1	2.7	3.4	2.8	3.3
Social	3.6	3.8	3.9	4.0	3.8	4.0
Spiritual	3.4	3.8	3.7	3.8	3.7	3.8
Wealth	3.9	3.9	3.6	3.9	3.7	3.9

Table 1

Average Responses of Males and Females and  
 Combined Average Responses on the Pre- and Post-Test using the  
 Values and Self-Image Appraisal Scale

Values	Results for Females				
	Pre	Post	Difference	t-Test	Significant? 0.05 Level
Aesthetics	3.6	3.9	0.3	3.97	Yes
Control	2.8	3.3	0.5	5.15	Yes
Creativity	2.7	3.3	0.6	4.19	Yes
Family	4.5	4.6	0.1	2.87	Yes
Humanity	3.9	4.1	0.2	2.70	Yes
Physical	3.4	3.7	0.3	1.77	Yes
Renown	2.7	3.4	0.7	4.78	Yes
Social	3.9	4.0	0.1	1.22	No
Spiritual	3.7	3.8	0.1	1.91	Yes
Wealth	3.6	3.9	0.3	2.92	Yes

Table 2

Results of the Statistical Analysis of the  
Pre- and Post-Tests for Females using the  
Values and Self-Image Appraisal Scale

Values	Results for Males				
	Pre	Post	Difference	t-Test	Significant? 0.05 Level
Aesthetics	3.3	3.6	0.3	1.71	No
Control	2.8	3.3	0.5	1.51	No
Creativity	2.2	2.5	0.3	1.85	No
Family	3.8	3.9	0.1	1.67	No
Humanity	3.3	3.6	0.3	1.84	No
Physical	3.0	3.4	0.4	1.75	No
Renown	3.1	3.1	0.0	-0.12	No
Social	3.6	3.8	0.2	1.97	Yes
Spiritual	3.4	3.8	0.4	1.62	No
Wealth	3.9	3.9	0.0	-0.41	No

Table 3

Results of the Statistical Analysis of the Pre- and Post-Tests for Males using the Values and Self-Image Appraisal Scale

Values	Results for Females Compared to Males				
	Female Pre	Male Pre	Difference	t-Test	Significant? 0.05 Level
Aesthetics	3.6	3.3	0.3	1.32	No
Control	2.8	2.8	0.0	0.13	No
Creativity	2.7	2.2	0.5	1.43	No
Family	4.5	3.8	0.7	2.55	Yes
Humanity	3.9	3.3	0.6	2.81	Yes
Physical	3.4	3.0	0.4	2.01	Yes
Renown	2.7	3.1	-0.4	-1.16	No
Social	3.9	3.6	0.3	1.59	No
Spiritual	3.7	3.4	0.3	0.65	No
Wealth	3.6	3.9	-0.3	-1.48	No

Table 4

Results of the Statistical Analysis of the Pre-Tests for Females and Males using the Values and Self-Image Appraisal Scale

Values	Results for Females Compared to Males				
	Female Post	Male Post	Difference	t-Test	Significant? 0.05 Level
Aesthetics	3.9	3.6	0.3	1.37	No
Control	3.3	3.3	0.0	0.83	No
Creativity	3.3	2.5	0.8	2.16	Yes
Family	4.6	3.9	0.7	3.08	Yes
Humanity	4.1	3.6	0.5	2.86	Yes
Physical	3.7	3.4	0.3	0.77	No
Renown	3.4	3.1	0.3	0.68	No
Social	4.0	3.8	0.2	0.96	No
Spiritual	3.8	3.8	0.0	0.14	No
Wealth	3.9	3.9	0.0	-0.00	No

Table 5

Results of the Statistical Analysis of the Post-Tests for Females and Males using the Values and Self-Image Appraisal Scale

Values	Results for All Students				
	Pre	Post	Difference	t-Test	Significant? 0.05 Level
Aesthetics	3.5	3.8	0.3	3.65	Yes
Control	2.8	3.3	0.5	3.93	Yes
Creativity	2.6	3.1	0.5	3.94	Yes
Family	4.3	4.5	0.2	2.73	Yes
Humanity	3.7	3.9	0.2	2.85	Yes
Physical	3.3	3.6	0.3	2.13	Yes
Renown	2.8	3.3	0.5	3.45	Yes
Social	3.8	4.0	0.2	1.63	No
Spiritual	3.7	3.8	0.1	2.06	Yes
Wealth	3.7	3.9	0.2	2.24	Yes

Table 6

Results of the Statistical Analysis of the  
Pre- and Post-Tests for All Students using the  
Values and Self-Image Appraisal Scale

## Bibliography

### Books:

Bach, Richard, *Jonathan Livingston Seagull: A Story*, New York: Avon, 1973.

Bender, David L. (Editor), *Constructing a Life Philosophy: Opposing Viewpoints*, San Diego: Greenhaven Press, Inc., 1993, Sixth Edition.

Giles, Gerald L., *The Vicious Circle of Life: Who Made Up These Rules Anyway?*, Salt Lake City: QUE Enterprises, 1988.

Helmstetter, Shad, Ph.D., *What to Say When You Talk to Yourself: Powerful New Techniques to Program Your Potential for Success*, New York: Pocket Books, 1986.

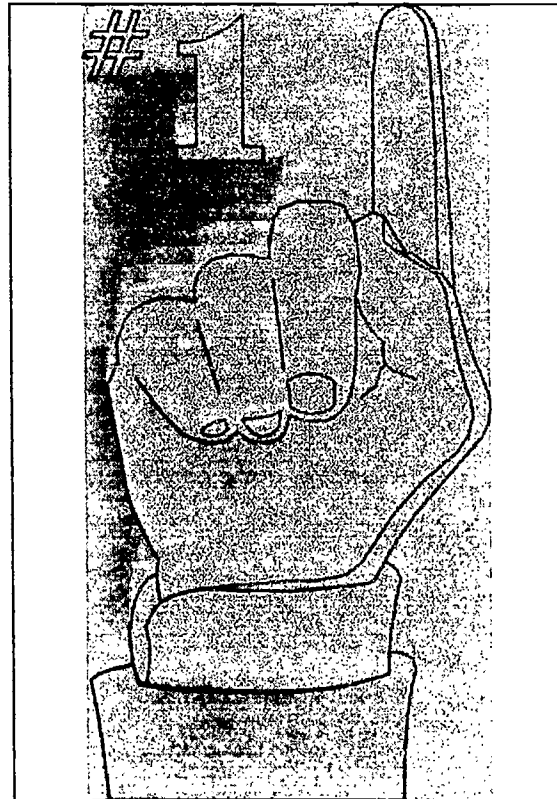
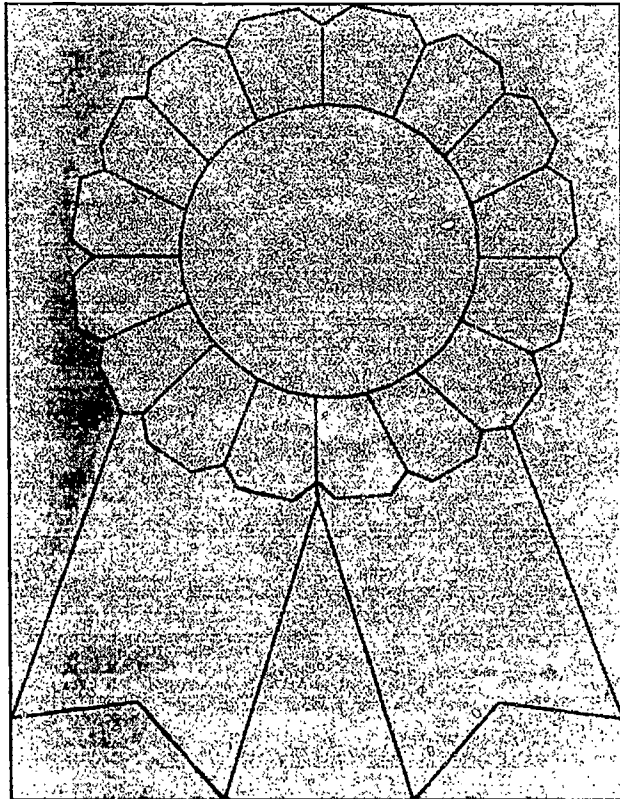
### Videos:

Waitley, Denis, *The Psychology of Winning Library*, Chicago: Nightingale-Conant Corporation, 1994.

Ziglar, Zig, *Goals: Setting and Achieving Them on Schedule*, Chicago: Nightingale-Conant Corporation, (no date listed).



**LE 135**  
**VALUES AND SELF-IMAGE**



**Values Inventory**

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## VALUES AND SELF-IMAGE APPRAISAL SCALE

Values and self-image are extremely important because they are the basis of all decision making. When you make decisions in your lives, your values exert an enormous amount of influence on those decisions. Goal setting is simple decisions making. In order to set good, intelligent goals which will get you what you want in life, they must be consistent with your values. If you do not know what your values are, it is difficult to make those career choices necessary to bring you a full and productive life.

This values and self-image appraisal scale provides a brief, simple means of appraising your values. It will help you determine which values are most important to you, how they are a part of your self-image, and thus, help you set those career goals which will bring you the success you want. You will read 100 statements indicative of 10 defined values and areas of life. These are as follows:

<u>Aesthetic</u>	Appreciating natural and man-made forms of beauty.
<u>Control</u>	Being empowered as an effective decision maker.
<u>Creativity</u>	Developing and using imagination in problem solving.
<u>Family</u>	Acknowledging the importance of relationship with parent(s), spouse, children, and/or significant others.
<u>Humanity</u>	Accepting, tolerating, and working for or helping others.
<u>Physical</u>	Honoring the physical body with good nutrition and adequate rest and physical exercise.
<u>Renown</u>	Being well known, liked, approved and accepted by others.
<u>Social</u>	Relating to and interacting with people outside of your family relationships.
<u>Spirituality</u>	Having beliefs and principles of conduct, obedience to and activity in accordance with your values.
<u>Wealth</u>	Meeting personally rewarding financial needs and goals.

Rate yourself on a scale of 0 to 5 on each of the following statements. 0 means the statement is not like you at all, and 5 means it is exactly like you. Use the 1,2,3 or 4 to indicate how strongly that statement describes you. If the statement does not apply to you, enter N/A (Not Applicable) in the blank and divide by the number you answered.

Transfer your scores to page 6 and follow the directions there.

- \_\_\_\_ 1. I would like to write songs.
- \_\_\_\_ 2. I have a regular physical examination.
- \_\_\_\_ 3. I enjoy hosting and giving parties.
- \_\_\_\_ 4. I would like live in a large, expensive mansion.
- \_\_\_\_ 5. If I had a chronic pain; I would consult a doctor even if aspirin seemed to lessen the pain.
- \_\_\_\_ 6. I think about making a lot of money.
- \_\_\_\_ 7. I influence others in their educational choices.
- \_\_\_\_ 8. I have a collection of tapes, records and CDS.
- \_\_\_\_ 9. I enjoy belonging to clubs and organizations.
- \_\_\_\_ 10. I am kind to all living things.
- \_\_\_\_ 11. I enjoy writing stories.
- \_\_\_\_ 12. I have a close relationship with my parent(s).
- \_\_\_\_ 13. I would rather spend the summer working to earn money than have a paid vacation.
- \_\_\_\_ 14. I like to write letters for old and disabled people.
- \_\_\_\_ 15. I pray about my problems.
- \_\_\_\_ 16. I have many very close friends.
- \_\_\_\_ 17. I like to be the person who conducts meetings.
- \_\_\_\_ 18. I would like to be in Who's Who and other similar publications.
- \_\_\_\_ 19. I have a friend with whom I can share my problems.
- \_\_\_\_ 20. I feel lifted spiritually when I change my life for the better.
- \_\_\_\_ 21. I would like to be famous and recognized wherever I go.
- \_\_\_\_ 22. I have an active spiritual life.
- \_\_\_\_ 23. I like to attend parties and social gatherings.
- \_\_\_\_ 24. I would like to act in movies, television or on live stage.
- \_\_\_\_ 25. I like to help others with food or presents during the holiday season.
- \_\_\_\_ 26. I would like my children to take music lessons.
- \_\_\_\_ 27. I love coming up with original ideas and putting them to use.
- \_\_\_\_ 28. I read spiritual materials regularly.
- \_\_\_\_ 29. I enjoy having people recognize me and call me by my name.
- \_\_\_\_ 30. I enjoy having my picture in publications.
- \_\_\_\_ 31. I enjoy attending concerts.
- \_\_\_\_ 32. I like to spend time helping other students with their studies.
- \_\_\_\_ 33. I would like to write a play for television or the theater.
- \_\_\_\_ 34. I usually see or call a doctor when I am ill.

- \_\_\_\_\_ 35. I like to spend holidays at home with my family.
- \_\_\_\_\_ 36. It is important to give thanks before meals.
- \_\_\_\_\_ 37. I enjoy meeting and getting to know people of other races or nationalities.
- \_\_\_\_\_ 38. I would enjoy creating new and exciting styles in the clothing industry.
- \_\_\_\_\_ 39. I enjoy shopping for members of my family.
- \_\_\_\_\_ 40. I often organize activities for others.
- \_\_\_\_\_ 41. It is important to me to have many good friends.
- \_\_\_\_\_ 42. I would rather be the boss than just another worker, even if there was no more money involved.
- \_\_\_\_\_ 43. I would enjoy associating with famous people.
- \_\_\_\_\_ 44. I support my own spiritual belief by donating time and money as I can.
- \_\_\_\_\_ 45. I like to see my name appear in publications.
- \_\_\_\_\_ 46. I sometimes stay up to visit with late company.
- \_\_\_\_\_ 47. I believe in life after death.
- \_\_\_\_\_ 48. I enjoy an evening out with friends.
- \_\_\_\_\_ 49. I feel good when I help others.
- \_\_\_\_\_ 50. I consider the beauty as much as the practical use of a building or structure.
- \_\_\_\_\_ 51. I donate to charities and help others financially when I can.
- \_\_\_\_\_ 52. I appreciate beautiful things.
- \_\_\_\_\_ 53. I would like to be an officer in a club and not just a member.
- \_\_\_\_\_ 54. I enjoy discussing things around the dinner table.
- \_\_\_\_\_ 55. I prefer a drawing class to a mathematics or science class.
- \_\_\_\_\_ 56. I usually get enough sleep at night.
- \_\_\_\_\_ 57. I would rather act and entertain than be a script or play writer.
- \_\_\_\_\_ 58. I like to be in charge in a group.
- \_\_\_\_\_ 59. I am smoke free.
- \_\_\_\_\_ 60. I respect my parents.
- \_\_\_\_\_ 61. I participate regularly in spiritual activities.
- \_\_\_\_\_ 62. I would like to appear regularly on television.
- \_\_\_\_\_ 63. I would spend my last \$100.00 for a weeks vacation in my favorite spot rather than pay bills.
- \_\_\_\_\_ 64. I enjoy visiting art galleries and museums.
- \_\_\_\_\_ 65. I like to spend a part of the evening with someone and not be alone.
- \_\_\_\_\_ 66. I like to design and create things.
- \_\_\_\_\_ 67. I enjoy being involved in the decorating of my home.
- \_\_\_\_\_ 68. I want to be financially independent.
- \_\_\_\_\_ 69. I like planning socials and activities for others.
- \_\_\_\_\_ 70. I like to design and make new and creative things.
- \_\_\_\_\_ 71. I would like to have enough money to retire early from my career.
- \_\_\_\_\_ 72. I would like to help people with their problems.
- \_\_\_\_\_ 73. I enjoy giving presents to family members.
- \_\_\_\_\_ 74. I write poetry.

- \_\_\_ 75. I would rather be a school principle than a classroom teacher at the same pay.
- \_\_\_ 76. I like to be honored for my accomplishments.
- \_\_\_ 77. I eat a balanced and nutritious diet each day.
- \_\_\_ 78. I help others when they are in trouble.
- \_\_\_ 79. I believe in a higher power or supreme being.
- \_\_\_ 80. I would like to engage in expensive hobbies and interests.
- \_\_\_ 81. I enjoy spending time home with my family.
- \_\_\_ 82. I believe my prayers are answered.
- \_\_\_ 83. I would prefer to teach poetry, not mathematics or science.
- \_\_\_ 84. I enjoy being around other people most of the time.
- \_\_\_ 85. I enjoy expensive things.
- \_\_\_ 86. I care how my parents feel about the things I do.
- \_\_\_ 87. I want to earn a high salary.
- \_\_\_ 88. I love my family members.
- \_\_\_ 89. I would like to write a book or novel.
- \_\_\_ 90. I enjoy classical and/or uplifting music.
- \_\_\_ 91. I enjoy involving other people in making decisions.
- \_\_\_ 92. I have a regular dental examination.
- \_\_\_ 93. I often think about things I would like to have if I could afford them.
- \_\_\_ 94. I like to be the one who decides what I will do or where I will go with a friend.
- \_\_\_ 95. I can distinguish between a fine painting or drawing and an ordinary one.
- \_\_\_ 96. I value nursing; an ill person back to health.
- \_\_\_ 97. I enjoy family activities, like a picnic.
- \_\_\_ 98. I eat regularly.
- \_\_\_ 99. Pay is not as important as living and working conditions.
- \_\_\_ 100. I protect my body from harmful drugs.

For each of the items listed below each value, enter the rating which you gave it and then total the ratings and divide by 10.

	Aesthetic		Control		Creativity		Family		Humanity	
8	_____		7	_____	1	_____	12	_____	10	_____
26	_____		17	_____	11	_____	35	_____	14	_____
31	_____		40	_____	27	_____	39	_____	25	_____
50	_____		42	_____	33	_____	54	_____	32	_____
52	_____		53	_____	38	_____	60	_____	37	_____
64	_____		58	_____	55	_____	73	_____	49	_____
67	_____		69	_____	66	_____	81	_____	51	_____
83	_____		75	_____	70	_____	86	_____	72	_____
90	_____		91	_____	74	_____	88	_____	78	_____
95	_____		94	_____	89	_____	97	_____	96	_____
Total	_____		_____	_____	_____	_____	_____	_____	_____	_____

Divide by 10 or 10 minus the number of NA's you have in the column.

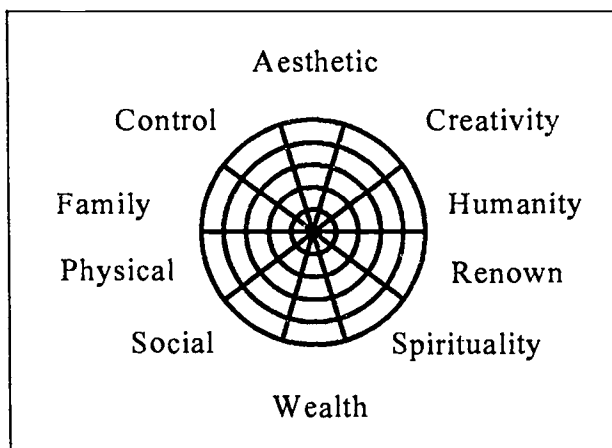
Code \_\_\_\_\_

	Physical		Renown		Social		Spirituality		Wealth	
2	_____		18	_____	3	_____	15	_____	4	_____
5	_____		21	_____	9	_____	20	_____	6	_____
34	_____		24	_____	16	_____	22	_____	13	_____
56	_____		29	_____	19	_____	28	_____	68	_____
59	_____		30	_____	23	_____	36	_____	71	_____
63	_____		43	_____	41	_____	44	_____	80	_____
77	_____		45	_____	46	_____	47	_____	85	_____
92	_____		57	_____	48	_____	61	_____	87	_____
98	_____		62	_____	65	_____	79	_____	93	_____
100	_____		76	_____	84	_____	82	_____	99	_____
Total	_____		_____	_____	_____	_____	_____	_____	_____	_____

Divide by 10 or 10 minus the number of NA's you have in the column.

Code \_\_\_\_\_

Take the averages from the previous page and chart them on the circle below. Make an arc for each value, counting the middle circle as 1 and on out to the outer circle as 5, and shade it from the middle out so each value forms a pie-shaped piece of the circle.



How round is your value circle? How balanced is your life? Have you some values which you need to work on to round out your circle? Do you feel it is necessary to do so?