



My Value Commitment

I will become stronger by boldly and diligently pursuing growth and improvement in a value base that will enhance me and the people around me. I will not try to change others, but will take ownership in changing myself.

I will not criticize others or expect them to be better, team member, friends or family members. They are not responsible for making me happy. Rather, I will commit myself to become a better team member, friend, and family member to enhance the lives of others. Becoming a better person will be my ultimate goal.

In my life I will replace complaining with doing, excuses with responsibility, and blame with humility. I will not allow life to be about fault and blame, but will make it about responsibilities. Then I can focus on solutions instead of dwelling on problems.

I will voluntarily make myself accountable to others in this quest for a value based success.

I will take responsibility for the values in my life, my career, my relationships and my happiness. I will take ownership of removing the barriers to this every day and in every situation.

Self-control
RESPONSIBILITY

Patience

Time Management

Honesty

Mental Toughness

Persistence

TEACHABILITY

Courage

SELF-DISCIPLINE

Respect

ATTENTION TO DETAIL

Values Based Success

Building Your Baseline

By Timothy M Buchanan

**Name^{it}
Own^{it}
Do^{it}**™

*A Series Of
Life Skill Workbooks*

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Name it
Own it
Do it

*Every relationship
you have, or hope to
have, is defined by the
respect you are willing
to give the other person.
Without respect, no
relationship can survive.*

Respect

Name it

Own it
Do it

What Are Your Thoughts?

Respect is something we all would like to have, but many people do not feel like they receive it. Respect is something that is essential to our relationships. It makes us feel cared for and needed - and it makes others feel that, too.

Respect is the foundation for friendships, teams, communities, and all other forms of working together successfully. Without respect for each other, it is very hard for people to accomplish anything.

How do you know when someone respects you?

What kind of things do people do to you that make you think they don't respect you?

Do you think there is a difference in disrespecting someone and just not respecting them? If so, what's the difference?

If there was just one way that people could show you respect, what would it be?

What is your favorite way to show people that you respect them?

Defining Respect

Accepting another person's leadership, individuality, or position and supporting their right to make choices, decisions, or take action without passing judgment or criticizing them.

Start

Appreciation - for what another does even if you do not understand why they did it

Civility - Speaking and acting politely towards others

Benefit of the Doubt - Agreeing with others even though you might have doubts about what they are doing

Optimism - Being hopeful for what can take place through those you respect

Self-Respect - By respecting yourself and then all others



Natural Enemies

- Arrogance
- Rebelliousness
- Gossiping
- Jealousy
- Criticism

CAUTION

CAUTION

CAUTION

CAUTION

CAUTION

Misconceptions

Others must earn my respect - False, failure to deserve respect is on the leader, but failure to give respect is on you!

Respect is just for leaders - False, you create a stronger team or group of people when you give respect to leaders, peers, and subordinates.

Respect is a response to how someone else acts - False, respect is a choice you make, not an emotion.

Respect is not necessary as long as I do what I am supposed to - False, while compliance is better than not, if you do not make the decision to offer respect, sooner or later your contempt will erode the relationship.

Who Deserves Respect

Many people think that respect is something they can bestow on another person when they have earned it. This position leaves the workplace, home, and society with a lack of respect and people sitting in judgment of one another.

A better way to approach it, and a much more productive way, is to give people respect until such time that they violate their right to have it. Being respectful towards all others is a reflection on your character. If someone violates that respect or no longer occupies a position deserving respect, then that is a reflection on them.

Respect For A Reason

Another thing to consider is respecting the person and their position. The good of everyone is served when you respect the position of leadership and what it means to the organization's overall success; even when the people in those positions let you down.

You show respect in what you say and in how you act. If you really respect someone, it will show in how you speak to and about them or how you act toward them, whether they are present or not.

You also need to be careful about hypocrisy. Often, the most judgmental and disrespectful people demand that others respect them. Actually, those who willingly give respect to those around them are often highly respected.

It's A Choice

Respect that builds a strong organization is not based on the worthiness of the receiver, but the willingness of the giver. None of us are worthy of respect all the time, but we are always able to give it.

Begin to see respect as a character skill. Don't view it as something you use as a reward or punishment. See it as something you can give others willingly, because it is for the good of the organization and a reflection of who you are. It is a trust you give them to honor, not a prize for them to earn. Remember, you will earn respect from others when you don't make them earn it from you.

What Are Your Thoughts?

There is a difference in “feeling” respect for some and “showing” them respect. Sometimes we forget that we have to actually show someone that we respect them through the things we do.

Respect can be shown in a lot of different ways. It can be shown by simply listening to what someone says without interrupting them. It can be shown through speaking in a manner that recognizes their position or job. There are a lot of ways to show respect.

Name someone that you know personally and respect.

What kind of things do you do to show them that you respect them?

Would you ever do something disrespectful to this person?

Do you feel that this person respects you? How do they show it?

Are there ways you show complete strangers that you respect them? Do you respect people you have not even met?

New Ideas For Respect

Name it
Own it
Do it

Describe one way you could start showing more respect to your friends or co-workers.

Describe one way you could start showing more respect at home.

Describe one way you could start showing more self-respect.

Working Towards A Goal

Name it
Own it
Do it

Name two people who will benefit the most from you accomplishing this goal.

1.

2.

Using the definition of Respect, write down one goal or thing you would like to accomplish using this skill.

Check the two things you need to **START** practicing

- ☐ Appreciation
- ☐ Civility
- ☐ Benefit of the Doubt
- ☐ Optimism
- ☐ Self-Respect

Check the two things you need to **STOP** being

- ☐ Arrogant
- ☐ Rebellious
- ☐ A Gossip
- ☐ Jealous
- ☐ Critical

Now, pick a situation or event that is going to happen this week and tell a little about the situation and how you can apply what you are learning in respect to that situation.

Use this space to tell how you showed Respect and followed your plan starting with today. On Day 7, write your journal entry and also describe the biggest lesson you learned this week about Respect.

Day 1 Journal Entry

Day 2 Journal Entry

Day 3 Journal Entry

Day 4 Journal Entry

Day 5 Journal Entry

Day 6 Journal Entry

Day 7 Journal Entry and “Biggest Lesson Learned” for the week

How Did You Do?

Wait until the end of the week to do this page and then write down how you did as you worked to set goals and apply respect to your life.

Name it
Own it
Do it

Thoughtfully answer these two questions. There are no right or wrong answers, just your honest assessment of how your efforts helped you grow in this area. Try to make your answers a true reflection of your thoughts, progress, and insights into yourself. The more examples or reasons you can give in your answers, the more helpful it will be for your peers to understand your journey. Try to come up with three to four sentences for each one. If you want to write more, that is fine.

In what area of your life did you show the most progress in Respect? Explain what happened.

As you begin to show more respect for others, did you begin to feel more for yourself? Do you feel you still need to grow in self-respect?

Meeting Common Core Standards through Character curriculum

"The Common Core focuses on developing the critical-thinking, problem-solving, and analytical skills students will need to be successful."

<http://www.corestandards.org/what-parents-should-know/>

Core Instruction

English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Reading

Key Ideas and Details:

CCSS.ELA-Literacy.CCRA.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-Literacy.CCRA.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-Literacy.CCRA.R.3

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Integration of Knowledge and Ideas:

CCSS.ELA-Literacy.CCRA.R.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCSS.ELA-Literacy.CCRA.R.8

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

English Language Arts Standards » Reading: Informational Text

Key Ideas and Details:

CCSS.ELA-Literacy.RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-Literacy.RI.11-12.2

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CCSS.ELA-Literacy.RI.11-12.3

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure:

CCSS.ELA-Literacy.RI.11-12.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CCSS.ELA-Literacy.RI.11-12.5

Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CCSS.ELA-Literacy.RI.11-12.6

Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Integration of Knowledge and Ideas:

CCSS.ELA-Literacy.RI.11-12.7

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Discussion Exercises

English Language Arts Standards » Speaking & Listening

Comprehension and Collaboration:

CCSS.ELA-Literacy.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.11-12.1.a

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-Literacy.SL.11-12.1.b

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-Literacy.SL.11-12.1.c

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-Literacy.SL.11-12.1.d

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions

when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-Literacy.SL.11-12.2

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSS.ELA-Literacy.SL.11-12.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Goal Setting

English Language Arts Standards » Writing

CCSS.ELA-Literacy.W.11-12.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-Literacy.W.11-12.3.a

Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

CCSS.ELA-Literacy.W.11-12.3.b

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

CCSS.ELA-Literacy.W.11-12.3.c

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

CCSS.ELA-Literacy.W.11-12.3.d

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CCSS.ELA-Literacy.W.11-12.3.e

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing:

CCSS.ELA-Literacy.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards.)

<http://www.corestandards.org/Authors/>
National Governors Association Center for Best Practices, Council of Chief State School Officers Title: Common Core State Standards
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1

PROVIDE

an opportunity for students to talk about the important issues in their lives.

2

PROTECT

each person by creating an environment free from criticism, anger, or shaming.

3

PROMOTE

personal change and growth in the students' lives.



Skill Assessment Rubric

Learner Name _____			Skill _____		Date _____	SCORING
	5 Points	10 Points	15 Points	20 Points	25 Points	
Plan and Goals Creation	No clear purpose. Assignment not addressed. No evidence of critical thinking.	Content addressed inconsistently. Deviates from the topic. Work does not completely address the assignment. Strays from the assignment.	Maintains clear purpose. Usually demonstrates topic comprehension. Addresses assignment. Little critical thinking.	Clear purpose consistently that addresses all aspects of the assignment. Work demonstrates effective comprehension. Ideas logical.	Maintains strong purpose and strong sense of topic. Addresses assignment thoughtfully and insightfully. All parts of the work clearly and accurately supports the objective.	Score _____
Situation Choice	Situations chosen did not present a clear way they would help the Learner grow in the skill.	Situation was acceptable but did not explain how this situation would actually work for the growth desired.	Situations chosen were important ones for work. They were not the most challenging, but enough to make one think about the issues.	Chose some situations that sufficiently challenged and stretched Learner in applying the skill.	Learner took on the biggest issues he/she is facing right now to demonstrate the skill. Faced fears and went for it. Overcame great obstacle.	Score _____
Discussion and participation	Learner did not participate in the discussion or contribute to it in any way.	Made a few comments and did not try to further the discussion. Mostly only spoke when asked to by someone else.	Contributed some to the discussion and initiated a few remarks without being asked. Comments did relate to the topic.	Interacted well in the discussion. Comments and insights were relevant to other's comments. Did not really further the discussion.	Good interaction and very relevant comments. Interaction with others furthered the discussion to a deeper and more challenging level.	Score _____
Final Personal Assessment	No clear purpose. Assignment not addressed. No evidence of critical thinking.	Content addressed inconsistently. Shows little ability or interest in personal growth. No helpful self critiques or ongoing goals.	Maintains clear purpose. Shows some insights into personal growth and mentions at least one area for continued self improvement.	Clearly understood the objective of the exercise and attempted to find definite areas of continued improvement and growth in this skill	Addresses assignment thoughtfully and insightfully. Showed very good personal insights and a clear plan for continued growth.	Score _____
						Total _____