**THE OBJECTIVE SCREENING TECHNIQUE**

Diagram 1.0 illustrates how 'Objective Screening' effectively identifies actual weaknesses. If sufficient evidence suggests that constructive criticism is accurate, it must be accepted as a weakness.

**Diagram 1.0**

**CRITICISM**

**Objective Screening**

If the Com

ment is

**TRUE**

ment is

If the Com

**FALSE**

ive Criticism

Construct

akness

We

Does it impa

ct on your life?

**YES**

**NO**

Change the

weakness if

possible

Adapt your

life around

that weakness

Destructive

**ve** Criticism

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on or

Manipulati

•

or

Put-down

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Misunders

tanding

Confront the situation in an

assertive manner

Negative

response

Positi

ve

nse

respo

Toxic

relationship

Healthy

relationship

Diagrams 4.1, 4.2, and 4.3 below offer examples of conducting Objective Screening on negative self-talk and criticism from others. You can use the diagrams to practice this technique, but once you have mastered it, you will find that you can automatically perform it mentally.

**DIAGRAM 4.1**: This example shows insufficient objective information to indicate that the negative self-putdown is accurate; therefore, it should be rejected.

**4.1 I’M NOT SMART**

**TRUE**

Evidence for:

*Evidence supporting the criticism*

**FALSE**

Evidence against:

*Evidence supporting that the*

*criticism is false*

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1

 teacher in high school said I

wouldn’t amount to anything

۰

Father told me I was ‘dumb’

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All teachers in Grades 1 - 12 wrote

in my report card: “has potential

but will not apply him/herself”

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Have successfully completed

courses since leaving school

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Everything that I have been

taught I have been able to learn

quickly

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Have made very few mistakes in

my personal and professional life

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People who know me have

encouraged me to pursue further

studies or career moves

Able to learn things as well as

everyone else

No-one has ever criticised me on

my intellectual capabilities

I have no problems understanding

people, or following instructions

Friends, family, children, partner

have never criticised me regarding my me

intellect

Employers have in the past given

me increased responsibilities

I have good problem-solving skills

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When I am shown something I

grasp it immediately

**May have been said**

**to manipulate me to**

**perform better. If**

**they did not believe I**

**was smart enough they**

**would not have wasted**

**their time pushing me to**

**perform better**

**DIAGRAM 4.2:** This example provides sufficient objective information to indicate that the current employer's criticism is justified and constructive, encouraging positive change.

**4.2 I’M DISORGANISED**

**TRUE**

Evidence for:

*Evidence supporting the criticism*

**FALSE**

Evidence against:

*Evidence supporting that the*

*criticism is false*

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Boss (current) and (past) have

criticised me about this

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Fathers, siblings, family have

criticised me about this

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Co-workers (current and past) -

same (-ve) response

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Partner - same (-ve) response

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Teachers and/or lecturers (past) -

same (-ve) response

۰

Customers/clients - same (-ve)

response

۰

Friends - same (-ve) response

**Other measures that have proven**

**that you are not an organised person-**

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Mother (has not criticised me

about this)

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Best friend (has not criticised me

about this)

**Not assertive or**

**honest enough to tell**

**me the truth**



**DIAGRAM 4.3**: This example provides adequate factual information indicating that the criticism from the current employer is unfounded. This suggests that the motivation behind this criticism is to influence changes to cater to that employer’s needs.

**4.3 I’M DISORGANISED**

**TRUE**

Evidence for:

*Evidence supporting the criticism*

**FALSE**

Evidence against:

*Evidence supporting that the*

*criticism is false*

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Boss (current)

۰

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Bosses (6 past) have never

criticised me about this or have

complimented me on having this

skill

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Parents, siblings, family have never

criticised me about this or have

complimented me on have this

skill

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Co-workers (current and part) -

same (+ve) response

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Partner - same (+ve) response

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Teachers and/or lecturers (past) -

same (+ve) response

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Customers/clients - same (+ve)

response

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Friends - same (+ve) response

**Manipulation**

Below is a practice sheet for the Objective Screening technique. You can print and complete it to master the technique by addressing criticisms and negative self-talk from the past and present.

**TR**

**UE**

Evidence supporting the

criticism as true

**FALSE**

*Evidence supporting the*

*criticism as false*

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**ASSESSING FAILURE OBJECTIVELY**

It's important to consider all possible influences when evaluating the factors that led to either a failed or successful outcome. This includes factors you had control over and those you did not.

For instance, if you were fired, it's important to examine all the factors contributing to that outcome rather than simply concluding that you failed. Start by considering the aspects you had control over. These may include punctuality, not taking any unplanned days off, seeking clarification on unclear tasks, quickly adapting to the job, and following instructions accurately.

Next, reflect on the factors that were beyond your control. These might include whether you received the comprehensive training that was promised if the expectations for your position were realistic, and whether you had adequate resources to perform your job effectively.

Diagram 4.4 illustrates this concept. You may have had control over 80% of the outcome, but the remaining 20%—outside your control—contributed to the failure. Without the level of training that was promised during the interview, you could not meet the performance standards required by the employer within the expected timeframe. So, who let whom down? In this case, your boss seems to have failed you by not providing the training as promised. Consequently, you did not have all the information to complete the task effectively.

**DIAGRAM 4.4**

***80***

**%**

**INTERNAL CONTROL**

*(*

*Factors controlled by the person*

*)*

**•**

Being punctual

**•**

Committing to the job

**•**

Having a strong learning ability

**•**

Asking for assistance when needed

**•**

Depending on the skills you already have

**•**

Listening and following instructions carefully

***20***

**%**

**EXTERNAL CONTROL**

*(*

*)*

*Factors not in the person’s control*

**•**

Level of training given

**•**

Level of expectation in learning by the

manager

**•**

Available resources to acquire expected level

of experience and knowledge of the job

Parents have control over their parenting style and guidance, which can influence their child's development. However, they do not have control over their child's personality or external influences from friends, family members, teachers, etc.

A partner can influence their relationship by communicating openly, being affectionate, attentive, responsible, loving, understanding, honest, and trustworthy. However, they cannot control their partner's true feelings or whether they are reciprocated. Additionally, they have no control over their partner's mental health, personality, or external influences that may affect the relationship.

A person can have some control over their ability to learn to play the piano successfully. They can improve their skills by listening intently to instructions and putting in much effort during practice. However, they may not have control over their natural capacity for music. For instance, they might lack the innate creativity or ear for music, which makes learning to play easier for some people.

Is it your fault if you lack the skills, experience, knowledge, or qualities needed to learn something that may come more naturally to someone else? How can you consider yourself a failure if these factors are beyond your control? You may not succeed at something you cannot control, but you will succeed in areas you have control. Everyone has strengths and weaknesses; what might be a weakness for you could be a strength for someone else, and vice versa. It's important to take credit and accept blame where it is deserved, and this should be determined by the level of control you have over a situation or another person's behaviour.

It is essential to consider the factors contributing to negative and positive outcomes. Before committing to a task or responsibility, it is necessary to identify the level of control required to achieve a positive result. Understanding the internal and external factors influencing the outcome is crucial for accurately assessing successes and failures.

Just as you should not blame yourself for things beyond your control, you should also take responsibility for your actions when you control the situation. For example, suppose you lost your job due to a lack of attention, tardiness, or misrepresentation of your skills and experiences. In that case, it is essential to acknowledge that you have failed and to learn from the experience.

Blaming others for your mistakes or holding yourself accountable for someone else’s errors is neither fair nor responsible. Recognising and accepting your strengths and weaknesses is vital to developing a healthy and authentic sense of identity and self-worth.

Achievements are opportunities that showcase your skills, qualities, experiences, knowledge, and capabilities—the attributes that demonstrate your value as a person. They should not be used to gauge your self-worth; rather, it is these very attributes that truly define your value.

**RECOGNISING YOUR QUALITIES AND SKILLS**

As discussed earlier, having a strong sense of self-worth helps us achieve our desires and shape our true identity. Understanding our weaknesses, strengths, and skills makes pursuing what we want and need for a healthy and fulfilling life easier.

As we discovered earlier, the interpretations we form from both negative and positive experiences shape how we perceive ourselves. Additionally, the accuracy of these interpretations is crucial for developing healthy self-esteem and a strong self-identity. Therefore, just as we used the Objective Screening technique to identify our actual weaknesses, we should apply this technique to recognise the qualities and skills that define our true identity and set us apart from others. Our self-perception should provide an accurate representation of both our weaknesses and strengths—this encompasses our identity.

Below is a list of common qualities that individuals may possess. Using the Objective Screening Technique, gather evidence for and against each quality to identify your strengths and weaknesses. If you have trouble finding proof, consider asking people you trust who know you well enough to provide honest feedback.

**Accurate:** Careful, precise, and free from error.

**Adaptable:** Adaptable to new environments; make appropriate adjustments to fit new conditions. Learn a new task and work with different colleagues.

**Alert:** Watchful, wide awake, ready to act.

**Assemble Products:** Put things together with your hands.

**Ambitious:** Full of ambition, strong desire “to do” something.

**Amiable:** Feeling and inspiring friendliness; lovable.

**Analytical:** Employing analytic methods; separating things into their parts of elements.

**Analyse:** Break a problem down to see what is going on.

**Articulate:** Able to express oneself clearly; do not mumble.

**Assertive:** Insist on one’s rights or opinions.

**Attentive:** To notice, pay attention to, careful attention.

**Broad-minded:** Being tolerant or liberal in thought or opinion.

**Businesslike:** Practical, systematic.

**Calm:** Stillness, serenity, peaceful, undisturbed.

**Capable:** Having the skills/ability or fitness for.

**Careful:** Watchful, cautious, concerned for.

**Competent:** Adequately qualified, ability.

**Confident:** Trusting, fully assured, having belief, trusting in yourself. Believe in and feel good about yourself.

**Communicate:** Speak and/or write well and get your ideas across to others quickly.

**Creativity:** Use your imagination to develop new ideas or solve problems.

**Calculate Numbers:** Use a calculator, cash register or computer to answer numerical questions.

**Confident: Conscientious:** Good moral understanding of right and wrong.

**Consistent:** Constant to same principles, not changing.

**Cooperative:** Work well with others.

**Considerate:** Consider how others may feel about things, especially before you say or do something that may affect them.

**Decision Making:** Make sound judgements about what to do in a difficult situation, even when the supervisor is absent.

**Dedicated:** Devoted to aims or vocation.

**Dependable:** May be relied on.You can be counted on to do what you said you would (i.e. show up for work on time, do your job duties well, etc.).

**Determined:** To do, resolve, on a course of action.

**Delegate:** Assign tasks to others to complete.

**Explain:** Tell others why you do certain things the way you do or think the way you do.

**Efficient:** Competent, capable, able to get results. Perform tasks in the fastest and simplest ways that they can be done.

**Energetic:** Active, full of life, vigorous, and enthusiastic worker. Lots of energy is used at work and in play.

**Enterprising:** Strong interest, great eagerness.

**Flexible:** Manageable, adaptable, versatile.Can carry out many different responsibilities, sometimes with very little advanced notice.

**Hardworking:** Done with energy, industrious, diligent.

**Handle Complaints:** Deal effectively with customer complaints or constructive criticism from your employer.

**Honest: N**ot lying, cheating, or stealing; sincere.

**Helpful:** Enjoy helping people solve their problems.

**Interpret:** Look at things and make sense of them, figure out what makes things work, why there is a problem, etc.

**Independent:** Ability to work on your own without being constantly supervised.

**Innovative:** Make changes and introduce something new.

**Loyal:** Committed and devoted to things/people that mean a lot to you (i.e. your best friend, your job/supervisor).

**Listen:** Listen/pay attention to what others are saying without daydreaming or forming judgments about them.

**Learn Quickly:** Do new things and carry out new responsibilities easily by watching others or following instructions.

**Motivated:** The inner reason for any act, as hunger might be the motive for working.

**Motivate Others:** Help keep others’ spirits up and encourage them to do their best.

**Optimistic:** View that good prevails over evil.

**Organised:** Put things in working order. Arrange people, plan events, and ensure that things run smoothly.

**Order Goods/Supplies:** Keep track of items and how to order them.

**Operate Equipment:** Learn to turn equipment on and off and use it safely and wisely. **Patient:** Calm. Capable of delaying gratification.

**People-oriented:** Enjoy working/being with people.

**Persevering:** Steadfast pursuit of an aim, refusal to give up, continued effort.

**Practical:** Inclined or suited to proper action rather than speculation.

**Productive:** Tending to produce.

**Punctual:** Always on time for things.

**Pleasant:** A likable person for others to talk to and be with.

**Precise:** Make sure that things are done accurately, correctly and precisely.

**Realistic:** Practical views/policy, truth/detail, presenting people/ scenes as they are.

**Reliable:** Dependable.

**Resourceful:** Ability to supply what is needed, quick wit.

**Responsible:** Capable of rational conduct and trustworthiness.

**Record Data:** Write thorough and accurate notes/numbers.

**Resourceful:** Thinking of new, creative and different ways to do things when no apparent solutions are available.

**Goal Setter:** Set goals for yourself to achieve and plan ways to achieve them.

**Service Customers:** Be friendly, patient, and polite to customers and meet their needs and wants.

**Self-assured:** Feel very confident and optimistic about yourself and your abilities.

**Supervise:** Watch others to ensure that everything is okay and/or they are doing their jobs well.

**Think Ahead:** Plan your day and keep problems/accidents from happening.

**Time Management:** Plan your time so that you don’t forget to do things, you’re almost always/always on time, and you know how to prioritise and give yourself enough time to do what you need.

**Troubleshoot:** Find out what the problem is, why it exists, or prevent it before it happens.

**Take Instructions:** Follow instructions well, and ask questions when you do not fully understand instructions.

**Trustworthy:** Can be trusted to get the job done, to look after things or to keep secrets that are very important to other people.

**Versatile:** Turning easily or readily from one occupation/job to another, changeable.

Practising these exercises daily, and then as needed, will help you develop the skill of distinguishing accurate information from inaccurate information before accepting it. Once you master this skill, you will notice that your response to criticism or failure will follow your assessment, allowing your reaction to be appropriately measured for the situation. Later, you may want to regularly watch the video to ensure that the theory and practical aspects are well integrated.