Session 2.2

Diagnostics Tools to Support Dialogue: Skills Analysis and Measurement

SABER-Workforce Development Team
Education Department
Human Development Network
The World Bank

Based on STEP Skills Measurement Project led by World Bank staff Maria Laura Sanchez and Alexandria Valerio

April 15-16, 2013
Jakarta, Indonesia
Outline

- STEP in relation to SABER-WfD
- STEP Design
- Skills Domains Measured
- Survey Instruments Map and Features
  - Household
  - Employers
- Participating Countries
  - Waves 1 and 2
  - Implementation Status
- Survey findings
  - Preliminary findings for 5 countries
  - Planned Outputs
STEP in relation to SABER-WfD

More quantifiable aspects incl. **STEP**:
- Enrollments
- Types of skills
- Skills mismatch
- Skills gaps

Less quantifiable aspects:
- Institutions
- Policies
- Practices
- Implementation
- Values
Motivation | What we DO know about skills

- Skills are a universal concern
- But common proxies for skills are inadequate
  - Educational attainment
  - Achievement test scores
- Skills are multi-faceted

Cognitive  
Socio-emotional  
Technical

Skill Set
Motivation | What we DON’T know about skills

- What is the skills profile of the labor force?
- What skills matter for employment and productivity?
- What is the nature and size of skills gaps?
- What interventions may be considered to improve employability and productivity?

To answer these Questions about Skills

STEP SKILLS
MEASUREMENT
THE WORLD BANK
Four tasks:

1. Create harmonized survey instruments
2. Specify standardized data collection and field operations protocols
3. Train and support national teams to meet technical standards
4. Analyze data and use results to inform policy dialogue and operations

The study uses two survey instruments

Survey of Individuals

Supply of skills
- Sample size: 2,000-3,500
- Length: 120-150 minutes
- Representative of urban areas
- Population aged 15-64

Survey of Employers

Demand for skills
- Sample size: 300-500 enterprises
- Length: 45-60 minutes
- Formal and informal sectors
- Geographic or economic sector based
Cognitive skills:
- Literacy
- Numeracy
- Ability to solve abstract problems

Non-cognitive skills:
- Work habits (effort, discipline, determination)
- Behaviors (self-confidence, sociability, emotional stability)
- Physical characteristics (strength, dexterity, endurance)

Technical skills:
- Combinations of cognitive and non-cognitive skills
- Used to accomplish specific tasks at work and in daily life
## Study Design | Skills Domains Measured

<table>
<thead>
<tr>
<th>Domain</th>
<th>Household</th>
<th>Employer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cognitive Skills</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Writing</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Numeracy</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Reading literacy (ETS)</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Socio Emotional Skills</strong> (Personality, behavior, preferences)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Big Five Inventory (Extraversion, Conscientiousness, Openness to experience, Neuroticism, Agreeableness)</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Grit Scale</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Hostile Bias</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Decision Making</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Preferences (Risk aversion, Time preference)</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Interpersonal skills</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Technical Skills</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of Technology</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Use/Repair Machinery</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Autonomy and repetitiveness</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Cognitive skills used at work (Problem solving)</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Time Management</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Physical tasks</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
Comprehensive skills modules for selected individuals aged 15-64 (employed, unemployed and inactive)
  - Direct measurement of reading literacy (ETS test)
  - Self-reported measurement of literacy, numeracy and problem solving skills
  - Standardized measurement of personality, behavior and preferences
  - Measurement of technical skills used at work and in daily life

Tracking skills acquisition and maintenance through detailed education and training history, including non-formal and formal apprenticeships

Transitions in the labor market, including first job, current and previous spells, information on previous wage jobs for self-employed (voluntary/involuntary self-employment)

Labor market success of the self-employed (start-up capital, earnings, sales, business expansion, etc.)

Information on health status

Instrumental variables (family background, etc.)
Household Information

PART A Household Roster
PART B Dwelling Characteristics
PART C Identification of respondent

20 MINUTES (depending on the size of the household)

Random selection of one HH respondent

Individual selected Aged 15-64

Cognitive Skills
Technical Skills
Socio-emotional Skills
Background

Basic Test
Extended Test

110 – 140 MINUTES (depending on the test and on the selected individual’s background)
Survey Instrument | Employers | Map

- **Information Sheet and workforce characteristics**: Information on respondent, workplace, number and occupation types of employees.
- **Skills used by the current workforce**: Information on skills used, hiring practices, training and compensation on 2 types of occupations in the workplace.
- **Hiring practices**:
- **Training & compensation**: Information on financial prospects, labor factors, other constraints and financial information on the firm.
- **Background characteristics**:

**45-60 MINUTES**
## Preliminary results | Comparison of 5 countries

<table>
<thead>
<tr>
<th></th>
<th>Bolivia</th>
<th>Laos</th>
<th>Sri Lanka</th>
<th>Vietnam</th>
<th>Yunnan Province (China)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2011 GDP PPP per capita</strong></td>
<td>4,499</td>
<td>2,464</td>
<td>4,929</td>
<td>3,013</td>
<td>7,404</td>
</tr>
<tr>
<td><strong>(constant 2005 $)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Enrollment in Secondary Education</strong></td>
<td>81.0</td>
<td>45.8</td>
<td>100.2</td>
<td>77.2</td>
<td>81.2</td>
</tr>
<tr>
<td><strong>Enrollment in Higher Education</strong></td>
<td>38.3%</td>
<td>17.7</td>
<td>15.5</td>
<td>22.3</td>
<td>26.0</td>
</tr>
<tr>
<td><strong>ILO Labor force participation</strong></td>
<td>72.2</td>
<td>78.0</td>
<td>54.9</td>
<td>77.0</td>
<td>74.2</td>
</tr>
<tr>
<td><strong>(2010)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ILO unemployment</strong></td>
<td>5.2</td>
<td>1.4</td>
<td>7.6</td>
<td>2.4</td>
<td>4.0</td>
</tr>
</tbody>
</table>

Sources: WDI, ILO (KILM), UNDP HDR.
Data are for 2011 unless otherwise noted.
## Survey Statistics | Descriptive

<table>
<thead>
<tr>
<th></th>
<th>Bolivia</th>
<th>Laos</th>
<th>Sri Lanka</th>
<th>Vietnam</th>
<th>Yunnan Province (China)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sample Size</strong></td>
<td>2,439</td>
<td>2,849</td>
<td>2,983</td>
<td>3,405</td>
<td>2,017</td>
</tr>
<tr>
<td><strong>Response Rate</strong></td>
<td>43%</td>
<td>92%</td>
<td>~85%</td>
<td>~83%</td>
<td>99%</td>
</tr>
<tr>
<td><strong>Field work</strong></td>
<td>March - June 2012</td>
<td>March - July 2012</td>
<td>May - July 2012</td>
<td>May - August 2012</td>
<td>March - April 2012</td>
</tr>
<tr>
<td><strong>Coverage</strong></td>
<td>Urban</td>
<td>Urban &amp; Rural</td>
<td>Urban &amp; Rural</td>
<td>Urban</td>
<td>Urban</td>
</tr>
</tbody>
</table>
## Summary Statistics | Key Demographics

<table>
<thead>
<tr>
<th></th>
<th>Bolivia</th>
<th>Laos</th>
<th>Sri Lanka</th>
<th>Vietnam</th>
<th>Yunnan Province (China)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Age (years)</strong></td>
<td>32.4</td>
<td>35.1</td>
<td>37.2</td>
<td>38.0</td>
<td>41.0</td>
</tr>
<tr>
<td>% Female</td>
<td>58.5</td>
<td>60.0</td>
<td>59.8</td>
<td>59.5</td>
<td>53.2</td>
</tr>
<tr>
<td>% had pre-primary education</td>
<td>59.6</td>
<td><strong>20.2</strong></td>
<td><strong>76.5</strong></td>
<td>69.7</td>
<td>42.0</td>
</tr>
<tr>
<td>% completed primary or less</td>
<td>15.1</td>
<td>41.5</td>
<td>19.5</td>
<td>17.8</td>
<td>12.6</td>
</tr>
<tr>
<td>% completed secondary</td>
<td>39.8</td>
<td>39.6</td>
<td>74.3</td>
<td>57.0</td>
<td>63.3</td>
</tr>
<tr>
<td>% completed post-secondary</td>
<td>45.1</td>
<td>18.9</td>
<td>6.2</td>
<td>25.2</td>
<td>24.1</td>
</tr>
<tr>
<td>% received training in last 12 months</td>
<td><strong>19.3</strong></td>
<td><strong>5.6</strong></td>
<td>7.3</td>
<td>5.4</td>
<td>10.9</td>
</tr>
<tr>
<td>Labor force participation (%)</td>
<td>78.3</td>
<td>84.5</td>
<td>56.4</td>
<td>69.6</td>
<td>66.0</td>
</tr>
<tr>
<td>Unemployment rate (%)</td>
<td>8.2</td>
<td>1.4</td>
<td>6.3</td>
<td>3.2</td>
<td>4.6</td>
</tr>
<tr>
<td>Share of wage workers (%)</td>
<td>51.0</td>
<td><strong>31.1</strong></td>
<td>57.4</td>
<td>54.7</td>
<td><strong>83.2</strong></td>
</tr>
<tr>
<td>Share of underemployed (hours)</td>
<td>15.6</td>
<td>11.5</td>
<td>15.1</td>
<td>7.4</td>
<td>4.1</td>
</tr>
</tbody>
</table>
Two sources of information:

1. Self-reported – **Reading, Writing and Numeracy**
2. Direct measurement – **Reading Literacy / ETS Test**
High prevalence of reading: 75% of adults in SRI LANKA read at home or at work; share is at least 85% in the other 4 countries.

Big differences in reading intensity: e.g., adults in both BOLIVIA and LAOS read at home or at work, but 74% of adults in LAOS are in low intensity reading bracket, compared with 21% in BOLIVIA.

Women’s reading intensity is slightly lower than men’s in BOLIVIA, LAOS, VIETNAM.
Numeracy is highly correlated with level of education.

Secondary education affects both the likelihood of numeracy and intensity, whereas post-secondary seems to mostly affect intensity.
Cognitive Skills | ETS Literacy test

Results from CORE Test: Cumulative Distribution By Country
Passing Score = 3 out of 8 questions

Score Points

0 1 2 3 4 5 6 7 8

YUN
VNM
LKA (Urban Only)
BOL
LAO (Urban Only)
In most countries except Yunnan, the workforce’s reading and writing skills are under-used at work.

With our measure, there is little difference between numeracy levels overall and at work.
Technical skills are a subset of cognitive skills with direct job-relevance, rather than the kinds of foundational skills learned as part of general education.

Skill domains

- Job tasks
- Data—cognitive, mental power
- People—interpersonal
- Things—physical, muscle power
- Technology use

Job learning times—summary measure of all job-specific skills
The level and intensity of thinking and learning new things at work varies by age group.

Only in SRI LANKA and YUNNAN are younger workers spending more time thinking and learning new things compared with others.
Between 40 percent (YUNNAN) and 80 percent (LAOS) of the working age population do not use computers at work.

Computer use at work varies by gender.

In all countries, except YUNNAN, women are less likely to use a computer at work. In Yunnan, women are more likely than men to use a computer at work.
Technical Skills | Underuse of computer skills at work

- Computing skills are under-used at work.
- In Bolivia and Vietnam especially, this also translates into less intensive use of computer skills at work.
Cognitive  Technical  Socio-emotional
Skills Stocks | Socio-emotional skills

- **Openness**
  - Do you come up with ideas other people haven't thought of before?
  - Are you very interested in learning new things?
  - Do you enjoy beautiful things, like nature, art and music?

- **Conscientiousness**
  - When doing a task, are you very careful?
  - Do you prefer relaxation more than hard work?
  - Do you work very well and quickly?

- **Extraversion**
  - Do you come up with ideas other people haven't thought of before?
  - Are you very interested in learning new things?
  - Are you outgoing and sociable, for example, do you make friends very easily?

- **Agreeableness**
  - Do you forgive other people easily?
  - Are you very polite to other people?
  - Are you generous to other people with your time or money?
Openness to experience is one of the Big Five indicators and refers to enjoyment of learning and new ideas.

There is a positive correlation between education level and openness in all five countries.

This finding is well-established in the developed world. However, it may disappear when controlling for IQ.
Way Forward | Planned Outputs

- **Methodology Note and Implementation Materials**
  - Technical Note to provide a description of the survey design, technical and implementation standards, field protocols and technical guidance for data analysis (e.g., skills aggregation strategy).

- **Country Reports**
  - Country-specific analysis of data sets, using commonly-defined indicators for cross-country comparisons.

- **Cross-country Summary Report**
  - Comparative analysis of the stock of skills across countries and population groups; and highlights on linkages between the three skills domains and labor market outcomes.
Thank you

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Annexes
Skills Stocks | Cognitive Skills (Self-Reported)

- **Self-reported reading**
  - “Do you read anything *[in daily life/at this work]*, including very short notes or instructions that are only a few sentences long?”
  - “Among the things that you normally read *[in daily life/at this work]*, what is the size of the longest document that you read?”

- **Self-reported writing**
  - “Do you ever have to write anything (else) *[in daily life/at work]*, including very short notes, lists, or instructions that are only a few sentences long?”
  - “Thinking about all the things you normally write (wrote) *[in daily life/at work]*, what is the longest document that you write (wrote)?”

- **Self-reported numeracy**
  - “[As a normal part of this work [in daily life], do you do any of the following... ?”
Skills Stocks | Cognitive Skills (Self-Reported)

- **Aggregation for reading and writing:**

<table>
<thead>
<tr>
<th>Intensity of use</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not do read/write</td>
<td>Does not use</td>
</tr>
<tr>
<td>Read/write documents of 5 pages or less</td>
<td>Low</td>
</tr>
<tr>
<td>Read/write documents of 6 to 25 pages</td>
<td>Medium</td>
</tr>
<tr>
<td>Read/write documents of more than 25 pages</td>
<td>High</td>
</tr>
</tbody>
</table>

- **Aggregation for numeracy:**

<table>
<thead>
<tr>
<th>Intensity of use</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does no math</td>
<td>Does not use</td>
</tr>
<tr>
<td>Measure or estimates sizes, weights, distances</td>
<td>Low</td>
</tr>
<tr>
<td>Calculate prices or costs</td>
<td>Low</td>
</tr>
<tr>
<td>Perform any other multiplication or division</td>
<td>Medium</td>
</tr>
<tr>
<td>Use or calculate fractions, decimals or percentages</td>
<td>Medium</td>
</tr>
<tr>
<td>Use more advanced math such as algebra, geometry, trigonometry</td>
<td>High</td>
</tr>
</tbody>
</table>
Reading literacy is defined as “understanding, evaluating, using and engaging with written texts to participate in society, to achieve one’s goals, and to develop one’s knowledge and potential.”

The literacy test consists of 3 parts:

1. **Reading Components** assessment which focuses on foundational reading skills including word meaning, sentence processing and passage comprehension. The extent to which individuals have efficiently integrated these component skills into the reading process is indicative of their proficiency and provides useful information about intervention strategies.

2. **Core Literacy** assessment which consists of 8 of the easiest literacy questions. This portion of the assessment is a screener, intended to sort the least literate from those with higher skill levels. Individuals who cannot successfully answer the majority of these questions are not asked to go on and try the harder questions.

3. **Literacy Exercise Booklets** which are administered to individuals who pass the Core. Tasks are reported along a scale divided into 5 levels, with Level 1 characterized by the least demanding tasks and Level 5 the most demanding.
To present a clear picture of the literacy distribution within and across countries, the items in the Literacy Exercise Booklets cover a range of:

- **Material types**, focusing on non-school-based materials in adult contexts;
- **Task types**, including tasks that require respondents to access and identify information (in both text-based and non-prose materials such as tables, graphs and forms), to integrate and interpret information, and to evaluate information by assessing the relevance, credibility, or appropriateness of the material for a particular task; and
- **Difficulty**, with tasks ranging from locating a single piece of information in a very short advertisement to summarizing reasons for using generic drugs as presented in a newspaper article. Tasks are reported along a scale divided into 5 levels, with Level 1 characterized by the least demanding tasks and Level 5 the most demanding.
Skills Stocks | Technical Skills

- **Computer use**
  - “As a part of your work do you (did you) use a computer?”
  - “As a part of your life [outside of work as (OCCUPATION)] have you used a computer in the past 3 months?”

<table>
<thead>
<tr>
<th>Intensity of use</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not use a computer/use a computer almost never</td>
<td>0</td>
</tr>
<tr>
<td>Use computer less than three times per week</td>
<td>1</td>
</tr>
<tr>
<td>Use computer three times or more per week</td>
<td>2</td>
</tr>
<tr>
<td>Use computer every day</td>
<td>3</td>
</tr>
</tbody>
</table>

- **External interpersonal skills**
  - “As part of this work, do you (did you) have any contact with people other than co-workers, for example with customers, clients, students, or the public?”
  - Using any number from 1 to 10, where 1 is little involvement (...) and 10 means much of the work involves meeting or interacting (...) what number would you use to rate this work?

<table>
<thead>
<tr>
<th>Intensity of use</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not have any contacts with clients</td>
<td>0</td>
</tr>
<tr>
<td>Involvement scale ranges from 1 to 4</td>
<td>1</td>
</tr>
<tr>
<td>Involvement scale ranges from 5 to 7</td>
<td>2</td>
</tr>
<tr>
<td>Involvement scale ranges from 8 to 10</td>
<td>3</td>
</tr>
</tbody>
</table>
Skills Stocks | Technical Skills

- **Physical tasks**
  - Using any number from 1 to 10 where 1 is not at all physically demanding (such as sitting at a desk answering a telephone) and 10 is extremely physically demanding (such as carrying heavy loads, construction worker, etc), what number would you use to rate how physically demanding your work is?

<table>
<thead>
<tr>
<th>Intensity of use</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all physically demanding</td>
<td>Does not use</td>
</tr>
<tr>
<td>Physical demand scale ranges from 2 to 4</td>
<td>Low</td>
</tr>
<tr>
<td>Physical demand scale ranges from 5 to 6</td>
<td>Medium</td>
</tr>
<tr>
<td>Physical demand scale ranges from 7 to 10</td>
<td>High</td>
</tr>
</tbody>
</table>

- **Cognitive challenge – average of two indicators:**
  - “Some tasks are pretty easy and can be done right away or after getting a little help from others. Other tasks require more thinking to figure out how they should be done. As part of this work as [OCCUPATION], how often do you have to undertake tasks that require at least 30 minutes of thinking?”

<table>
<thead>
<tr>
<th>Intensity of use</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>Does not use</td>
</tr>
<tr>
<td>Less than once per month</td>
<td>Low</td>
</tr>
<tr>
<td>less than once a week but at least once a month OR at least once a week but not every day</td>
<td>Medium</td>
</tr>
<tr>
<td>Every day</td>
<td>High</td>
</tr>
</tbody>
</table>
Skills Stocks | Technical Skills

- “How often does (did) this work involve learning new things?”

<table>
<thead>
<tr>
<th>Intensity of use</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rarely</td>
<td>Does not use</td>
</tr>
<tr>
<td>At least 2-3 months or at least once a month</td>
<td>Low</td>
</tr>
<tr>
<td>At least once a week</td>
<td>Medium</td>
</tr>
<tr>
<td>Every day</td>
<td>High</td>
</tr>
</tbody>
</table>

- Autonomy and repetitiveness – average of two indicators:
  - “Still thinking of your work as [OCCUPATION ] how much freedom do you (did you) have to decide how to do your work in your own way, rather than following a fixed procedure or a supervisor's instructions? Use any number from 1 to 10 where 1 is no freedom and 10 is complete freedom.”

<table>
<thead>
<tr>
<th>Intensity</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decision freedom scale from 1 to 2</td>
<td>Close to none</td>
</tr>
<tr>
<td>Decision freedom scale from 3 to 6</td>
<td>Low</td>
</tr>
<tr>
<td>Decision freedom scale from 7 to 9</td>
<td>Medium</td>
</tr>
<tr>
<td>Decision freedom scale 10</td>
<td>High</td>
</tr>
</tbody>
</table>
Skills Stocks | Technical Skills

- “How often does (did) this work involve carrying out short, repetitive tasks?”

<table>
<thead>
<tr>
<th>Intensity</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Almost all the time</td>
<td>=</td>
</tr>
<tr>
<td>More than half the time</td>
<td>=</td>
</tr>
<tr>
<td>Less than half the time</td>
<td>=</td>
</tr>
<tr>
<td>Almost never</td>
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</tbody>
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Close to none 0
Low 1
Medium 2
High 3

- **Job Learning time (based on three questions)**
  - Q22. What minimum level of formal education do you think would be required before someone would be able to carry out this work?
  - Q23. How many years of work experience in other related work do you think would be required before someone with [FILL Q22] would be able to carry out this work?
  - Q24. About how long would it take someone to learn to do this work well if they had [FILL Q22] education and [FILL Q23] years of related work experience?
Skills Stocks | Socio-emotional skills

- **Emotional Stability (Neuroticism)**
  - Are you relaxed during stressful situations?
  - Do you tend to worry?
  - Do you get nervous easily?

- **GRIT**
  - Do you finish whatever you begin?
  - Do you work very hard? For example, do you keep working when others stop to take a break?
  - Do you enjoy working on things that take a very long time (at least several months) to complete?

- **Hostile Bias**
  - Do people take advantage of you?
  - Are people mean/not nice to you?

- **Decision-making**
  - Do you think about how the things you do will affect you in the future?
  - Do you think carefully before you make an important decision?
  - Do you ask for help when you don’t understand something?
  - Do you think about how the things you do will affect others?