

Personal Growth and The Personal Leadership Inventory



Lesson Direction - *Where are we headed in this lesson?*

Overview

During this lesson, students explore the five areas of individual growth included in the Personal Leadership Inventory and discover what to include in a personal growth plan.

Objectives

1. List the five areas to consider for personal and professional development.
2. Explain what to include in a personal growth plan.



Session Vitals – *What must I know to facilitate this session?*

Session Snapshot

1. Interest Approach: One Without the Other	5 min
2. Learning Event: Teacher-Led Discussion	20 min
3. Closure & Look Ahead: Group Share	5 min
Estimated Time to Complete	30 min

Preparing for Today's Session

1. Review lesson plan.
2. Prepare for Objective #1: Teacher-Led Discussions
3. Make necessary copies.

Estimated Time to Complete **15 min**

Materials Used

- Copies of the Personal Growth Plan from the Personal Leadership Inventory Personal Coach Page. Access the Personal Leadership Inventory online at www.skillsusa.org prior to the session to download a copy of the growth plan.



Entry Points – *How do I prime students for learning today?*

Interest Approach: One Without the Other – 5 minutes

Students choose their best technical skill and consider its value when it is not accompanied by other leadership and employability skills.

How this event might *look* and *sound*...

Step 1: Welcome students and ask them to write down their most valuable technical skill on a piece of scratch paper.

Step 2: Announce that for the next few minutes, students are to imagine themselves applying for a job to use the skill they wrote on their paper.

Step 3: Tell students that you are about to read off a few skills the employer has in their notes. If the students perform the skill perfectly, they write a plus one (+1) on their paper. If they don't perform the skill perfectly, they may not add any points.

Read the following skills:

- Works well with others
- Volunteers in the community
- Evaluates work for quality
- Considers others' feelings
- Gives accurate directions
- Respects ethnic diversity
- Interviews well
- Asks appropriate questions
- Wears appropriate clothing
- Uses appropriate language
- Can lead a team
- Can follow others
- Shows up on time
- Always puts forth a best effort
- Respects the environment
- Recycles
- Follows all rules and laws

Step 4: Gather point totals from students.

Step 5: Debrief the experience. You may use the following questions:

- How many employers do you think consider skills like these?
- What does this experience tell us about having technical skills?
- How many of us have room for growth?

Step 6: Explain that no matter how great our technical skills; if we don't have some general leadership and employability skills, someone else may get the job we want.

Step 7: Announce that students will leave the session with five areas for growth and knowing what to include in personal growth plan. This session focuses on how to grow personally and professionally.



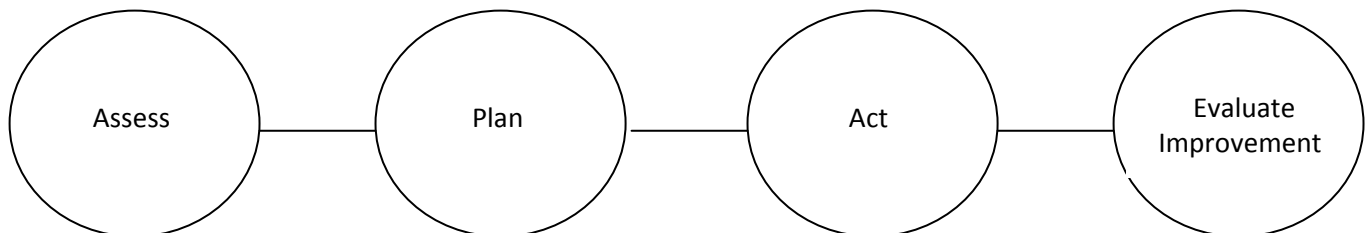
Core Instruction – *How do I facilitate instruction on the core topics?*

Learning Activity: Teacher-Led Discussion– 20 min

Teacher leads three related discussions: 1) defining a skill growth process; 2) identifying areas in which to grow and 3) practicing the process of creating a Personal Growth Plan.

How this event might *look and sound...*

Step 1: Draw the following diagram on a writing surface that all students can see and contribute to:



Step 2: Facilitate a discussion with your students to discover why each of these pieces are valuable in the personal growth process. Here are some key pointers to draw out of the conversation:

- The four words are a process for developing leadership and employability skills.
- We assess where or how we need to grow, plan for ways to grow, take action to grow and then evaluate where we are in comparison to where we were.
- Goal setting is part of the process.
- We can ask mentors to help us plan how we'll grow and to assess how we may need to grow.

Step 3: On a common writing surface, draw one blank for each letter of each of the following words (like the game 'Hangman'): Leader, Employee, Team Member, Citizen, Individual.

Step 4: Direct your students to guess letters to fill in the blanks. (You can use a Wheel of Fortune-type game if you want. In this scenario all consonants are worth \$500, and all vowels cost \$250.)

Step 5: Ask students how they think those five words relate to personal and professional growth. Draw out that these five areas are areas in which employers expect us to grow.

Step 6: As a group, develop a short description for each of the five areas to help students remember them.

Step 7: Instruct students to get into groups of three or four.

Step 8: Pass out one copy of the Personal Growth Plan to each group.

Step 9: Explain that you will work through a goal as a class to get some practice completing the Personal Growth Plan.

Step 10: Provide each group a goal to use as their example, or allow the groups to develop their own goals. Instruct students to, as small groups, complete each portion of the plan except for evaluation. Explain that evaluation is the portion that is completed a couple months after a goal has been set. (If you want, you can go back to the document in a couple months and evaluate your students' progress with them.)

Step 11: After most students have completed the Personal Growth Plan, ask for everyone's attention and commend students for their efforts.

Step 12: Share with your students that there is a tool called the Personal Leadership Inventory that assesses each of the five areas they discussed earlier. Show students how to access the tool on the SkillsUSA Web site. Encourage students to choose one of the five areas to complete first.



Bring Closure & Look Ahead – *How do I conclude the session?*

Review and Close Activity: Group Share – 5 minutes

Students review one piece of the curriculum in small groups and share what they remember with the larger group.

How this event might *look and sound*...

Step 1: Instruct students to get into groups of four or five.

Step 2: Direct students to review one concept they learned during the lesson:

- Process for growth (four circles)
- Five areas of personal and professional growth: individual, leader, employee, team member and citizen
- What's included in the Personal Growth Plan

Step 3: Allow students a couple of minutes to refresh their memories about that concept and then instruct groups to share what they learned with other groups.

Step 4: Congratulate students and build excitement for using the Personal Leadership Inventory tool.