



SkillsUSA Georgia Weekly Chapter Activities

Week 14

Lesson Plan: Personal Growth and Personal Leadership Inventory

Objective: 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.

Instructions:

Part 1: Importance of Soft Skills

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

Gather point totals from students. 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?

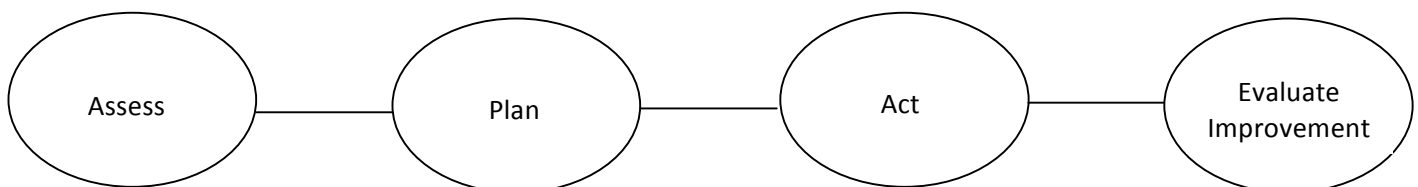
Explain that no matter how great our technical skills; if we don't have some general leadership and employability skills, someone else may get the job we want. Students will leave the session with five areas for growth and knowing what to include in personal growth plan. This session focuses on how to grow personally and professionally.

Part 2: Skills Growth Process

Lead three related discussions:

1. defining a skill growth process
2. identifying areas in which to grow
3. practicing the process of creating a Personal Growth Plan.

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



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.

Part 3: Five Areas of Growth

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

Direct your students to guess letters to fill in the blanks. Ask students how they think those five words relate to personal and professional growth. Explain that these five areas are areas in which employers expect us to grow. As a group, develop a short description for each of the five areas to help students remember them.

Part 4: Personal Growth Plan

Instruct students to get into groups of three or four. Pass out one copy of the Personal Growth Plan to each group. Explain that you will work through a goal as a class to get some practice completing the Personal Growth Plan. 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. After most students have completed the Personal Growth Plan, ask for everyone's attention and commend students for their efforts. 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 website (www.skillsusa.org). Encourage students to choose one of the five areas to complete first.