Initiative and Self-Drive Activities

The resources are meant to be downloaded and edited as necessary to meet the specific needs and/or experience level of your Participant group and/or be incorporated into other existing materials in use by your organization.

Activity 1. How'd You Do That?

In this activity learners interview at least three people in their chosen career area. The purpose is to determine how each person got to the point they are today. Here are the requirements for the project.

1. Interview three or more people that are in fields similar to your career choice or current position.
2. Determine the path each person followed from the time they were in high school to the present day. This includes schooling, jobs held, internships, or outside interests that helped them in their careers.
3. Write a summary of the interviews which includes a paragraph on how this information might guide your own career decisions.
4. Create a visual representation of your own career plan. This could take the form of a timeline, storyboard, graphic novel, or other visual organizer.

Reflection Questions

1. What surprised you during your interviews?
2. How did the interviews affect your thoughts on your own career pathway?
3. What ideas did you take away from the interviews that you would like to try?
4. What have you already accomplished that will support you in your career pathway?
5. What are some milestones you would like to achieve on your career pathway?

Activity 2. One Day at a Time

In this activity, students select a skill that they would like to develop. Learners seek out resources to help them. The resources might be lessons, internet sites, or real people. Each learner sets a goal. The learners document their progress over a three-week period. This skill could be work related, an athletic skill, technology expertise, or even game play. Use or adapt the following template for documentation.

Name _____   **Date** _____

Skill _____

Goal _____

Resources _____

_____

Starting Level of Skill _____

Daily practice minutes/hours and personal observations

Week One						
Week Two						
Week Three						

Evidence of Change _____

_____

Activity 3. Fantastical 'Folios

Many high school and college students do not have a lot of experience or documentation for a portfolio. In this activity, learners create an imaginative portfolio for their favorite character. This character may be drawn from books, movies, or video games. The items within the portfolios will all be *fictional*, however they should all accurately reflect the character or creature.

For each learner you will need:

- A folder with pockets
- Access to internet and connected printer
- Art supplies, including paper and drawing utensils

Requirements for the Fantastical 'Folios

1. Name of character or creature
2. Career path (factual) being pursued
3. Documents listing schooling and/or professional development courses
4. Documents detailing work experiences
5. Certificates or awards (fictional) earned by character
6. Types of life experiences that relate to the career path, be sure to include any community service
7. Optional: photographs or images of the character that relate to career path

Be sure to have a time when learners may look through each other's Fantastical 'Folios. During a discussion period, ask learners to justify the inclusion of the artifacts in the portfolio.

Activity 4. Fantastical 'Folios Fast Resumes

Prerequisite: Fantastical 'Folios.

Using the portfolio created in the previous activity, learners first create a resume for their fictional characters. This will be followed by learners creating their own resume.

In today's tight job market, research shows that recruiters spend as little as seven seconds on each resume they view. It is essential for job seekers to put the most important information where recruiters will instantly see it.

1. Show learners the first video and at least two additional informative clips.
   - How Recruiters Read Your Resume in 7 Seconds! https://www.youtube.com/watch?v=xFngomrq58o
   - Eight Tips for Writing a Winning Resume https://www.youtube.com/watch?v=u75hUSShvnc
   - Five Things Your Resume MUST Have https://www.youtube.com/watch?v=WATpBoVprRk
   - How to Write a Great Resume https://www.youtube.com/watch?v=PAthQKLhBTs
   - Resume Hacks https://www.youtube.com/watch?v=bueXJC5Myow
2. Ask learners to read the following article. It introduces the concept that AI (artificial intelligence) now plays a role in the recruitment process.

   https://thriveglobal.com/stories/three-tips-to-create-an-ai-friendly-resume-and-land-a-job/

3. Find a resume template that you would like to use online or use one that you already have that is appropriate for your career area. Provide this resource to learners.
4. Have learners use the information that they created in the Fantastical 'Folios activity to create a one-page resume for their character.
5. Explain that research shows that management only spends seven to ten seconds on each resume when looking at a large quantity of them. Collect the resumes. Shuffle them and place them face down in front of the learners, making sure no one has their own resume. Set a timer for ten seconds. Explain that learners will have ten seconds to review the resume in front of them. Have learners flip the resumes over and start the timer. When time is up, have the learners flip the resumes back over. Discuss with the group what information they were able to get during the seven seconds. Ask learners if they would change anything about the resume.
6. For the second half of this activity, learners will create their own resumes. The path this follows is dependent on the learner. If the learner is in a position to write an accurate resume for themselves then they should do so. For others not experienced enough, you can have them write a "dream" resume. The information should include their planned schooling, work experience, and certification that would land them their dream job.
7. Repeat the ten second reading procedure. Have the learners make tweaks in their resumes according to the feedback given during the activity.

Reflection Questions

1. What was the crucial information you wanted to include in the seven second scan?
2. What areas of your resume need some improvement?
3. How did this activity affect your concept of your career path?
4. If you already have a resume, what improvements might you make?

Activity 5. Progress Aligned to Effort

Essential Employability Skills PBL

The purpose of using a PBL (Problem Based Learning) model to teach and evaluate self-regulation is to try to create an authentic, real-world situation in which to guide and evaluate the performance indicators. The basic function of this model is to use the tasks that are already being performed by the employee or the learner to evaluate and monitor progression levels. Task learners to develop a way to track the amount of effort given to its impact on outcomes. This activity requires a time span of at least two weeks.

The project requirements are

a. Select a goal.
b. Determine a measurable outcome (faster speed, greater accuracy, increase in quantity or quality, etc.).
c. Develop a graphic organizer or chart that can be used to document effort and its impact on outcomes.
d. Determine the time frame for the project (weeks, months, etc.).
e. Resources that support the improvement process (a minimum of three).
f. Write a summary explaining your results.

Reflection Questions

1. What goals did you set for yourself? How were you able to accomplish them?
2. How did you develop the graphic organizer?
3. What resources did you use?
4. How did your approach change throughout the project?
5. What did you learn from this experience?

Activity 6. Personal Growth Professional Log

In this activity, you are to keep a record over an extended period of time. This activity will require mindfulness to tasks being performed on a daily basis, reflection on daily work behaviors, and insight into your future career goals.

This can be kept as a hardcopy log or as a word document that can be shared periodically with your mentor. Ask for feedback and advice and set time aside to discuss progress.

Possible page titles can include the following.

- My Career Goals
    - o   Steps I can take to get there.
    - o   Options available for different pathways within the career.
- Challenges I have faced.
    - o   How I have worked through those challenges. What I could have done differently.
- Successes I have had.
    - o   Reflection on successes – why I was successful.
- Areas I think I need to grow.
    - o   What I can do to build the skills needed for growth.
    - o   Resources to tap or explore.
- Daily or weekly work reflections – thoughts, experiences, how I've grown, what I need to improve.
- List of work experience, credentials and certificates earned, jobs held, etc. to be used for resumes and interviews.

Reflection Questions

1. How does the journal exhibit personal growth?
2. How have the entries changed over time?
3. During feedback sessions, what has been the most helpful?
4. What have you learned about setting and achieving goals?

Crosswalk of Performance Indicators and Activities for

Initiative and Self-Drive

Performance Indicator	Activity 1 How'd You Do That	Activity 2 One Day at a Time	Activity 3 Fantastical 'Folios	Activity 4 Fantastical 'Folios Fast Resumes	Activity 5 Progress Aligned to Effort	Personal Growth Log
Develops a clear career goal and plan to achieve it	X			X		X
Shows increasing effort and improved outcomes over a period of time		X			X	X
Reflects on effort given and its impact on outcomes		X			X	X
Builds and maintains a professional portfolio of experiences, credentials, certificates, and types of work			X			X
Demonstrates self-awareness about their own career preparedness and needed areas of growth	X	X	X	X	X	X

Other Competencies addressed in Initiative and Self-Drive activities

Refer to Index for a full list of Performance Indicators in each activity

Competency	Activity 1 How'd You Do That	Activity 2 One Day at a Time	Activity 3 Fantastical 'Folios	Activity 4 Fantastical 'Folios Fast Resumes	Activity 5 Progress Aligned to Effort	Activity 6 Personal Growth Log
Working with Others						
Teamwork and Conflict Resolution						
Cultural Competence						
Communication	X			X		
Adaptability and Flexibility		X		X		X
The Thought Process						
Problem Solving						
Decision Making						X
Critical Thinking	X	X				
Self- Regulation						
Reliability and Accountability		X			X	X
Planning and Organizing	X	X	X		X	