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| Academy of Trades & Technology |
| Personal Action Plan |
| Student Leadership Training |

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| Student Name  School Year |



Student Leadership Training

Personal Action Plan

This Personal Action Plan is a place to record information and ideas that come from this Student Leadership Training. Information may include things you’ve never heard before, things you’ve heard before but haven’t thought about in a while, or things in which you’re an expert. Ideas fall into some of the same categories. You may have a new idea, or one that you’ve considered before. Whatever the idea, write it down. It may change over time, or you may have a different perspective. You never know when you’ll be ready to turn your idea into an action.

Much of this information is personal. You may be invited to share information, but you will not be required to share personal information with the group. As you complete applications for work or school, you may find it helpful to have all of this information in one place.

**Week 1: Model the Way - Clarify Values and Set the Example**

The three words that describe my personal standards for behavior or character are:

After participating in today’s discussion, I’d add the following words:

I am here because someone has seen leadership potential in me. Two ways in which I think I’ve demonstrated leadership potential:

I believe I am a role model to the following people:

Starting now, I’ll try to set the example by:

One workplace behavior I’m good at:

One workplace behavior I’d like to work on:

One local leader I admire is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**NOTES:**

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**Week 2: Inspire a Shared Vision – Envision the Future and Enlist Others**

**Four questions:**

**Who am I? (talents and gifts, strengths and weaknesses, knowledge, skills and abilities)**

List 2-3 things at which you excel. This can be from any part of your life.

**REFLECTIONS and NOTES:**

This Interest list is found on the Career One Stop website and is based on career research by John Holland, Ph.D. It’s used by career counselors around the world. The results of the RIASEC Party will help you begin to match your preferences with nearly 900 different occupations that have been profiled. Visit <http://www.careeronestop.org/explorecareers/learn/career-profiles.aspx>

Holland describes six different categories of interest areas for both people and occupations.

Holland Interest Categories

**R - Realistic interests relate to *doing***. People with this interest like to work with things, use tools to build or fix things, play sports and be physically active. They prefer outdoor activities. They are often good at electronics, mechanics, engineering, lab work, farming, or carpentry work.

**I - Investigative interests relate to *thinking***. People with this interest like to work independently, and like math or science. They may enjoy analyzing data. They like to solve puzzles and figure out difficult problems. They also enjoy reading, investigating and research, or using scientific or computer equipment.

**A - Artistic interests relate to *creating***. People with this interest like to work in unstructured situations where they can use creativity and come up with new ideas. They enjoy performing, creating visual arts or going to museums. They may attend concerts or plays, enjoy fashion, creative writing, or drawing.

**S - Social interests relate to *helping***. People with this interest like to work directly with people. They prefer teamwork and sometimes lead or coordinate activities. They enjoy teaching, counseling, communicating, or curing others. They may like to work with a special group like children or the elderly.

**E - Enterprising interests relate to *persuading***. People with this interest like to start new projects and make decisions that affect others. They enjoy influencing, persuading, and performing for other people. They often excel at selling things, promoting ideas, and managing people.

**C - Conventional interests relate to *organizing***. People with this interest like to make sure systems and projects work efficiently and effectively. They like structured situations with goals, deadlines and instructions. They are detail oriented and enjoy working with data, and may like to create reports.

http://www.careeronestop.org/ExploreCareers/Assessments/interests.aspx

Holland, John L., *Making Vocational Choices--a Theory of Careers*, Prentice and Hall Inc., Englewood Cliffs, New Jersey, 1973, pp. 120-121

**What will I do? (possible career fields)** Add your score and think of possible career fields. You know your RIASEC score. Right now you’re just looking a career possibilities. You’re not making a commitment. Choose what sounds interesting.

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| **RIASEC Letters** | **Career areas to explore later** |
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**REFLECTIONS and NOTES:**

**How will I do it? (which parts of a career field)** Think of beginning or entry level jobs in each of the career fields. Which part of this career field sounds most interesting? Which jobs do you have questions about? Who might you talk with to find out what jobs might be part of this career field?

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| **Career areas** | **Job possibilities** |
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**REFLECTIONS and NOTES:**

**What will I do it with? (what resources do I need to get there?)** Think of ways in which you can get ready including the things you’re doing right now. You might want to job shadow someone. Maybe you know someone who’s already in this career field.

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| **Job/ Career areas** | **Resources (time, money, people, experience, training)** |
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**REFLECTIONS and NOTES:**

**NOTES:**

**Ethics and Group Think: The Ripple Effect**

Think of a situation at school or work where you had to make an ethical decision. Using the diagram below, map out the impact of your decision on yourself, your school, your family and your neighborhood.

Have you ever volunteered your time to help others? If so, what part(s) made it rewarding?

Do you know anyone who volunteers regularly? Why do you think they spend time on this activity?

**Week 3: Challenge the Process: Search for Opportunities and Experiment & Take Risks.**

**NOTES:**

Write a short description of your project presentation. Include the part(s) that are your responsibility.

What did you do well?

What would you like to work on for next time?

What leadership qualities are you demonstrating on your team and in the large group/

What leadership qualities have you seen others demonstrate?

**Week 4: Enable Others to Act: Foster Collaboration, Strengthen Others**

What mental picture will you take away from the Low Ropes course?

What did the low ropes course teach you about leadership?

What did you learn about others on your team?

**Eight Kinds of “Smart”**

How do you learn best? List your top three intelligences and write about how you demonstrate those in class or in school. Have you listed any intelligences that don’t seem to have a place in school?

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**NOTES:**

**How to Ask Questions**

Have you created any new connections in the class? (closed question; question for information)

Tell about the new connections you’ve made in this class. (open question; question for understanding)

How might this help you in your project? (open question; question for application)

**Decide on a personal mindmap. Add circles and arrows as needed.**

Step 1

Step 2

Step 3

**NOTES:**

Complete 2-3 sentences in each part of the letter. If you need time to think about composing a letter, list 3-4 points under each heading and use this as an outline to compose a letter. Think about giving this this letter to an adult whom you trust.

**Letter to my Mentor**

Dear \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Where I was

Where I am

Where I want to be

What I need to make the change

How you can help

Sincerely,

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Week 5: Encourage the Heart: Recognize Contributions, Celebrate the Values and Victories**

**Model the Way: Clarify Values, Set the Example**

Think about the three words you wanted others to use to describe you. These were the beginning of values. What is important to you now?

What have you learned about setting an example?

**Inspire a Shared Vision: Envision the Future, Enlist Others**

Think about your future. What do you envision?

Identify two people who might help you.

**Challenge the Process: Search for Opportunities, Experiment and Take Risks**

What opportunities have you discovered during the past few weeks?

What risks will you need to take in order to make this opportunity real?

**Enable Others to Act: Foster Collaboration. Strengthen Others**

Give an example of how you have encouraged others to act

Others in your group or in your classes?

**Encourage the Heart: Recognize Contributions, Celebrate the Values and Victories.**

In what ways do you compliment others when they do a good job, or encourage others in your class or group to try harder.

What have you learned about yourself during this leadership class?