

Lesson AHS.17

DEVELOPING PROFESSIONAL GROWTH PLANS

Unit. Stage One of Development—Me

Problem Area. What Skills Do I Need for a Lifetime of Leadership, Personal Growth and Career Success?

Precepts. **I1:** Plan and Implement Professional Goals and Priorities

National Standards. NL-ENG.K-12.12 — Applying Language Skills — Students use spoken, written, and visual language to accomplish their own purposes.

☑ Student Learning Objectives. As a result of this lesson, the student will …

1 Develop and/or modify a personal or professional growth plan.

2 Develop an action plan for reaching a professional goal.

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Time. Instruction time for this lesson: 100 minutes.

Resources

National FFA Organization's Local Program Resource Guide, 2002–2003.

Tools, Equipment, and Supplies

- Writing surface
- Student notebook—one per student
- Overhead projector
- AHS.17.TM.A
- AHS.17.AS.A—one per student
- AHS.17.AS.B—one to two per student
- Counselor or career placement specialist—optional but helpful
- FFA alumni member to speak on careers and how to attain career goals—optional but helpful

Key Terms. The following terms are presented in this lesson and appear in bold italics:

- ***Personal goals***
- ***Career goals***
- ***Professional goals***
- ***Action plan***

Interest Approach

Close your eyes and think with me for a moment. Where are you going to be in six years? What are you going to be doing? Think quietly to yourself. What job will you have? Where will you be living? What education do you need to get there?

Pause for a minute and encourage students to think about jobs, where they are going to be living, educational needs, and personal opportunities.

Do you know where you will be? How will you get there? Do you know what you want? These are questions we will try to answer over the next two days. Take out your notebooks and label the top of a new page, "Personal Growth Plan for:" and write in your name. On the next line write "My Job in Six Years" and write in your job as you plan now. On the next line, write "Where I Will Be Living" and then write in where you want to be living.

Allow students a couple of minutes to complete this exercise. Circulate around the room and assist students as needed. It may be helpful to have a sample on the writing surface or overhead so students know what the product should look like. When students have completed this, ask students to share their plans.
Expect responses to range from being in veterinarian school to being in jail.



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As you can see, we have a broad range of goals for our lives. Also, many of you will change your goals many times in the next few years or months as you gain experience and education. Most

students change their goals and even college majors several times during their educational program. Research shows that the average person will have more than six jobs or careers in his or her lifetime. It is important, however, that we all plan ahead every time we change our goals or interests. These plans are called “personal or professional growth plans.” We all have plans—some are formal and some are in our mind. Today we are going to learn a process that you will be able to use for the rest of your life. This process will help map a route for you to follow to get from where you are to where you want to be.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Develop and/or modify a personal or professional growth plan.

Let’s take a look at a simplified version of a growth plan. There are many other forms and methods for achieving the same thing. How many of you have developed a plan for a career in other classes or somewhere outside of school? Have you done any career searches, including educational requirements, salary, personal traits, etc.? In what classes did you do this activity?

Pause for responses and use this information to determine the prior experience of the students and their level of competence.

Hand out AHS.17.AS.A.

Before you can make a valid plan for the future, you should take time to find out about yourself by doing a self-assessment to determine your values, goals, strengths, perceived constraints, and your personal decision-making process. Let’s look at activity sheet AHS.17.AS.A, “Personal or Professional Development Worksheet.” First of all, complete the top of the activity sheet. Write in your name and today’s date. This activity is very personal and, therefore, I will not be asking you to share unless you choose to. Everyone will be required to complete this activity sheet and hand it in at the end of the period today. I will review them and make comments for you to use with the activities we are going to have in the last half of this lesson that we will complete tomorrow. Let’s take a look at activity sheet AHS.17.AS.A and consider each question one at a time.

I. Personal or Professional Development Worksheet

Fill in your name and date on the activity sheet.

A. Life-long process for: Name and Date

Read the directions to the students as listed below. Most of the questions are self-explanatory. Work through the entire worksheet with the students by soliciting answers and wandering around to help students. Remember that much of this is personal and should not be shared with the class. This activity will take approximately 17 minutes of the period, and your goal should be to finish this activity sheet before the end of the period. Collect the exercises and review them to assure yourself that the students are on the right track before going on to the next activity of goal setting and action planning. Another option is for you to develop this activity sheet as you remember yourself as a 17- or 18-year-old high school senior.

This worksheet involves setting and achieving goals. The process varies from person to person. The questions below will help you find out about yourself and serve as a starting point in formulating individual goals.

B. Basic questions

1. What are the biggest challenges you encounter when you attempt to set goals?

Answers should be: goal was too big, I didn't plan well enough, or I didn't have any support.

2. Name a goal that you had and failed to attain in the last four years. Why did you fail to achieve this goal?
3. If you could accomplish three goals right now, what would they be?

Anticipate answers like being rich, famous, with a famous person, or a pro athlete. Remind the students that their goals need to be realistic, attainable, and meaningful. Students need to be committed to reaching the goals, and the goals must be morally right and fair.

4. What is stopping you from achieving these three goals?

Students may need help sorting out the reasons. Answers can be time, commitment, money, planning, or support. Generally you can help the students recognize that all these obstacles are beatable and perhaps even under their control. If their goals are realistic or even a little lofty, they are attainable with a plan, outside help, and hard work.

5. List two or three of the most rewarding or satisfying decisions you have made thus far in your life.
6. How did you make these satisfying decisions?
7. List two or three of the least rewarding or poor decisions you have made thus far in your life.
8. How did you make these decisions that turned out poorly?
9. What are the common features of the decisions in your life that turned out poorly?

Answers may be poor planning, spontaneous decision, my temper, or I was in the wrong place at the wrong time. Remember to insist that it is wrong to break the law or do things that are harmful to other people or are morally wrong. Sometimes, poor decisions may lead to short-term rewards, but can students live with a guilty conscience over the long term.

C. Personal assessment
1. What are my personal interests?
2. What are my personal values?

Look for and try to coach the students to look at words like: respectful, responsible, honest, hard working, like people, like animals, want to work outside, like nice cars, like money, not all bad. Some students may be honest when they say they are lazy, want the easy life, slide by, and want the easy way out. These values can be addressed in general by getting into a discussion before the students enter their values on their activity sheet.

3. What are my professional interests?

Students should list career goals for when they are 22 years old. This is adjustable for different age groups. Don't allow answers like bum, homeless, etc.

4. What are my professional values?

You need the students to get to honesty, integrity, timeliness, hard working, dedication, glass ceiling breaker, etc.

5. How do you define personal success?

There is nothing wrong with the answers rich, famous, or married and living in a big house in Hawaii, as long as the student recognizes that personal happiness and personal peace are more important to long-term success.

6. How do you define professional success?

Have the students focus on those traits that lead to making a difference, such as respected, leader, and being recognized as an employee who is honest and has integrity.

7. What major accomplishments have you achieved thus far in your life?
8. What are your strongest skills?
9. What assets and/or resources do you have in your life that may help you grow personally and professionally?

Some answers might be: parent support, grandma's money, my grades, my leadership skills, ability to learn, confidence, goal oriented, teacher support, good at sports, can get financial aid, scholarships, etc.

10. What are the constraints in your life that are keeping or may keep you from growing personally or professionally?

Some of the constraints may be legitimate, but most will be under the student's control and can be overcome.

D. My personal profile

On this last section of the assessment, I am going to ask you to think about yourself, your values, and your assets, and answer the questions for yourself. You will not share these answers. Remember, you will hand this sheet in at the end of the period, and I will review and comment before tomorrow's lesson. These are important questions and require you to take a deep look at yourself. Any questions?

Pause.

OK, let's go. You have __ minutes till the end of the period.

1. Who am I?
2. What type of person do I want to be?
3. What steps do I need to take to become the person I want to be?
4. What barriers are there in my life that may keep me from becoming the person I want to be?
5. How can I overcome these barriers?

Activity
Give students approximately 5-10 minutes to use the Picasso e-Moment review what they have learned from the last 5 questions about themselves. Ask them to create a visual representation of their answers from questions 1-5. These could range from stick figures to complex drawings. Students may share if they wish at the conclusion of the activity. Give a time limit appropriate for the time left in the period.

When students have finished their drawing/caricature, spend a couple of minutes reviewing the lesson.

Let's stop and review today's activity. I have one question for you. Who has the greatest control of your future and how you get there?

Pause and listen for answers. Most students should now recognize that they themselves have the greatest control.

Why is it that you have the greatest control over your future?

Pause and listen for answers.

Time to hand in your sheets.

Collect the activity sheets AHS.17.AS.A as the students leave your class. Review all of the sheets before the next half of the lesson. Be cautious not to be too judgmental or to force your values on students. The only judgments should be: Is it legal? Is it morally right? Are things realistic and attainable? Be positive and encouraging in your comments. Your goal is to get the students to recognize who they are and what their goals are. Remember, students do not all have to attend a four-year university to be successful. You need to be realistic and keep all information confidential. It may be very important to share activity sheets AHS.17.AS.A and AHS.17.AS.B that the

students will be completing tomorrow with the students' counselors and/or with the parents at conferences or on a home visit. Make sure the students know that you will be sharing with parents.

Objective 2. Develop an action plan for reaching a professional goal.

The activity sheets that you have reviewed and commented on should be handed out as the students enter the classroom. Do your housekeeping duties.

Welcome. Did any of you think about or talk to your family or friends about our lesson yesterday? Who will share first?

Pause.

How many of you want to make some changes in what you wrote yesterday?

Pause.



That is always possible. Actually, what we are working on is a personal vision for you. The vision is yours, and you have the right and responsibility to keep changing it as you get more information, skills, and insights. It is important to recognize that there are many aspects of your lives that may need goals or a vision to help you achieve what you want. Let's look at a transparency for a moment.

Place AHS.17.TM.A on the overhead.

Kinds of Personal, Professional, or Career Decisions

- Educational
- Family
- Financial
- Spiritual

- Leisure
- Work
- Other

As you can see, there are many decisions that need to be made continuously throughout our lives. Most of the time, it may be easier to separate these aspects of our life into different goal areas. No one area is more important than another, and all of them are intertwined with each other. When you begin the process of goal setting, it may be worth your while to consider doing them separately. Open your notebooks to the page on goal setting. The next heading for you to enter should be "Kinds of Personal, Professional, or Career Decisions." Then copy the seven types of decisions that relate to the goal-setting process.

Allow time for students to copy the information into their notes. Circulate and raise the levels of concern of the students as you do.

Today you are going to develop a personal or professional goal sheet and an action plan. You will spend time today reviewing your worksheet from yesterday and then transferring that information to the worksheet that you just received. Before you receive your next activity sheet, take out the activity sheet that you completed yesterday. Do any of you have any questions about my comments on your paper? If you want to talk to me privately, we will have time a little later in the lesson. Were you honest and realistic when you answered the question, "Who am I?"

Pause.

How about the one that asks, "What type of person do you want to be?"

Pause.

Hand out AHS.17.AS.B to the students. Review the activity sheet with them.

Look over this activity sheet. You will see it has two pages. On page one, you will summarize the information from yesterday's lesson. On the second page, you will develop an action plan for reaching a long-term personal or professional goal. For the purposes of consistency, limit your

goal selection on this exercise to a career choice and where you would like to be in six years. Some of you may be considering a career in teaching, law, veterinary medicine, or human medicine. If that is the case, perhaps you want to extend your time to seven or ten years from now.

This may be a good time to share your personal or a model plan and action plan with the class. This may also be a time where an alumni member would speak about careers and how he or she made the transfer from high school to being successfully employed in an agribusiness career seven to ten years later.

All of you have completed a self-survey and most of you have completed surveys on career selection in other classes. Is there anyone who does not have any idea as to what he or she might like to be doing for a career in six to ten years?

Listen for responses. Most students will have some idea as to what a career goal may be. Remind students that this is a practice exercise and that this is one method of goal setting and personal or professional planning.

Remember, you can change your choice tomorrow, and you will probably make several revisions in your goals as you gain more information, experience, and insight. One of the greatest lessons that can be learned from an activity like this is that what you want may not be practical or realistic. Perhaps finding out that it will take six or seven years of college to be a veterinarian, or that your grades are not high enough to get into a university, or that being color blind will disqualify you from getting your pilot's license is good information to find out now, so you can make alternate plans. Another important finding may be that you are setting your goals way too low. Scholarships and grants can pay your entire way through college. If your grades are low, you may have to go to a community college for your first two years of post-high school studies then transfer to a four-year college. Many students, including athletes, spend one or two years in a community college to prove they can make it in a four-year school.

II. Personal or Professional Development and Action Plan

Fill in your name and date on the activity sheet.

A. A life-long process for: Name and Date

Next, pick a career goal. Look forward six years. Where do you want to be? Write in the blanks provided.

B. My personal and professional goals

Now go to the next section. What are your personal strengths, interests, and values that may be assets to help you reach your goals? We worked on this on the first half of the lesson. You may find some help on the activity sheet that I returned to you today. Enter your personal responses.

C. My personal or professional strengths, interests, and values

The next section requests that you list those areas in your inventory of personal and academic assets that you may need to improve. Remember that you worked on these yesterday as well.

D. Areas of potential personal or professional growth



Read the following directions and definition of terms on activity sheet AHS.17.AS.B.

E. As you complete the personal or professional development plan below, remember that your individual goals should be specific, assessable, attainable, realistic, and meaningful. Are these really your own goals? Are your goals morally right and fair? Can you really see yourself reaching these goals? Are you committed to reaching the goals?

F. Definition of terms

1. Short-term—accomplished in one to two years
2. Long-term—accomplished in three to six years
3. ***Personal goals***—skills, activities, or experiences designed to improve your personal life; e.g., auto maintenance course to help you maintain your new car.
4. ***Professional goals***—activities or experiences designed to improve your professional effectiveness—e.g., computer class to help you understand data management on a spreadsheet.
5. ***Career goals***—skills, activities, or experiences designed to advance you in your existing position within an organization or to prepare you for a position in another field
6. ***Action plan***—a step-by-step map of how you will achieve your goals, including predicted date of completion and a statement with indicators of proof of accomplishing goal.

Turn to the next page. Look over the form. This is an example of a development and action plan. It will serve as a guide for you.

G. Personal or professional development and action plan

Fill in your name and date on the activity sheet

1. A life-long process for: Name Date

Go back to page one. Is the goal you have written there still the one you want to develop a plan for, or do you want to modify it? Remember, for the purposes of this exercise, I am asking you to analyze a personal career goal. Any questions?

Pause. Answer any questions or ask the student to wait a minute while you get the rest of the class going.

Enter your career goal

2. Goal

Look over the table below. What are the six goal areas on the left side of the table?

Wait for answers from someone whom you call on.

What are the four column headings across the top of the table?

Call on someone to read column headings. Remind the students that the definitions of the goal areas in the first column are given on the first page.

3. Goals--How Will I Achieve Them?--Goal Completion Date--How Will I Know I Have Completed the Goal?

It will be easier if you explain the table with the students before they begin their own. You can use your or some other career example.

I remember when I was a junior in high school. I did an exercise like this with my agriculture teacher. As I recall, my goal was teaching agriculture science within seven years. My short-term goals were to get my grades up, register for colleges, and apply for scholarships.

a. Short-term goals—1–2 years—XXX

My long-term goals were to graduate within four years of starting college and get a job teaching agriculture science.

b. Long-term goals—3–6 years—XXX

My personal goal was to get a used car.

c. Personal goals XXX

My professional goals were limited at this time in my life, so I don't think I put any down. If you are currently working in a career area where you want to stay, it may be appropriate to enter something like: take a company sponsored in-service for some related area.

d. Professional goals XXX

My short-term career goals were to continue working part-time while in high school, get a full-time summer job, work part-time while in college on a work-study program, and work full-time as an intern for an agribusiness during the summers.

e. Career goals—Short-term—1–5 years—XXX

My long-term career goal was to teach agriculture science.

f. Career goals—Long-term—6 years—XXX

Now, let's look at the second column of the AHS.17.AS.B activity sheet. This is the challenging part. How are you going to achieve these goals? Look at columns three and four. Goal completion date is self-explanatory. "How will I know I reached my goal?" is there to help you envision what will happen or what things will look like when you reach your goal. Remember, one of my short-term goals was to register for college. I made the following entry in column two, the how column: See my

counselor and register for college. Seeing my counselor was simple, and he was very helpful. However, it took several weeks to register and send all the necessary papers to three colleges, in case I didn't get to the university.

In the next column, my goal date for completion was May of my junior year in high school.

In the last column, my response was that I would have a letter of acceptance in my hands. That one is pretty simple. Many of our goals are complex and may have to be simplified in order to make them manageable and achievable. Remember that your goals should be specific, assessable, attainable, realistic, and meaningful.



Complete column one in the table as it relates to your career goal. You will have five minutes. Begin. I will help any of you if you raise your hand.

Help students as needed. They should work on this for about five minutes.

If you feel comfortable, work with another person on the rest of this project. I have divided the class into groups of two or three students who have similar goals. It is optional to work together. The groups are as follows:

You have a listing of the groups; read them off. Students may want to work alone, so you may have to regroup them. When students are where they want to be, they can work on the last three columns for each of their goals.

This two-page activity sheet, known as an action plan, will be turned in at the end of class today. Remember, I said I would work with you confidentially if you need to. I will be available to answer questions in the next 10 or 15 minutes.

Pause.

Just a reminder! What will be turned in?

Pause for answer.

When will it be turned in?

Pause for answer.

You can begin now.

Allow students to work on the activity sheet for all but the last five minutes of the period. You should wander around and ask if they have questions or challenges. This unit should stimulate several questions and challenges for the student. Keep motivating them and encouraging them to not only develop, but also complete their action plan; that is, to take action on it after they write it down. Remember, that these goals, plans, and action plans are very fluid and subject to change at any time. In fact, some of your students may have changed their plans already. This is great! Help them understand that changing goals is OK. Information, analysis, and revisions are as natural as the changing seasons. When there are five minutes left, say to the class:

You should be finished by now. Do any of you have any comments or questions you would like to share?

Pause, listen, and respond.

Today's lesson was designed to give you a method by which you can develop a personal or professional development plan and an action plan to serve as a map to get you to your goal and help you recognize when you get there. *Are there any changes or revisions you would make right now to your personal sketches from yesterday (recall back to the 5 questions when they used the Piccasso e-Moment. Ask students to share their changes in perspective.*
I will be collecting your papers from today as you leave the class. I will review them and make comments for you. I encourage you to share these with your family and with your counselor. I have several of the activity sheets AHS.17.AS.B available for you to use at any time as you do goal setting and action planning.

Review/Summary

Have AHS.17.AS.A, AHS.17.AS.B, and AHS.17.TM.A in your hands. Remind the students that they all are different and all have different goals, different resources, and assets in their lives. Remind the students that, as it says on AHS.17.TM.A, there are several different types of goals that need to be studied and that, in many cases, all the different goal types are intertwined. The different goal types are educational, family, financial, spiritual, leisure, work, and others. Remind the students that in order for them to plan for the future in these goal areas, they must know who they are and what their values, resources, and assets are. Also, remind them that this exercise of developing an action plan needs to be done either formally of informally for every aspiration the students have. This is how they figure out what they want and how they are going to get it.

Application

Extended Classroom Activity:

Students can visit with their counselor or career specialist. The instructor can bring a speaker to the class to speak on the topic of career planning and post-secondary education planning. There are several instruments that are available in various states that can help students sort out assets, values, and interests in the career selection process. Have your counselor come down and demonstrate to the class. Encourage students and parents to attend college fairs, career information sessions, and financial aid sessions.

FFA Activity:

Make sure that the CDEs are available to students in such areas as job interviews, public speaking, sales and marketing, parliamentary procedure, and others. Invite alumni to return to chapter meetings and report on career planning and education after high school.

SAE Activity:

Have students interview their employers and/or other employees at their place of work. Have the students do this in the context of a career development plan and action plan for how the person got from high school to the job he or she is now in.

Evaluation

There is no formal assessment for this lesson. The best measure of learning is in the completion and filing of the two activity sheets in the students' notebooks and a record in the instructor's

grade sheets that the student participated at a satisfactory level in the activities.

Answers to Assessment:

No Assessment



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AHS.17.TM.A

KINDS OF PERSONAL, PROFESSIONAL, OR CAREER DECISIONS

- **Educational**
- **Family**
- **Financial**
- **Spiritual**
- **Leisure**

- **Work**
- **Other**

AHS.17.AS.A Name: _____

PERSONAL/PROFESSIONAL DEVELOPMENT WORKSHEET

A life-long process for: Name_____
Date_____

This worksheet involves setting and achieving goals. This process varies from person to person. The questions below will help you find out about yourself and serve as a starting point in formulating individual goals.

Basic Questions

What are the biggest challenges you encounter when you attempt to set goals?

Name a goal that you had and failed to attain in the last four years. Why did you fail to achieve this goal?

If you could accomplish three goals right now, what would they be?

What is stopping you from achieving these three goals?

List two or three of the most rewarding or satisfying decisions you have made thus far in your life.

How did you make these satisfying decisions?

List two or three of the least rewarding or poor decisions you have made thus far in your life.

How did you make these decisions that turned out poorly?

What are the common features of the decisions in your life that turned out poorly?

Personal Assessment

What are my personal interests?

What are my personal values?

What are my professional interests?

What are my professional values?

How do you define personal success?

How do you define professional success?

What major accomplishments have you achieved thus far in your life?

What are your strongest skills?

What assets and/or resources do you have in your life that may help you grow personally and professionally?

What are the constraints in your life that are or may keep you from growing personally or professionally?

My Personal Profile

Who am I?

What type of person do I want to be?

What steps do I need to take to become the person I want to be?

What barriers are there in my life that may keep me from becoming the person I want to be?

How can I overcome these barriers?

AHS.17.AS.B Name: _____

PERSONAL/PROFESSIONAL DEVELOPMENT AND ACTION PLAN

A life-long process for: Name_____
Date_____

My personal and professional goals:

My personal or professional strengths, interests, and values:

Areas of potential personal or professional growth:

As you complete the personal or professional development plan below, remember that your individual goals should be specific, assessable, attainable, realistic, and meaningful. Are these really your own goals, and are your goals morally right and fair? Can you really see yourself reaching these goals, and are you committed to reaching the goals?

Definition of Terms

Short-term: accomplished in one to two years

Long-term: accomplished in three to six years

Personal goals: skills, activities, or experiences designed to improve your personal life—e.g., auto maintenance course to help you maintain your new car

Professional goals: activities or experiences designed to improve your professional effectiveness; e.g., computer class to help you understand data management on a spreadsheet.

Career goals: skills, activities, or experiences designed to advance you in your existing position within an organization or to prepare you for a position in another organization; e.g., management or innovative technology classes in order to meet promotion requirements or the expectations of a new position.

Action plan: a step-by-step map of how you will achieve your goals, including predicted date of

completion and a statement with indicators of proof of accomplishing goal

PERSONAL/PROFESSIONAL DEVELOPMENT AND ACTION PLAN

A life-long process for: Name_____
Date_____

Goal:

Goals	How Will I Achieve Them?	Goal Completion Date	How Will I Know I Have Completed the Goal?
Short-term Goals—1–2 years			
1			

2			
3			
4			
Long-term Goals—3–6 years			
1			
2			
3			

Goals	How Will I Achieve Them?	Goal Completion Date	How Will I Know I Have Completed the Goal?
Personal Goals			
1			
2			
3			
4			
Professional Goals			

1			
2			
3			
4			

Goals	How Will I Achieve Them?	Goal Completion Date	How Will I Know I Have Completed the Goal?

Career Goals—Short-term—1–5 years			
1			
2			
3			
Career Goals—Long-term—6 years			
1			
2			
3			