

Showing Initiative

personal skills: self-motivated

90 MINUTES



TEACHING RESOURCES

- Access to one-to-one technology to take a short online quiz
- Index cards, one per student 3"x5" or 4"x6" will work
- Writing surface
- RESOLUTE: Ethics at Work Cards (or you can write your own scenarios)
- 1 dice

DESIRED RESULTS

Established Goals:

SkillsUSA Framework Component: Personal Skills

Component Essential Element: Self Motivated - Works with little or no supervision & takes Initiative

Common Core Standard(s):

CCSS.ELA-Literacy.RHST.9-10.1

Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions

Understandings:

Students will understand that ...

- Successful employees have the ability to work with limited supervision
- Taking initiative in the workplace is valued by employers

Essential Questions:

- How do I develop the ability to work with limited supervision
- How can I show my ability to take initiative?
- How can I improve these skills?

Students will know...

- Employers value people who can work with limited supervision and take initiative
- How to demonstrate taking initiative in the workplace
- Initiative is a skill that can be developed.

Students will be able to ...

- Assess your ability to take initiative
- Identify situations that do and do not require contacting a supervisor
- Apply these skills to workplace situations

ASSESSMENT EVIDENCE

Performance Tasks:

- Complete the “Self Confidence” assessment
- “Take Initiative Challenge” plan
- STAR Question response

Other Evidence:

- RSVP Notecard Response

TEACHING/LEARNING PLAN

Key Terms:

- Supervision
- Initiative
- Situation, Task, Action, Result (STAR) Response to Interview Questions

Differentiation:

- The passage and quiz may need to be read aloud to students who need reading assistance.

TIME	LEARNING ACTIVITIES OUTLINE: <i>Outline of instructional sequence taking place.</i>
5 min	<p>Bell Ringer:</p> <p>Post the following quote on a writing surface or PowerPoint Slide.</p> <ul style="list-style-type: none"> • “There are three types of people in this world: those who make things happen, those who watch things happen, and those who wonder what happened.”– Mary Kay Ash, American businesswoman <p>Ask students to reflect on this quote by writing down whether they agree or disagree with this statement and defend their stance.</p> <p>Encourage students to share their thoughts with the class.</p>
3 min	<p>Interest Approach:</p> <p>Begin by sharing the following example:</p> <p><i>Jon was attending a program meeting with 12 other individuals in his department. The supervisor was leading the meeting and ask for a volunteer to lead a committee to review the performance assessment tool they currently evaluate employees with. In his former position, Jon had served on a similar committee. However, before Jon had decided to volunteer Patricia already volunteered. Patricia was a new employee with no prior experience in this area, but was willing to learn.</i></p> <p>Who displayed initiative in this situation? Ask for volunteers to explain who they believe showed initiative and why they feel that way.</p>
1 min	<p>Preview Objectives:</p> <p>Post the following objectives for students to view:</p> <ul style="list-style-type: none"> • Evaluate your ability to take initiative • Identify situations to take initiative in • Apply these skills to workplace situations <p>State the objectives and provide clarification if needed.</p>
25 min	<p>Understanding #1</p> <p>What is initiative? How do we define initiative? Share the following definition with the class and ask them to record in their notes to refer to later in the lesson.</p> <ul style="list-style-type: none"> • Initiative: The power or opportunity to do something before others do.

Refer back to the example in the Interest Approach, pose the following questions to the class:

1. In this situation, did Jon have the needed background and experience to do this job well? Why or why not?
2. In your opinion, did he lose out on this opportunity to highlight his abilities? Why or why not?
3. Do you believe it was a good choice for Patricia to volunteer for this opportunity? Why or why not?

Instruct students to locate a computer or device that would allow them to read a passage and respond to an online survey. Once obtained, direct them to the following site by sending them a link or writing it on a common surface: http://www.mindtools.com/pages/article/newTCS_84.htm.

While reading the passage, have students complete the **RSVP Card** activity. Provide each student an index card. Using the writing surface or a PowerPoint slide, display the questions/prompts students will be considering as they read. In addition to writing a response, students will provide specific textual evidence that helped them form their response. The questions/prompts can include but not limited to:

- What question do you have about this information?
- What is your opinion about how this information relates to your life?
- What is one fact that really struck you?
- What is something that contradicts what you previously thought about the subject?

Ask students to share their responses to this passage as time allows.

Explain some of us naturally have a tendency to display more initiative, however sometimes that is due to self-confidence not skills and ability.

Have students take the “How Self-Confident are You?” quiz following the passage they just read at the following website http://www.mindtools.com/pages/article/newTCS_84.htm.

After taking the quiz, ask students to respond to their results by discussing their responses to the following questions with a partner.

- Do you agree to disagree with your results? Why or why not?
- What can you do to increase your self-confidence in school and work settings?
- How would increasing your self-confidence positively impact you?

<p>20 min</p>	<p>Understanding #2</p> <p>After discussing what initiative is, work with students to identify situations in which they need to refer to supervisors vs. those situations where they have the ability to make a well-educated decision and move on. First, provide the definition of supervisor on a common writing surface:</p> <p>Supervisor: an administrative officer in charge of a business, government, or school unit or operation</p> <p>Identify some real world examples in your career area in which employees need to be able to make an “on the spot” decision opposed to seeking the input from a supervisor. Also provide examples of when it is important to utilize a supervisor to help students understand the difference. Provide at least five different examples, preferable 2-3 of each. If you have the RESOLUTE: Ethics at Work teaching tool from the SkillsUSA website, utilize those cards for your scenarios.</p> <p>Example of a situation you need to act on immediately: There is an emergency in the warehouse, a machine has malfunctioned and started a small fire, what do you do?</p> <p>Example of a situation you need to consult a supervisor: You have continued to receive inappropriate e-mails from a co-worker after you asked them to not include you in these non-work related messages. Some are funny, but many are sexually or racially inappropriate. What do you do?</p> <p>To collect evidence from you examples, ask students to create a simple comparison “T” chart titled, “when to seek a supervisor,” and “when to act on my own”</p> <p>Utilize the “Let’s Go to the Movies” from SkillsUSA Accelerate (pg. 45) to help students identify examples of taking initiative in movie clips. Divide the students into pairs or groups of three. Have each group refer to the www.wingclips.com website. This website, http://www.wingclips.com/themes/initiative, has identified several movie clips for public viewing that relate to the concept of “initiative.” Have each group select one clip and identify the following:</p> <ul style="list-style-type: none"> • Who in this clip modeled “taking initiative?” • How is this an example of “taking initiative?” • What might have happened differently if this person did not demonstrate taking initiative?
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	<p>If time allows, invite the groups of students to share their clips and their assessment of what happened. Most clips are between 2-4 minutes in length.</p> <p>Ask students to think back to their experience related to work and school thus far. Encourage each student to identify at least one situation in which they could have taken initiative and did not.</p> <ul style="list-style-type: none"> • What changes could have been caused by making a different choice in that situation? • Describe the situation. • How might have the outcome changed?
<p>25 min</p>	<p>Understanding #3</p> <p>Ask students to pretend they are in a job interview and have been posed the following question:</p> <ul style="list-style-type: none"> • “Describe a time when you took initiative.” <p>How would they answer this question? Elicit responses from the class.</p> <p>When a behavioral based question is asked, a well-crafted answer contains the following pieces of information:</p> <ul style="list-style-type: none"> • Situation – clearly set up the scene of the example and describe the situation including relevant background information • Task – What was your role? • Action – What products were you personally responsible for? • Result – What happened? Clearly describe the end result <p>Example STAR response to “Describe a time when you took initiative:”</p> <p>Situation: When I was serving as the treasurer for the TRUST organization, we were in a poor financial situation. Over the last year prior to me becoming the treasurer, the club had lost over half of their financial funds with increased spending and decreased fundraising.</p> <p>Task: My job was to help identify fundraisers that could help solve this problem. I researched the fundraisers that were happening in the school already, spoke with students I knew at other schools and came up with three options for the club to vote on.</p> <p>Action: The club decided to do a “parents night out” and provide daycare one evening for families in the community.</p> <p>Result: We earned \$500 in one night by having a play night for 35 grade school students. Because it was so successful, we plan to do it again next semester.</p> <p>Using the Think-Pair-Share model have students craft a STAR Response to the initial question posed “Describe a time when you took initiative.”</p>

	<p>Have each student share their newly crafted answer with this class. This will allow you to determine if the STAR criteria has been met and give each student in the class multiple examples of how to show initiative in the workplace.</p> <p>Similar to a “pay it forward” challenge, challenge each student to a “Take Initiative” challenge. Have each student identify an opportunity they will take advantage of that they would not have otherwise done in the next two weeks. Document this experience through a journal.</p> <ul style="list-style-type: none"> • Have each student write down what they will do to show their initiative over the next two weeks and turn in a copy. <p>Invite students to volunteer to share their plans as time allows. Remember to refer back to this challenge at the one and two week interval to check and review progress.</p>
<p>8 min</p>	<p>Review/Closure:</p> <p>Dice Roll: To review today’s activities, obtain a dice and pose the following questions. As each student rolls the dice, they are to respond to the question correlating to the number they rolled.</p> <p>Pose the following questions on a common surface.</p> <ol style="list-style-type: none"> 1. Describe a time you took initiative 2. Describe a work place situation in which it would be appropriate to act immediately without seeking the advice of a supervisor 3. Describe a work place situation in which it would be appropriate to consult a supervisor 4. What does STAR stand for? 5. Define initiative 6. Describe a situation in which you could take initiative in the near future <p>Ideally, each student would be able to go once, but adjust as needed for time.</p>
<p>End of Year Evidence:</p> <ul style="list-style-type: none"> • Printed Results from the “How Self-Confident are You?” Quiz • STAR Question Response • “Take Initiative Challenge” plan 	
<p>Extended Learning Application:</p> <p><i>What additional opportunities can be offered for the students to be equipped in exploring and experiencing the framework and standard(s) being taught through career readiness?</i></p> <p><i>How will students continue to practice the use of the skill or knowledge on their own?</i></p>	

Extended classroom activity:

- Public and political figures are known to create initiatives that may use their famous name or title to bring attention to causes. Research a current “Initiative” and the purpose and motivation behind it. Present the findings to the class. Ex: Michelle Obama’s initiative on Childhood Obesity
- Create a video demonstrating work place examples in which individuals demonstrate taking initiative.

SkillsUSA:

- At the National Leadership and Skills Conference, volunteer for the National Courtesy Corps to demonstrate your ability to take initiative and solve problems with little supervision in a new setting.
- Take the initiative to organize a committee to plan a community service project for your SkillsUSA Chapter to complete. Identify multiple roles and encourage other students to take initiative to lead as well.

Workplace:

- Set up mock interviews with local business professionals to allow students to demonstrate their ability to describe situations in which they have taken initiative and practice the STAR response to behavioral based interviews
- Interview a supervisor in the career area you focus. Have that supervisor provide examples of both situations in which they appreciated employees coming to them and situations in which they appreciated employees taking action on their own.

Resources

- www.mindtools.com
- www.wingclips.com
- <http://www.merriam-webster.com/dictionary/initiative>
- <http://www.merriam-webster.com/dictionary/supervisor>
- Accelerate: Effective Strategies to Enrich Student Learning
- <http://www.skillsusa.org/store/> - to obtain the RESOLUTE: Ethics at Work Cards