

Student Learning Plan

Unit 3: Foundations for Success

Personal Growth Plan [U3C1L3]



Why this is important:

Do you want to make more money, have better relationships, be the life of the party, start a new career, or just lose a few pounds? What do you need to do to accomplish your objective? You've probably heard words to this effect: "If you don't know where you're going, any road can lead you there." Likewise, if you don't know where you are, how do you know which road to choose?

Most of the success-oriented products being marketed today focus on the goal and tell you how to get there. These programs assume that if you "do as they do" you will be successful, too. The problem with this approach is that they don't know you. They don't know where you are today, so how can they give you directions to where you want to go? In this learning plan you will determine what personal skills you need to develop to be successful in reaching your goals.



What you will learn to do:

(Competency)

Develop a plan for personal growth

Linked Core Ability

A. Build your capacity for life-long learning



How you will know when you are succeeding:

You will demonstrate your competence:

- by creating a Personal Growth Plan

Your performance will be successful when:

- Personal Growth Plan charts your Key Emotional Skills by Skill Dimension according to the levels provided
- Personal Growth Plan details the skills that you are targeting for improvement
- Personal Growth Plan lists the resources and activities you will use to help your skill development
- Personal Growth Plan summarizes how you will record your progress
- Personal Growth Plan describes how and when you will assess your improvement at the end of the time period



Knowledge and skills you will learn along the way:

(Learning Objectives)

- a. Match the key emotional skills to the relevant skill dimensions
- b. Develop strategies for growth in two emotional skill areas
- c. Plan self-directed development activities
- d. Define key words: adaptability, assertion, change orientation, deference, emotional intelligence, intrapersonal, persistence



Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

- ____ 1. BRAINSTORM the factors that impact a person’s ability to get and keep a job. [Work with the class]
- ____ 2. [SELF-PACED OPTION] CARRY OUT Learning Activity 1 independently.
- ____ 3. LISTEN TO and OBSERVE a briefing about personal success. LEARN MORE OR REVIEW by reading Section 3: Personal Growth Plan in Chapter 1 of your text. ANSWER the review questions at the end of the section. CREATE Identity Cards for each key emotional skill. [Work in Small Groups]
- ____ 4. [SELF-PACED OPTION] READ Section 3: Personal Growth Plan in Chapter 1 of your text. ANSWER the review questions at the end of the section. CREATE Identity Cards for each key emotional skill.
- ____ 5. COMPLETE the Personal Skills Map. [Work independently]
- ____ 6. [SELF-PACED OPTION] Same as above.
- ____ 7. PARTICIPATE in developing an “emotional skills barometer” for the class. [Work with the class]
- ____ 8. [SELF-PACED OPTION] CREATE an “emotional skills barometer” in your Cadet Notebook illustrating how you will track your progress in developing your emotional intelligence.



Assessment Activities:

These assessment activities will enable you to show that you have learned the target skills and knowledge for this lesson. Your instructor may assign additional or alternative assessment activities.

- ____ 1. COMPLETE the Personal Growth Plan Assessment Task. SELF-ASSESS your work using the Personal Growth Plan Scoring Guide. SUBMIT your plan to your instructor for feedback and a grade. PLACE your completed plan in your Cadet Portfolio.
- ____ 2. [SELF-PACED OPTION] Same as above.