

Identifying and analyzing accomplishment stories from past experiences

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TOPIC SELECTION

Topic: Identifying, analyzing, and structuring accomplishment stories from past experiences

Goal of Instruction: Learners will be able to identify and analyze their accomplishments and describe these accomplishments within a storied framework/structure.

Rationale: Hiring managers view job-seeker accomplishments as far more important than day-to-day duties and responsibilities; yet, many people have difficulty identifying their accomplishments. Some reasons include:

- It hasn't occurred to us to record accomplishments beginning early in our careers.
- We can't remember what we've accomplished.
- We're not sure we've done anything worthy of being called an accomplishment.
- We're worried about being perceived as boasting.
- We have difficulty seeing ourselves as others see us.

Research indicates that stories are more memorable than facts and well-suited to creating a sense of connection between storyteller and listener. Thus, in a job interview, where the interviewer is the listener and the job-seeker the storyteller, the interviewer is more likely to remember accomplishments expressed as stories and is more likely to relate to them on an emotional level.

Description/background of Learner: This Workshop Webinar and its subsequent webinars target *college students of any age who are no more than a year away from graduation and recent college graduates of any age who graduated no more than a year ago*. The experience of the Workshop Facilitator/Instructional Designer indicates that this population particularly struggles with identifying accomplishments. In mock interviews with this population, students who were asked what they felt was their greatest accomplishment disproportionately responded with "graduated from college," a response that indeed represents an accomplishment but not one that distinguishes the interviewee from other college graduates. The Workshop Facilitator/Instructional Designer envisions that this webinar would be offered under the auspices of a university career-services department.

Workshop Facilitator/Instructional Designer expertise on topic: Organizational storytelling, specifically aimed at organizational entry, was the subject of my doctoral dissertation, which I then converted into a mass-market book [Hansen, K. (2009). *Tell Me About Yourself: Storytelling to Get Jobs and Propel Your Career*, Indianapolis, IN:

JIST Publishing.] I have been a writer and author on job-search and career topics since 1990. Other publications of mine that inform this webinar are *Tell Me MORE About Yourself* (2012), a self-published workbook about applying stories to the job search (<http://katharinehansenphd.com/TellMeMore.pdf>) and *You Are More Accomplished Than You Think* (2012) (http://katharinehansenphd.com/YouAreMoreAccomplished_eBook.pdf).

Workshop Webinar 1 is one of 4 webinars in the series:

- *Webinar 1*: Identifying, analyzing, and structuring accomplishment stories from past experiences
- *Webinar 2*: Identifying, analyzing, and structuring stories about top strengths.
- *Webinar 3*: Identifying, analyzing, and structuring a story about one's Unique Selling Proposition.
- *Webinar 4*: Applying stories across the job search in resumes, cover letters, interviews, personal branding, social media, networking.

TASK ANALYSIS (green type indicates tasks or deliverables required of the Instructional Designer)

Goal of Instruction: Learners will be able to identify and analyze their accomplishments and describe these accomplishments within a storied framework.

Pre-Task:

Pre-Task 1: Learners are asked to complete a pre-assessment on their self-image in relation to their accomplishments (see Appendix).

Before the webinar begins, learners are directed to **resource materials and worksheets** that will be used in the webinar should they choose to familiarize themselves with the materials ahead of time. All materials will be available both to read on screen and to print as hard copy. All task deliverables can be submitted online through the webinar's web interface.

Question for SME: This section could use bolstering with research resources on why people find it difficult to identify their accomplishments and how recognition of accomplishments boosts self-esteem. Do you know of some sources?

Webinar begins with short (4-min) **synchronous*** (e.g., Zoom) **lecture** in which Workshop Facilitator explains importance of accomplishments in the job search and why people find it difficult to identify their accomplishments. Facilitator will also mention that accomplishments can come from any sector of one's life (work, hobbies, volunteering, family, sports, etc.), but that work accomplishments usually carry the most value. [Required: Comprehension]

**The first presentation of the webinar will be live/synchronous. The presentation will be recorded and presented asynchronously in subsequent sessions.*

Tasks:

1. **Task 1:** Identify raw accomplishment stories.

Subtask 1: Learners will choose a set of prompts or decide on their own process for brainstorming accomplishments [*Required:* Comparing, Evaluating] (1 min).

Subtask 2: Learners will list as many accomplishments as possible within a 3-min. period (necessitated by the time constraints of the webinar). This list will have no detail, with accomplishments represented by single words and short phrases [*Required:* Recognizing, Recalling, Classifying] (3 mins)

Subtask 3: Learners will briefly review their lists and eliminate any accomplishments they already know are not suitable for further development. [*Required:* Analyzing] (.5 min)

1. **Task 2:** Narrow list of accomplishments based on criteria of relevance, recency, specificity, measurability, distinctiveness, and more. Here, learners view **a short (1.5-min) video** showing sub-optimal job-seeker accomplishments responses to interviewers' questions.

Subtask 1: Based on criteria presented and using **a tool within Zoom or the webinar's online interface**, learners will evaluate the quality and applicability of the first 5 accomplishments on their lists. (See Appendix). [*Required:* Analyzing, Evaluating] (3 mins)

Question for SME: What is the best online tool to enable learners to evaluate each accomplishment based on criteria? Ideally, the result would show which accomplishments meet the greatest number of criteria, and some of the criteria might be more heavily weighted than other criteria. Thus, the accomplishment with the highest number of points would be the best candidate for development as an accomplishment story.

Subtask 2: Learners will eliminate accomplishments from their first 5 that do not meet sufficient criteria. [*Required:* Analyzing Evaluating] (.5 min)

Subtask 3: Learners will choose one remaining accomplishment to develop into an accomplishment story. [*Required:* Differentiating] (.5 min)

2. **Task 3:** Compose an accomplishment story based on the chosen accomplishment. Here, the **synchronous session continues** with the Workshop Facilitator introducing via **graphic images** one or more story structures (3.5 min). The Workshop Facilitator will explain that many possible structures exist. Learners will be informed that, while it's useful to develop a databank/inventory of up to 20 accomplishments stories, a much smaller collection of stories can still be serviceable because a single story can illustrate multiple skills and traits.

Learners will be encouraged to develop additional accomplishments stories for their own use after the webinar. [Required: Comprehending]

Question for SME: As many as a dozen story structures could be introduced here. I am assuming that, because of time constraints, limiting the number of structures introduced is the best approach. How many would you recommend introducing?

Subtask 1: Learners will select a story structure for their chosen accomplishment. [Required: Planning, Differentiating] (.5 min)

Subtask 2: Learners will compose an accomplishment story of roughly 200 words following the selected structure [Required: Creating] (4 mins)

Subtask 3: Learners will refine their structured accomplishment stories and submit them through the webinar's online interface [Required: Evaluating]. (.5 min)

Webinar Timing

Content/Task	Time
Lecture	4 mins
Choose selection method	1 min.
List accomplishments	3 mins
Review list	.5 mins
Video	1.5 mins
Evaluate accomps	.5 mins
Narrow down	.5 mins
Final choice	.5 mins
Story-structure intro	3.5 mins
Select structure	.5 mins
Compose story	4 mins
Refine story	.5 mins
Total	20 mins

Post-Tasks (not subject to evaluation and completed outside 20-min. Webinar)

- Learners will take post-assessment to see if their view of their own accomplishments changed after the workshop.
- Learners will reflect on the accomplishments experience in an optional discussion forum.

PERFORMANCE OBJECTIVES AND MEASUREMENTS

Objectives: By the end of this webinar...

1. The learner will be able to identify accomplishments based on past experiences.
2. The learner will be able to analyze the quality of accomplishments as applied to job search.
3. The learner will be able to develop one accomplishment story based on an accepted story structure.

Measurements/Evaluation

1. The learner will be able to identify accomplishments based on past experiences. *List of raw accomplishments completed = 1 pt; not completed = 0 pts.*
2. The learner will be able to analyze the quality of accomplishments as applied to job search. *5 raw accomplishments evaluated against criteria using online tool = 1 pt; not evaluated = 0 pts*
3. The learner will develop one accomplishment story based on an accepted story structure. *Story developed and follows story structure = 2 pts; Story developed but story structure missing or inadequate = 1 pt; story not developed = 0 pts.*

Appendix: Partial Workshop Materials

Pre- and Post-Assessment

Answer true or false to these statements:

1. I consider myself an accomplished person.
2. If asked today to state my proudest accomplishment, I can readily provide a detailed response.
3. If I had to create or update my resume, I could fill it with rich, results-driven accomplishments.
4. I know how to quantify many of my accomplishments.
5. I understand the best ways to frame my accomplishments so I can communicate them to best advantage.
6. I am comfortable talking about my accomplishments – in networking, interviews, and other oral situations.
7. I know what tools to use to brainstorm my accomplishments.
8. I regularly share my accomplishments with my boss.
9. I have a plan in place to regularly monitor, track, and self-report my accomplishments.
10. As I review my accomplishments, I set goals for the future.

Criteria for Analyzing Quality of Accomplishment for Job-Search Purposes:

- Is the accomplishment relatively recent (within last 3 years)?
- Is the accomplishment measurable?
- Is the accomplishment a specific incident of accomplishment as opposed to an ongoing record of achievement (for example, consistently earning good grades)?
- If the accomplishment involves a team project, have you given yourself sufficient credit?
- Does the accomplishment pass the “so what?” test?
- Is the accomplishment relevant to the next job you seek?
- BONUS: Does the accomplishment illustrate overcoming obstacles or learning from mistakes?

Story Structures

<p>The Hero's Journey</p> <ul style="list-style-type: none"> • Departure • Initiation • Return <p>SAR/PAR/CAR</p> <ul style="list-style-type: none"> • Situation or Problem or Challenge • Action • Result <p>Beginning/Middle/End</p> <ul style="list-style-type: none"> • Beginning • Middle • End <p>SMART:</p> <ul style="list-style-type: none"> • Situation with Metrics (or Situation and More) • Actions • Results • Tie-in 	<p>PARLA</p> <ul style="list-style-type: none"> • Problem • Action • Result, • Learning • Application <p>GOAOM</p> <ul style="list-style-type: none"> • Goal you wanted to accomplish • Obstacle(s) • Action steps • Outcome/Result • Metrics of Outcome <p>SOAR:</p> <ul style="list-style-type: none"> • Situation • Obstacle • Action • Result 	<p>5Ps</p> <ul style="list-style-type: none"> • Position • Problem • Possibilities • Proposal • Product <p>SCARQ</p> <ul style="list-style-type: none"> • Situation • Challenge • Action • Results-Quantified <p>SHARE</p> <ul style="list-style-type: none"> • Situation • Hindrance • Action • Results • Evaluation <p>STAR</p> <ul style="list-style-type: none"> • Situation • Task • Action • Result
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