

DESCRIPTION OF AN INSTRUCTIONAL STRATEGY ON HOW THE CONTENT CAN BE INFUSED INTO A LEARNING EXPERIENCE

(Note that all digital content required for LDT300x class are included, but some content items that will appear in the subsequent Capstone project have not yet been developed, and since this Signature Assignment builds on the LDT200x Signature assignment, it contains some items not required in the LDT300x Signature Assignment).

NOTE: To enable both me and the reader to visualize this learning experience, I created a prototype of it, using Sutori, at

<http://katharinehansenphd.com/InstructionalDesignTechnologyPortfolio/InterfaceLDT300xSignature.html>

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 learning experience and its subsequent learning experiences 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 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 Facilitator/Instructional Designer envisions that this learning experience would be offered under the auspices of a university career-services department.

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 learning experience 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).

Learning experience 1 is one of 3 learning experiences in the series:

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

Outline with Required Digital Media Inserted (note: Inserted digital media indicated with green highlighting).

Pre-Activity:

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

Before the learning experience begins, learners are directed to **resource materials and worksheets**, including **Story Structure handout** (<http://katharinehansenphd.com/DigitalDocument.pdf>), that will be used in the learning experience should they choose to familiarize themselves with the materials ahead of time. Online content at <http://katharinehansenphd.com/JobSearchStoryStructures.pdf> expands on and supplements the handout. All materials will be available both to read on screen and to print as hard copy. All Activity deliverables can be submitted online through the learning experience's web interface.

Content: Learning Experience Introduction

The learning experience begins with short (3:55-min) **video, Accomplishments Introduction**, <https://www.youtube.com/watch?v=MCQ3RT5AEHk>, in which 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]

In addition, similar content will be available in the course shell in text form, so learners have access to more than one mode of attaining this information. See <http://katharinehansenphd.com/InstructionalDesignTechnologyPortfolio/InterfaceLDT300xSignature.html>

Activity 1: Identify raw accomplishment stories.

SubActivity 1: Learners will choose a set of prompts or decide on their own process for brainstorming accomplishments [Required: Comparing, Evaluating]

SubActivity 2: Learners will list 5 to 10 accomplishments. This list will have no detail, with accomplishments represented by single words and short phrases [Required: Recognizing, Recalling, Classifying]

SubActivity 3: Learners will review their lists and eliminate any accomplishments they already know are not suitable for further development. [Required: Analyzing] They will then submit their lists to the course shell.

Content: Criteria for analyzing accomplishments

Text Content (to be further developed, but largely excerpted/adapted from my book, *You Are More Accomplished Than You Think*), appears next. See <http://katharinehansenphd.com/InstructionalDesignTechnologyPortfolio/InterfaceLDT300xSignature.html>

Digital Content, a **short (1.5-min) video** showing sub-optimal job-seeker accomplishments responses to interviewers' questions, also appears. [NOTE: This video was created for the LDT300x class, but will be improved/re-created for the Capstone. The video to be replaced can be viewed at <https://www.youtube.com/watch?v=nOqImI-89JY>].

Possible Digital Content: An additional object created for the LDT300x class that reinforces the criteria may be available here, but may be deemed superfluous and discarded. It can be found at <https://read.bookcreator.com/KjPCqfmCwpPzxVKQ8HBm84IIA0L2/1XBhvelkQqy0lqyWXU-iuw>

Activity 2: Narrow list of accomplishments based on criteria of relevance, recency, specificity, measurability, distinctiveness, and more.

SubActivity 1: This is the interactive portion of the Module, originally created at <http://katharinehansenphd.com/activate/InteractiveModule.html>, but now folded into <http://katharinehansenphd.com/InstructionalDesignTechnologyPortfolio/InterfaceLDT300xSignature.html>. Learners will have another opportunity to review the criteria. Based on the criteria presented and, ideally using a **Scored Survey with Question Block Custom Score Table**, learners will evaluate the quality and applicability of at least 5 accomplishments on their lists. (See Appendix). [Required: Analyzing, Evaluating] Note: A draft scored survey has been prepared as a placeholder, but it lacks the needed Question Block Custom Score Table (which appears to be available in only the most expensive subscriptions offered by online survey apps)].

SubActivity 2: Learners will eliminate accomplishments that do not meet sufficient criteria. [Required: Analyzing Evaluating]

SubActivity 3: Learners will choose three remaining accomplishments to develop into accomplishment stories. [Required: Differentiating]

Content: Story Structures

Text Content (to be further developed, but largely excerpted/adapted from my book, *You Are More Accomplished Than You Think*), appears next. Downloadable handout, **Story Structure handout: <http://katharinehansenphd.com/DigitalDocument.pdf>**, available. The content explains 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 learning experience. See <http://katharinehansenphd.com/InstructionalDesignTechnologyPortfolio/InterfaceLDT300xSignature.html>

Digital Content, currently an audio file ("Quality Accomplishment Stories") with sample quality accomplishments stories in response to interview questions, which will likely be replaced with a video showing the Story Structures in action, so learners have access to more than one mode of attaining this information

Activity 3: Learners will compose accomplishment stories based on the three chosen accomplishments. [Required: Comprehending]

SubActivity 1: Learners will select story structures for their chosen accomplishments.
[Required: Planning, Differentiating]

SubActivity 2: Learners will compose three accomplishment stories of roughly 200 words following the selected structure [Required: Creating]

SubActivity 3: Learners will refine their structured accomplishment stories and submit them through the learning experience's online interface [Required: Evaluating].

Post-Activities

- Learners will take post-assessment to see if their view of their own accomplishments changed after the Accomplishments Learning Experience.
- Learners will reflect on the accomplishments experience in a discussion forum.

PERFORMANCE OBJECTIVES AND MEASUREMENTS

Objectives: By the end of this learning experience...

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 3 accomplishment stories 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. At least 5 raw accomplishments evaluated against criteria using online tool = 1 pt; not evaluated = 0 pts
3. The learner will develop three accomplishment stories 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. Total possible points = 2 pts x 3 stories = 6.

Appendix: Partial 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 • Activity • Action • Result
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