

## Identifying and analyzing accomplishment stories from past experiences

Stage 1 Desired Results			
<p><b>ESTABLISHED GOALS</b> By the end of this course, learners will understand how to identify and analyze their accomplishments and describe these accomplishments within a storied framework.</p>	<b>Transfer</b>		
	<p><i>Students will be able to independently use their learning to...</i> Identify and analyze stories of accomplishment from their own past experiences</p>		
	<b>Meaning</b>		
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## Stage 2 – Evidence

Evaluative Criteria	Assessment Evidence
<p>Compilation and analysis of up to* 20 accomplishment stories of 2-3 paragraphs each, described using one of several story structures.</p> <p><i>*Learners should strive for 20, but it is understood that situations such as minimal experience may limit number of accomplishments.</i></p>	<p>PERFORMANCE TASK(S):</p> <p><b>Task 1:</b> Using a set of prompts or the learner’s own process, identify raw accomplishment stories that are relatively recent, specific, and measurable and come from several areas of the learner’s life and career (work, hobbies, volunteer work, family, sports, etc).</p> <p><b>Task 2:</b> Analyze raw stories and narrow list of accomplishments to those most relevant to the learner’s individual goals.</p> <p><b>Task 3:</b> Develop and refine up to 20 stories using a variety of story structures.</p>
<p>Discussion forum on why people have difficulty mining accomplishment.</p>	<p><b>Task:</b> Discuss this question and engage in virtual conversation with peer learners on this topic.</p>
<p>Reflection on storied-accomplishments process.</p>	<p>OTHER EVIDENCE:</p> <p><b>Task:</b> Reflect on what these tasks were like for you, the learner. How difficult did you find it to identify your accomplishments? What did you learn about yourself? To what extent did you feel differently about yourself at the end of the process than you did in the beginning?</p>

## Stage 3 – Learning Plan

### Summary of Key Learning Events and Instruction

- Pre-assessment from text *You Are More Accomplished Than You Think*
- Classroom/virtual classroom (e.g., Zoom session) introduction/discussion defining accomplishments and why identifying accomplishments is important.
- Online exercise demonstrating why, in job search, accomplishments are more valuable and meaningful than duties and responsibilities
- Online discussion forum exploring why people have difficulty mining accomplishments.
- Think-Pair-Share activity exploring relationship between accomplishments and goals (guided by short reading).
- Introduction of storied accomplishments through brief videos showing job-interview scenarios in which interviewees respond to interview questions with accomplishment stories.
- Online readings and templates outlining a variety of story structures that can be applied to accomplishments.
- Primary deliverable: Compilation and analysis of up to 20 accomplishment stories of 2-3 paragraphs each, described using one of several story structures.
- Post-assessment from text *You Are More Accomplished Than You Think*
- Reflection on storied-accomplishments process.
- Resource texts:
  - Hansen, K. (2012). *You Are More Accomplished Than You Think*. Quintessential Careers Press: Kettle Falls, WA.
  - Hansen, K. (2012). *Tell Me More about Yourself: A Workbook to Develop Better Job-Search Communication through Storytelling*. Quintessential Careers Press: Kettle Falls, WA.