

TAKE INITIATIVE AND BE PROACTIVE!



**COMPETENCY
CATEGORY:** Work Place

**COMPETENCY
NUMBER:** H.61

COMPETENCY: Demonstrate initiative and proactivity.

OBJECTIVE: Upon completion of this module, students will be able to demonstrate initiative and proactivity.



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INTRODUCTION

- How can a person demonstrate initiative?
- Can you think of an example, at work, where you have demonstrated initiative?
- How can a person demonstrate proactivity?
- Can you think of an example, at work, where you were proactive?
- Initiative and proactivity are very similar.
- We will examine both of these in this module entitled “Take Initiative and Be Proactive!”

Administer Pre-Assessment

OUTLINE

A. Initiative

1. Initiative means to act, to take ownership, take personal responsibility
2. Being resourceful
3. It does **not** mean being pushy, obnoxious, discourteous, rude or aggressive.
4. Can you now give some examples of initiative?

COMPLETE LEARNING ACTIVITY H.61-1 “PRACTICING INITIATIVE”

5. How **can** you demonstrate initiative at home?

Note to Specialist: List these on the writing board.

6. How **do** you demonstrate initiative at home?

Note to Specialist: List these on the writing board.

7. How **can** you demonstrate initiative in school?

Note to Specialist: List these on the writing board.

- a. Be a leader
- b. Participate
- c. Get involved
- d. Accept responsibility

8. How **do** you demonstrate initiative in school?

Note to Specialist: List these on the writing board.

9. How can **you** demonstrate initiative at work?

COMPLETE LEARNING ACTIVITY H.61-2 “GUEST SPEAKER”
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10. What kind of reaction do you get when you demonstrate initiative at work?

11. What are the benefits or rewards for initiative?

12. Some suggestions for taking initiative:

- a. Take an energetic and positive approach to your tasks
- b. Focus on the important tasks
- c. Be persistent and patient when faced with difficulties
- d. Strive for excellence

- e. Center action on attainable goals
13. James Belasco and Ralph Stayer in their book, **Flight of the Buffalo: Soaring to Excellence, Learning to Let Employees Lead**, make an interesting point about initiative. In a herd, there is only a single leader to which the other buffalo are very loyal. When something happens to the head buffalo, the herd becomes confused. While waiting for another buffalo to take initiative, the confused state of the herd leaves them very vulnerable. This is the reason why entire herds were so easily slaughtered.

Contrast the herd of buffalo to a gaggle of geese. The geese fly in a V formation and leadership changes as the lead goose gets tired. Every goose takes the initiative to alternate as a leader, a follower, or a scout.

COMPLETE LEARNING ACTIVITY H.61-3 “BIOGRAPHY”
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B. Four principles of goal setting

- 1. When setting goals:
 - a. They should be realistic and attainable.
 - b. They should improve the organization (morale, monetary, etc.).
 - c. Try to involve others in the goal-setting process.
 - d. A program should be developed to achieve each goal.

C. Six steps in goal setting

- 1. The first step in setting goals is to establish a vision.
- 2. As a junior leader, you will mainly be concerned with a department, section or small group of people.

3. You set the vision for your job.
4. The term vision suggests a mental picture of what you would like to accomplish.
5. The second step in goal setting is to establish your goals. What is it that you wish to accomplish?
6. The third step is to establish objectives.
7. Objectives provide a way of measuring the movement toward accomplishment of the goals.
8. Objectives should be stated in precise, measurable terms.
 - a. For example:
 1. Increase production by 5%
 2. Reduce waste by 10%
 3. Improve absenteeism by 3 days per month
9. The fourth step is to determine tasks. Through tasks, objectives are accomplished.
10. Tasks are concrete, measurable events that must occur.
 - a. For example – Record all waste items in log book before disposal
11. The fifth step is to establish a priority for the tasks.
12. Since time is precious and many tasks must be accomplished before another can begin, establishing priorities helps to determine the order in which the tasks must be accomplished and by what date.
13. The final step is to follow up, measure, and check to see if you are doing what is required.

14. This way you can check your commitment to see your goals through to a successful conclusion.

COMPLETE LEARNING ACTIVITY H.61-4 “EXAMPLES”

D. Proactivity

1. One of Stephen Covey’s most popular books is **The Seven Habits of Highly Effective People**.
2. The first “habit” is to be proactive.
3. Proactive people:
 - a. Make commitments and keep them
 - b. Are part of the solution, not the problem
 - c. Don’t blame others
 - d. Don’t make excuses
 - e. Work on things they have control over
 - f. Make promises and keep them
 - g. Set goals and work to achieve them
 - h. Introduce their ideas or actions into a situation
 - i. Use practical expertise
 - j. Anticipate problems
 - k. Actively pursue their own development (improvement)
 - l. Acknowledges their mistakes
 - m. Are driven by their values to do good quality work

**COMPLETE LEARNING ACTIVITY H.61-5
“REVIEW CAREER ASSOCIATION PLANS”**

**COMPLETE LEARNING ACTIVITY H.61-6
“GOAL SETTING”**

**COMPLETE LEARNING ACTIVITY H.61-7
“JOURNAL WRITING”**

**COMPLETE LEARNING ACTIVITY H.61-8
“SERVICE LEARNING”**

**COMPLETE READING ACTIVITY H.61
“SPEAKING UP”**

**COMPLETE MATH ACTIVITY H.61
“PINTS, QUARTS, AND GALLONS”**

Administer Post-Assessment

LEARNING ACTIVITY H.61-1
“PRACTICING INITIATIVE”

OBJECTIVE: To practice demonstrating a little initiative

RESOURCES: None

SUGGESTED TIME: 30-45 minutes

DIRECTIONS:

1. Assign a team of 2 or 3 students to the main school entrance doors each morning.
2. Have students practice demonstrating a little initiative by greeting students, guests, and teachers.
3. Be certain **each** student takes the initiative to say hello or good morning.
4. Observe and evaluate students' initiative.
5. Have students discuss the received reactions after they return to class.

LEARNING ACTIVITY H.61-2
“GUEST SPEAKER”

OBJECTIVE: To identify examples of initiative in the work place

RESOURCES: Resource speaker from a local business

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Have students develop at least two questions to ask the guest speaker about initiative.
2. Encourage students to engage speaker in a class discussion.

LEARNING ACTIVITY H.61-3
“BIOGRAPHY”

OBJECTIVE: To identify examples of initiative

RESOURCES: None

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Assign each student the task of watching an episode of “Biography” and recording examples of when the individual showed initiative.
2. Have students report to the class the specific examples they found.
3. Engage the class in a discussion.

LEARNING ACTIVITY H.61-4
“EXAMPLES”

OBJECTIVE: To demonstrate initiative and proactivity in the work place

RESOURCES: None

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Have each student develop specific examples regarding how they are going to take initiative and become proactive in the work place.
2. Have students share their ideas with the class.
3. Engage class in a discussion.
4. Have students report back after one, two, or three weeks about the accomplishment of their ideas.

LEARNING ACTIVITY H.61-5
“REVIEW CAREER ASSOCIATION PLANS”

OBJECTIVE: To review Career Association Plan of Work to see if class members are demonstrating proactivity

RESOURCES:

- Career Association Handbook
- Career Association Plan of Work

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Review the Career Association Plan of Work.
2. Have students discuss the Plan of Work and what changes or improvements can be made.

Note to Specialist: Look for good examples of students demonstrating proactivity. Be certain to point these out to the class.

LEARNING ACTIVITY H.61-6
“GOAL SETTING”

OBJECTIVE: To establish goals for initiative and proactivity

RESOURCES: Work Sheet–Learning Activity H.61-6

SUGGESTED TIME: 2 hours

DIRECTIONS:

1. Have each student develop one goal for demonstrating initiative and proactivity in the work place.
2. Be certain that the six-step goal setting plan is followed.
3. Have students share their plans with the class.

LEARNING ACTIVITY H.61-6
“GOAL SETTING”
WORK SHEET

DIRECTIONS: Use this work sheet to establish one goal that you plan to employ in the work place to demonstrate initiative and proactivity.

Vision: _____

Goal: _____

Objectives: _____

Tasks: _____

Priority
of tasks: _____

Plans for follow-up
(Evaluation):

LEARNING ACTIVITY H.61-7
“JOURNAL WRITING”

OBJECTIVE: Student will demonstrate writing skills by creating a journal entry centered on a topic assigned by the Specialist

RESOURCES: None

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Provide students with the topic they are to use for this journal writing activity. The topic should relate to this module.
2. Assign the page range for the journal writing assignment.

This range could vary depending on the timeframe provided for the assignment, the writing skills of the entire group, a small group of students, or individual students. This assignment can be individualized by the specialist by placing the page length in the blank space on the work sheet.

LEARNING ACTIVITY H.61-7
“JOURNAL WRITING”
WORK SHEET

NAME:

DATE:

TOPIC:

DATE DUE:

PAGE LENGTH:

LEARNING ACTIVITY H.61-8
"SERVICE LEARNING"

OBJECTIVE: Students will participate in a service learning activity assigned by the Specialist

RESOURCES: Learning Activity H.61-8

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Identify the type of support linkage, which could be used to reinforce the key concept(s) in this module with students (See “Types of Support Linkages”).
2. With your students, identify the school and/or community resources, which could be contacted to create a Service Learning Activity for this module (See “Community Resources”).
3. With students, brainstorm, organize, implement and evaluate the effectiveness of the Service Learning Activity using the “Service Activity Action Plan.”

TYPES OF SUPPORT LINKAGES

Direct Services to Students	Consultative and Technical Assistance	Information and Referral
Community agencies	Professional organizations	Career counseling centers
Parents and personal advocates	Service organizations	Work experience and job placement services
Local education agency support/auxiliary staff	Parent organizations	School and private psychologists
Volunteer and service organizations	Advisory groups	Tutors
Placement services	State education agency personnel	Recreational programs
Postsecondary programs and personnel	Business/industry personnel and programs	Employers
Transitional services	Other vocational support service teams	Employment Services
Other school-based personnel	Local colleges and universities	Community agencies for counseling or health services
	Vocational education research and development resource center(s)	New schools (transfer students)
		Division of Vocational Rehabilitation
		Job Training Partnership Program

Source: HANDBOOK FOR VOCATIONAL SUPPORT SERVICE TEAMS IN MARYLAND

COMMUNITY RESOURCES

Federal and State Agencies provide services to their local and regional offices. Such services include financial support, job training and placement programs, housing, health, youth programs, consumer information, and legal aid. Examples include:

- legal services
- armed services
- state employment services
- state agency or school for the visually impaired
- State Department of Welfare
- mental health agency
- Department of Immigration
- Veterans Administration
- Social Security Administration
- Job Training Partnership Act (JTPA)
- Community Action Program
- law enforcement agency
- legal and judicial agencies
- Bureau of Indian Affairs
- public health service
- social services
- adult continuing education programs
- Office of Economic Opportunity
- civil service programs
- Rehabilitation Services Administration
- employment services
- Parks Department
- public health programs
- Adult Basic Education programs
- migrant programs
- military service representatives
- Planned Parenthood
- correctional facilities
- Governor's/Mayor's Committee for Employment of the Disabled

Community agencies and organizations provide such services as youth recreation, counseling and tutoring, employment and job training, foster care placement, and leadership development. Examples include:

- Chamber of Commerce
- YMCA/YWCA
- drug and alcohol abuse centers
- Red Cross
- child abuse/women's centers
- urban league
- adult continuing education programs
- student financial aid programs
- League of Women Voters
- mental health clinics
- probation and parole services
- children and youth services
- foster homes
- halfway houses
- community action programs
- migrant programs
- bilingual programs
- dropout prevention programs
- parent-teacher organizations
- American Legion
- Veterans of Foreign Wars
- Salvation Army
- JAYCEES
- Optimists
- Goodwill Industries

Citizen and special interest groups typically offer scholarship programs, legal aid, daycare, and transportation. Examples include:

- Lions Club
- canes
- Rotary
- churches
- women's and men's clubs in the community
- crisis intervention centers
- hospitals
- Girl Scouts
- Campfire Girls
- Big Brothers and Sisters
- Boy Scouts
- Indian guides
- Knights of Columbus
- Sertoma
- Elks
- retired citizens
- Volunteer tutor groups

Business, industry, and labor organizations are good sources of field trips, guest speakers, job opportunities, and occupational and product information. Examples include:

- Trade and labor unions
- Advisory committee members
- Employers
- Personnel offices
- industrial supervisors

Source: Sarkees-Wircenski, M. & Scott, J. VOCATIONAL SPECIAL NEEDS

SERVICE ACTIVITY ACTION PLAN

IMPLEMENTATION ACTIVITY/IDEA	
IMPLEMENTATION STEPS	RESOURCES NEEDED

PERSONNEL/AGENCIES/ COMMUNITY	REPRESENTATIVE INVOLVED RESPONSIBILITIES
POSSIBLE BARRIERS	CREATIVE SOLUTIONS
TIMEFRAME	

READING ACTIVITY H.61
“SPEAKING UP”

OBJECTIVE: To read with comprehension

RESOURCES: Reading Activity H.61

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Make copies of Reading Activity H.61 and distribute to each student.
2. Have students read “Speaking Up.”
3. Have students complete the “Reading Recall” and check their answers for accuracy.
4. Discuss the story with your students.

“SPEAKING UP”

My friend and I went shopping in the city last Saturday. She’s really something. She knows how to get around in the city. That isn’t always easy.

We rode the bus in. When we got there, we walked downtown to the main shopping area. I was looking for a dress to wear to my sister’s wedding. We went to the ladies’ department of one of the big department stores. Right away a clerk came up and said, “May I help you?”

“Well, I’m looking for a dress to wear to a wedding.”

The clerk swept across the room. She was heavy woman, but she sure could move fast. “We have some lovely things right here, my dear, and they are new for spring.” She pulled one off the rack. It was bright orange and really ugly. She held it up against me. “This will look charming. You can try it on right over here,” she said.

But I didn’t like the dress. In the past I had a hard time taking initiative and speaking up. But ever since our career association meeting last month, things have been very different. Our specialist, Ms. Ferguson, was always encouraging us to “step up and take initiative.” And that’s just what I did. It felt great. I offer my ideas on how we should go about getting students to participate in our blood drive. Everyone else joined in and we exceeded our goal by 25%. Ms. Ferguson complimented me and I received the Outstanding Student of the Month Award. Can you imagine that, me – June Allen – Outstanding Student of the Month for just taking some initiative! We both laughed.

Well anyway, back to our day in the city. I told the clerk, “Thanks, but I am not interested. We’ll just look by ourselves. If we find anything we’ll let you know.”

The sales clerk moved off, and we were left in peace.

By then it was time for lunch. We took the elevator to the store’s restaurant. We were ahead of the crowds so we got seated right away. This restaurant is on the top floor of the store and has big windows with a great view of the city. There were plenty of tables by the windows, but the hostess put us at

a table right by the kitchen door. People were always walking by, and we could hear all of the noise of the kitchen.

I was disappointed. It would have been so nice to sit and look out over the city. Ann looked at me. “This is a lousy place to sit!” she said. “I don’t know why she couldn’t have put us at one of those tables by the windows. Shall we ask the hostess to move us?”

Ann raised her hand and caught the hostess’ attention. When the woman reached our table, Ann said, “We’d like very much to move next to the windows. This table is in such a noisy spot and we would enjoy the view of the city.”

The hostess smiled. “Oh, of course, I’m sorry. Follow me.” It was as easy as that!

When we sat down at our new table, we could look out across the whole city. It was so clear we could even see the ocean.

I commented, “My mother always told me that you have to take the initiative. If you don’t, no one else will. It just took Ms. Ferguson to remind me again!”

READING RECALL

PART I

DIRECTIONS: How well did you read? Complete the following sentences by checking the correct blanks.

1. June told the clerk
 - a. she didn't like the dress.
 - b. she didn't have any money.
 - c. the dress wouldn't fit.

2. At first the hostess seated the girls
 - a. near the window.
 - b. at a large table.
 - c. by the kitchen.

3. Taking initiative means
 - a. speaking up about your ideas.
 - b. bossing others around.
 - c. not saying what you think.

4. June received the Outstanding Student of the Month award for her ideas about
 - a. how to exceed the C.A. goal by 25%.
 - b. increasing student participation in the blood drive.
 - c. donating blood.

PART II

DIRECTIONS: Use the story to help you do the exercise below. After each statement put an *A* if the statement is about *Ann*. Put a *J* if the statement is about *June*. Put *AJ* if the statement is about both *Ann and June*.

1. Went on a shopping trip _____
2. Was going to buy a dress _____
3. Stepped up and took initiative at the career association meeting

4. Rode the bus _____
5. Told the clerk she was not interested _____
6. Wanted to sit by the window _____
7. Asked the hostess to move them to another table _____
8. Knows how to take initiative _____

MATH ACTIVITY H.61
“PINTS, QUARTS, AND GALLONS”

OBJECTIVE: To demonstrate the ability to add and subtract liquid measures

RESOURCES: Work Sheet—Math Activity H.61

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Make copies of the work sheets for Math Activity H.61 and distribute to each student.
2. Have students complete the questions on the work sheet and check the answers for accuracy.
3. Discuss the Math Activity with your students.

MATH ACTIVITY H.61
“PINTS, QUARTS, AND GALLONS”
WORK SHEET

DIRECTIONS: The career association blood drive was a big success. Unfortunately, some of the students reported the outcome in pints and others in quarts. Clear up the problem by answering the questions that follow.

(Note the blood collected was kept in separate containers from each donor and 2 pts. = 1 qt and 4 qts = 1 gal.)

1. One student totaled all of the O+ blood in quart measurements. If the total was $6\frac{1}{2}$ qts of O+, how many pints were there?

2. Alex counted all the B+ blood samples and discovered that there were 21 pint bags. How many total pints of B+ were collected?

3. If the pint bags of AB- blood were clipped together in pairs of two and there were 5 pairs of bags, how many quarts of AB- blood were collected?

4. There were 106 pints of Type A blood collected. What is the total in gallons?

5. What was the total amount of blood collected in:

a. pints

b. quarts

c. gallons

PRE-ASSESSMENT **POST-ASSESSMENT**

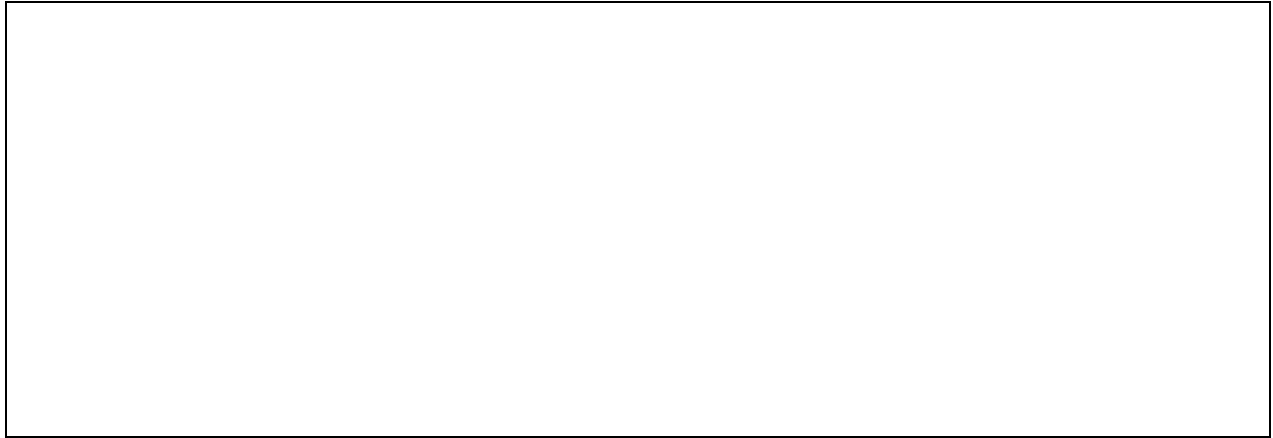
DIRECTIONS: Answer the following questions to the best of your ability.
 A listing of points as opposed to sentences is suggested.

1. What is initiative?

2. What are the 4 principles of goal setting?

3. What are the 6 steps in goal setting?

4. Identify 6 characteristics of proactive people



ANSWER KEY

PRE-ASSESSMENT POST-ASSESSMENT

1. What is initiative?
 - To act, to take ownership, to take personal responsibility
2. What are the 4 principles of goal setting?
 - They should be realistic
 - They should improve the organization
 - They should involve others
 - A program should be developed to achieve each goal
3. What are the 6 steps in goal setting?
 - Step 1: Establish a vision
 - Step 2: Establish goals
 - Step 3: Establish objectives
 - Step 4: Determine tasks
 - Step 5: Establish priorities
 - Step 6: Follow up or measure accomplishment
4. Identify 6 characteristics of proactive people.
 - Make commitments and keep them
 - Are part of the solution, not the problem
 - Don't blame others
 - Don't make excuses
 - Work on things they have control over
 - Make promises and keep them
 - Set goals and work to achieve them
 - Introduce their ideas or actions into a situation
 - Use practical expertise
 - Anticipate problems
 - Actively pursue their own development (improvement)
 - Acknowledges their mistakes
 - Are driven by their values to do good quality work

ANSWER KEY
READING ACTIVITY

PART I

1. June told the clerk
 - a. she didn't like the dress.
 - b. she didn't have any money.
 - c. the dress wouldn't fit.

2. At first the hostess seated the girls
 - a. near the window.
 - b. at a large table.
 - c. by the kitchen.

3. Taking initiative means
 - a. speaking up about your ideas.
 - b. bossing others around.
 - c. not saying what you think.

4. June received the Outstanding Student of the Month award for her ideas about
 - a. how to exceed the C.A. goal by 25%.
 - b. increasing student participation in the blood drive.
 - c. donating blood.

PART II

1. A/J

2. J

3. J

4. A/J

5. J
6. A/J
7. A
8. A/J

ANSWER KEY
MATH ACTIVITY

1. 13 pints
2. 21 pints
3. 5 quarts
4. 13.25 gals
5.
 - a. 150 pints
 - b. 75 quarts
 - c. 18.75 gals.