

Personal Growth & Development

Learning Goal: *Students will take initiative, keep learning, manage their emotions, and give and receive feedback well.*

HOW TO USE THIS GUIDE

This guide pairs each skill with everyday tasks your student can practice on the job and questions you can ask to deepen their reflection. You don't need a formal lesson — just notice, name, and ask.

NOTICE growth as it happens · **NAME** the skill being demonstrated · **ENCOURAGE** reflection · **CELEBRATE** progress

Accuracy & Understanding

Following instructions precisely and understanding how one's work fits into the bigger picture.

GRADE 9 Repeats project steps accurately; asks clarifying questions.	GRADE 10 Understands how their tasks affect the organization; seeks to optimize.	GRADE 11 Understands their industry and company's unique impact.	GRADE 12 Deeply understands org mission/vision; committed to advancing it.
WAYS TO PRACTICE & SUPPORT - Ask them to repeat back the steps of a new task before starting, then check understanding after. - Have them identify one way their work connects to the bigger picture of the team or company. - Give them a repeated task across several weeks and ask what they'd improve or optimize.		QUESTIONS TO EXPLORE WITH THE STUDENT - Did you notice something that needed to be done without being asked? - How does this task affect the rest of the team or company? - What's one way you could do this more efficiently next time?	

Excellence & Quality Control

Taking ownership of the quality of one's own work, including catching and fixing mistakes.

GRADE 9 Finishes assigned tasks on time; communicates on remaining work.	GRADE 10 Finds and corrects their own errors independently.	GRADE 11 Owns their tasks; developing a reputation for excellent work.	GRADE 12 Confidently owns their work; has earned a reputation for excellence.
WAYS TO PRACTICE & SUPPORT - Ask them to proofread or double-check their own work before turning it in. - Have them find and fix an error independently, without you pointing it out first. - Recognize a piece of their work that reflects growing ownership.		QUESTIONS TO EXPLORE WITH THE STUDENT - How did you check your own work before submitting it? - What's a mistake you caught yourself, and how did you catch it? - What would "excellent" look like for this task?	

Seeking Additional Responsibility

Proactively looking for more ways to contribute once current tasks are complete.

GRADE 9 Asks supervisor for additional work when done.	GRADE 10 Gets ahead on projects; anticipates what's needed next.	GRADE 11 Seeks opportunities; develops and shares a plan with supervisor.	GRADE 12 Works on projects that build new skills; brings initiative unasked.
WAYS TO PRACTICE & SUPPORT - When they finish early, ask them to propose their own "what's next." - Give them a stretch task slightly above their current comfort level. - Ask them to identify one project or task they'd like more ownership over.		QUESTIONS TO EXPLORE WITH THE STUDENT - Did you notice something that needed to be done without being asked? - What's a task you'd like to try that you haven't done yet? - What would it look like for you to "own" this project?	

Learning Agility NEW

Independently seeking out resources and lessons to grow, even when no one is teaching directly.

GRADE 9 Identifies one self-taught lesson; can explain how they figured it out.	GRADE 10 Independently seeks a resource to improve at a task; documents learning.	GRADE 11 Identifies a skill gap; makes and follows a self-directed plan.	GRADE 12 Articulates a learning plan for their first year post-graduation.
WAYS TO PRACTICE & SUPPORT - Ask them to find and use a help article or video to solve a problem before asking you. - Have them teach you or a peer something new they just learned. - At the end of the week, ask what they learned that wasn't explicitly taught.		QUESTIONS TO EXPLORE WITH THE STUDENT - What's something you figured out on your own this week? - What resource did you use, and how did you know it was reliable? - What skill gap do you want to close next?	

Adaptability NEW

Adjusting comfortably to new tasks, tools, people, or unexpected changes.

GRADE 9 Willing to try new tasks; adjusts when plans change.	GRADE 10 Handles shifting priorities or unexpected tasks without disruption.	GRADE 11 Adapts confidently to new platforms/people/projects; recovers from setbacks.	GRADE 12 Models adaptability; explains how it has made them more valuable.
WAYS TO PRACTICE & SUPPORT - Change a plan or task on short notice and observe how they respond. - Ask them to try a new platform, process, or role for a day. - Debrief a moment when something didn't go as expected.		QUESTIONS TO EXPLORE WITH THE STUDENT - How did you adjust when things changed today? - What helped you recover after that setback? - What's something new you tried this month?	

Identifying & Managing Emotions

Recognizing one's own emotions and expressing them appropriately in a professional setting.

GRADE 9 Names emotions; seeks guidance for professional expression.	GRADE 10 Demonstrates workplace-appropriate coping skills with minimal guidance.	GRADE 11 Emotionally self-aware and regulated; understands boundaries.	GRADE 12 Self-aware, regulated, and resilient; understands reputation impact.
WAYS TO PRACTICE & SUPPORT - Check in briefly if you notice a shift in mood, and name what you observed. - Talk through a stressful moment and what helped them stay professional. - Share, age-appropriately, how you manage your own stress at work.		QUESTIONS TO EXPLORE WITH THE STUDENT - How were you feeling during that moment, and how did you handle it? - What helps you stay calm when something frustrating happens? - Where's the line between a personal feeling and a professional boundary?	

Coping with Burnout

Building the self-awareness and self-care habits needed to sustain energy and avoid exhaustion.

GRADE 9 Articulates their motivation for CWS involvement.	GRADE 10 Practices positive self-care (sleep, nutrition, exercise, rest).	GRADE 11 Manages time/priorities; copes with fatigue or failure.	GRADE 12 Has become a resilient worker; recovers from burnout and setbacks.
WAYS TO PRACTICE & SUPPORT - Ask what they do outside of work to recharge (sleep, exercise, hobbies). - Check in about workload and pace, especially during busy stretches. - Share one strategy you personally use to avoid burnout.		QUESTIONS TO EXPLORE WITH THE STUDENT - What's been the most tiring part of this week, and why? - What do you do to recharge outside of work? - What would "too much" look like for you, and how would you tell someone?	

Advocating for Oneself

Knowing when and how to ask for help, support, or mentorship.

GRADE 9 Aware of mental/emotional health resources; identifies safe adults.	GRADE 10 Articulates why mentorship matters; seeks out a mentor.	GRADE 11 Deepens relationship with mentor; has a network of supportive adults.	GRADE 12 Continues deepening mentorship; begins mentoring younger CWS students.
WAYS TO PRACTICE & SUPPORT - Ask who they'd go to if they needed help or support here. - Encourage them to ask a mentor or trusted adult a real question this month. - Model asking for help yourself, out loud, so they see it normalized.		QUESTIONS TO EXPLORE WITH THE STUDENT - Who's someone here you feel comfortable going to for advice? - What's something you've wanted help with but haven't asked for? - Why do you think mentorship matters?	

Giving & Receiving Feedback

Offering and accepting constructive feedback in a way that improves performance and preserves relationships.

GRADE 9 Defines feedback; identifies guidelines for giving and receiving.	GRADE 10 Uses observation vs. judgment when giving feedback.	GRADE 11 Applies constructive feedback steps most of the time; seeks it out.	GRADE 12 Consistently applies feedback skills; seeks feedback without defensiveness.
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WAYS TO PRACTICE & SUPPORT

- Give one specific piece of feedback using observation, not judgment (“I noticed...” not “you always...”).
- Ask them to give you feedback on something, like a process or meeting, to practice both directions.
- Debrief a piece of feedback they received — what they heard and what they'll do with it.

QUESTIONS TO EXPLORE WITH THE STUDENT

- Tell me about a time you received difficult feedback — what did you do with it?
- What's the difference between observation and judgment in feedback?
- How did it feel to give feedback instead of just receiving it?