



# Professional Development 101

## Summer 2015

TRAIN-THE-TRAINER SESSION



# Welcome!



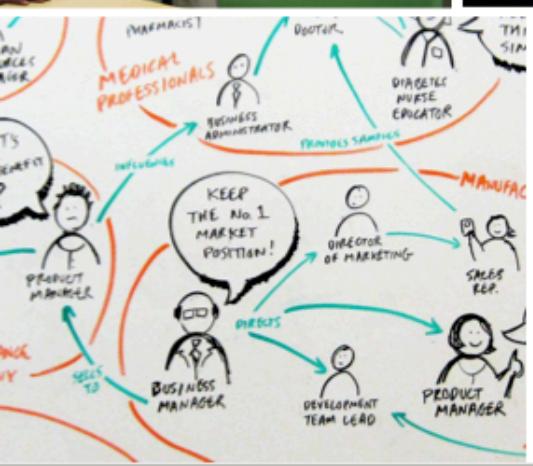
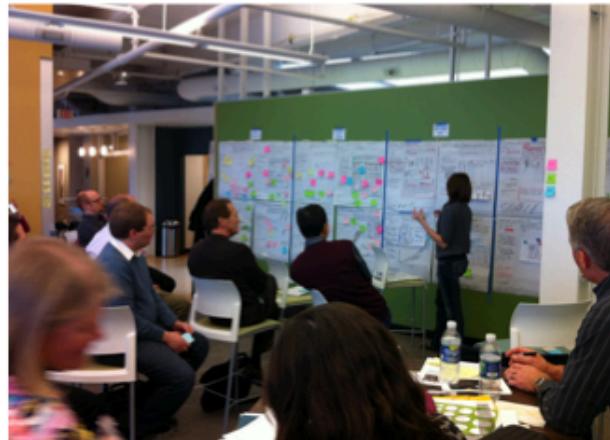
# LUMA INSTITUTE<sup>SM</sup>

Established 2010



Our educational offerings help  
businesses, non-profits, schools, and governments  
multiply their ability to innovate.





*“Everyone designs who devises courses of action aimed at changing existing situations into preferred ones.”*

**HERB SIMON**

Nobel Laureate in Economics







# Looking

## ETHNOGRAPHIC RESEARCH: Studying human behavior in its natural setting

<b>Interviewing</b> A technique for gathering information through direct dialogue	<b>Fly-on-the-Wall Observing</b> An approach to conducting field research in an unobtrusive manner	<b>Contextual Inquiry</b> An approach to interviewing and observing people in their own environment	<b>Walk-a-Mile Immersion</b> A way of building empathy for people through firsthand experience

## PARTICIPATORY RESEARCH: Learning from people through cooperative design activities

<b>What's on Your Radar?</b> An exercise in which people plot items according to personal significance	<b>Buy a Feature</b> A game where people plot items using trade-off decisions	<b>Build your Own</b> A way for people to express ideal solutions using symbolic elements	<b>Journaling</b> A way for people to invite people to record personal experiences in words and pictures

## EVALUATIVE RESEARCH: Examining the usefulness and usability of solutions

<b>Think-Aloud Testing</b> A setting format where people narrate their experience while performing a given task	<b>Heuristic Review</b> An auditing procedure based on ten rules of thumb for good design	<b>Critique</b> A forum for people to give and receive constructive feedback	<b>System Usability Survey</b> A short survey for quantifying feedback from subjective assessments of usability



# Understanding

## PEOPLE & SYSTEMS: Synthesizing and summarizing knowledge

<b>Stakeholder Mapping</b> A way of summarizing the network of people who have a stake in a given system	<b>Persona Profile</b> A brief summary of the mind-set, needs, and goals typically held by key stakeholders	<b>Experience Diagramming</b> A way of mapping a person's journey through a set of circumstances or tasks	<b>Concept Mapping</b> A way of depicting the relationships between various concepts in a given topic area

## PATTERNS & PRIORITIES: Identifying relationships and determining significance

<b>Affinity Clustering</b> A way of organizing items according to similarity	<b>Bull's-eye Diagramming</b> A way of ranking items in order of importance using a target diagram	<b>Importance/Difficulty Matrix</b> A grid chart for placing items by relative importance and difficulty	<b>Visualize-the-Vote</b> A way of using a ballot to reveal preferences and opinions

## PROBLEM FRAMING: Characterizing the situation to address

<b>Problem Tree Analysis</b> An approach to phrasing problem statements that invites broad exploration	<b>Statement Starters</b> An approach to phrasing problem statements that invites broad exploration	<b>Abstraction Laddering</b> A way of understanding a problem statement by broadening or narrowing its focus	<b>Rose, Thorn, Bud</b> A technique for identifying things as positive, negative, or having potential



# Making

## CONCEPT IDEATION: Exploring extensive possibilities

<b>Thumbnail Sketching</b> A series of small drawings used to quickly explore a variety of ideas	<b>Creative Matrix</b> A matrix of ideas at the intersections of distinct categories	<b>Round Robin</b> An activity in which ideas are passed from person to person	<b>Alternative Worlds</b> A way of using different perspectives to help generate fresh ideas

## MODELING & PROTOTYPING: Envisioning solutions in the service of people

<b>Storyboarding</b> A visual narrative showing the key elements and interactions of a new scenario	<b>Schematic Diagramming</b> An overview of the structure and essential components of a system	<b>Rough &amp; Ready Prototyping</b> A rapid model of a new idea that emphasizes the visual styling	<b>Appearance Models</b> A physical model of a new idea that emphasizes the visual styling

## DESIGN RATIONALE: Promoting new and improved solutions

<b>Concept Poster</b> A poster for illustrating the main points of a new idea	<b>Video Scenario</b> A short movie illustrating the attributes of a new concept in use	<b>Cover Story Mock-up</b> A mock news article describing the successful future of a new idea	<b>Quick-Reference Guide</b> A short document summarizing the key principles and elements of a proposed solution

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## LUMA SYSTEM: A TAXONOMY OF INNOVATION

# Harvard Business Review

JAN / FEB 2014

**IDEA WATCH**

**Vision Statement**

**Luma Institute** is a global education company that teaches people how to be more innovative in the discipline of human-centered design.

**HBR.ORG**

**LOOKING**  
OBSEVING HUMAN EXPERIENCE

Introducing the new products and services you are creating or testing. The methods are designed to help you learn what users want or need and how to deliver on their expectations. The challenge is to figure out which ones to use when.

Luma Institute has distilled 56 of the most effective methods—the majority of them in common use. As illustrated here, it organizes them in three categories—looking, understanding, and making—and nine subcategories. This framework can help you choose the best tool for each step of the innovation process, according to the people you're designing for and the complexity of the systems in which you operate.

Bill Lucas, Luma's cofounder and director of curriculum, recommends that at least one method from at least two categories be applied during each round of innovation activity. If the situation calls for evolutionary improvement, for example, you might start with the subcategory "evaluative research" and then synthesize and summarize your findings. If you're seeking a disruptive breakthrough, it's good to start with a combination of methods for understanding people and training problems and then use observational methods to inform conceptualization and prototyping.

Lucas urges that over the course of a larger effort, a healthy sampling from all three categories be used frequently. Familiarity with the attributes of individual methods is the key to learning which ones work well together. But wherever you start, don't delay making something to assess and prioritizing improvements.

The diagram below shows how a company might move through Luma's innovation system to create a new line of products.

**A SAMPLE INNOVATION PATH**

It's important to use methods from each category and to move back and forth among categories to refine your thinking.

**MAKING**  
ENVISIONING FUTURE POSSIBILITIES

To achieve the breakthroughs you seek, bring in a mix of methods that encourage experimentation, iteration, and collaboration.

**MAKING**  
ENVISIONING FUTURE POSSIBILITIES

**ETHNOGRAPHIC RESEARCH** Studying human behavior in its natural setting to uncover opportunities for innovation

**PARTICIPATORY RESEARCH** Learning from people by giving them ways to express themselves, revealing critical and latent needs

**EVALUATIVE RESEARCH** Assessing the usefulness and viability of products and processes in order to set a course for improving them

**WHAT'S ON YOUR RADAR?** Plotting items according to personal significance

**BUY A FEATURE** Using artificial money to express trade-off decisions

**BUILD YOUR OWN** Expressing ideal solutions with symbolic elements

**JOURNALING** Recording personal experiences in words and pictures

**THINK-ALOUD TESTING** Naming out loud one's experience while performing a task

**HEURISTIC REVIEW** Auditing on the basis of no rules of good design

**CRITIQUE** Giving and receiving constructive feedback

**SYSTEM USABILITY SCALE** Quantifying feedback from a usability survey

**UNDERSTANDING**  
ANALYZING CHALLENGES & OPPORTUNITIES

Thoughtful critique can lead to success. These tools identify priorities and reveal insights.

**PERSON & CONTEXT** Synthesizing and summarizing the understanding of all kinds of people, places, and things to create new value

**PATTERNS & PREDICTIONS** Identifying relationships to determine what is related, relevant, and important

**PROBLEM FRAMEWORK** Characterizing the situation differently so that innovative solutions can emerge

**STAKEHOLDER MAPPING** Diagramming people's roles in a system

**AFFINITY CLUSTERING** Sorting items by similarity

**PERSONA PROFILE** Summarizing stakeholder views, needs, and goals

**BULLS-EYE DIAGRAMMING** Ranking items by importance

**EXPERIENCE DIAGRAMMING** Mapping a journey through tasks

**IMPORTANCE/DIFFICULTY MATRIX** Plotting items in a 2x2 analysis

**CONCEPT MAPPING** Depicting relationships within a given domain

**VISUALIZE THE VOTE** Polling collaborators to reveal preferences

**MAKING**  
ENVISIONING FUTURE POSSIBILITIES

Exploring numerous possibilities using alternatives to conventional brainstorming

**MODELING & PROTOTYPING** Combating risk aversion by modeling new ideas through fast and frequent iteration

**DESIGN RATIONALE** Conveying a concept's full potential so that participants will do what's needed for ideas to flourish

**THUMBNAIL SKETCHING** Making quick drawings to generate new ideas

**STORYBOARDING** Showing new processes through a series of images

**CREATIVE MATRIX** Sparking new ideas at the intersection of categories

**SCHEMATIC DIAGRAMMING** Outlining a system's structure and components

**ROUND-ROBIN** Evolving ideas by passing them from person to person

**ROUGH & READY PROTOTYPING** Modeling an idea quickly

**ALTERNATIVE WORLDS** Using different perspectives to generate ideas

**APPEARANCE MODELING** Emphasizing visual styling with a refined model

**CONCEPT POSTER** Presenting the main elements of an idea

**VIDEO SCENARIO** Showing the attributes of a new concept in use

**COVER STORY MOCK-UP** Describing a idea's future success in a faux article

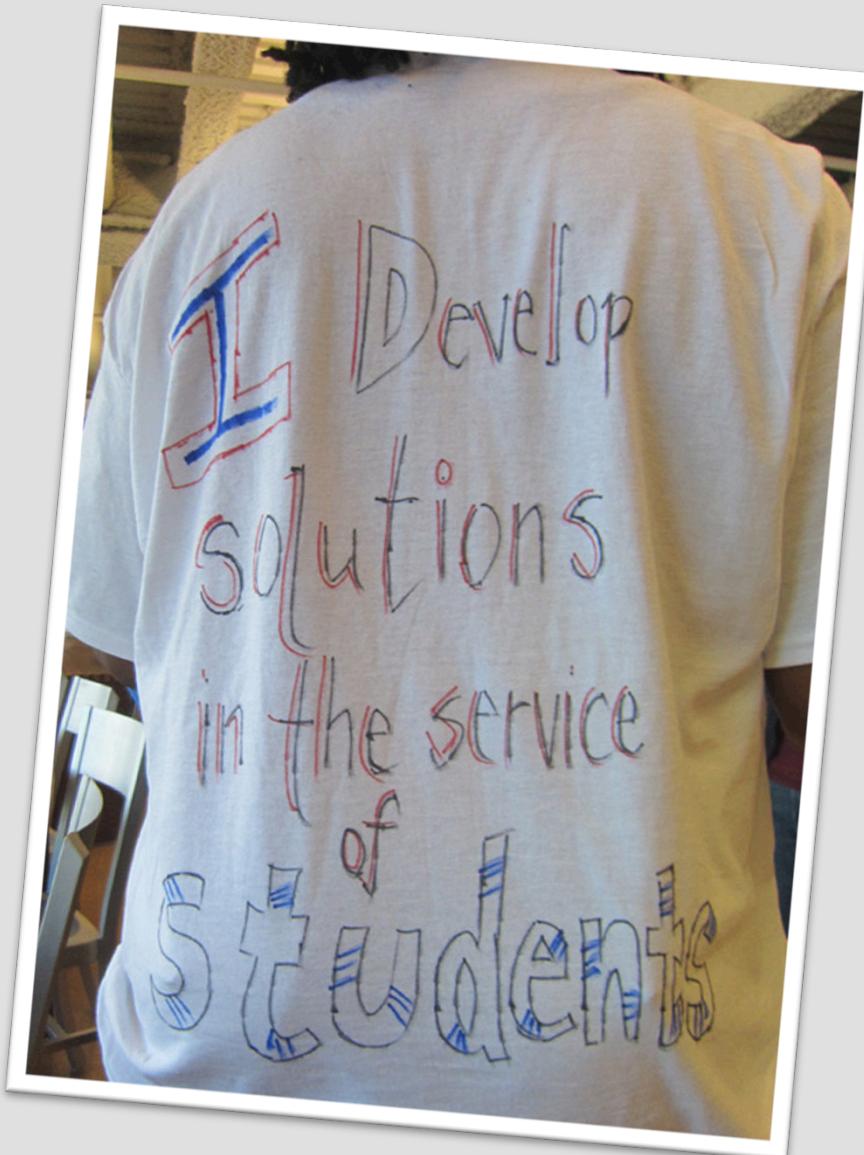
**QUICK REFERENCE GUIDE** Summarizing the principles and elements of an idea

**January–February 2014** Harvard Business Review

# Human-Centered Design

The discipline of developing solutions  
in the service of people.







**SUMMER 2014**







Papi Shawnya ► WorkReady  
Pittsburgh  
July 28

I so dearly appreciate all the thing's that have been happening over these past few weeks I've been able to work for an amazing company as a intern. I have a huge presentation on Wednesday. I think ill do fine thanks to all the workshops I've been able to attended every Friday from the techshop,luma and upmc. I think after this experience is over I will be work ready! #iamworkreadypgh .

Trappin Key and Jennifer Vernet Pajewski like this.

1 share

WorkReady Pittsburgh Don't forget to share your post!  
July 29 at 8:59am



Stewarding education innovation  
in Pittsburgh through the  
Remake Learning Network

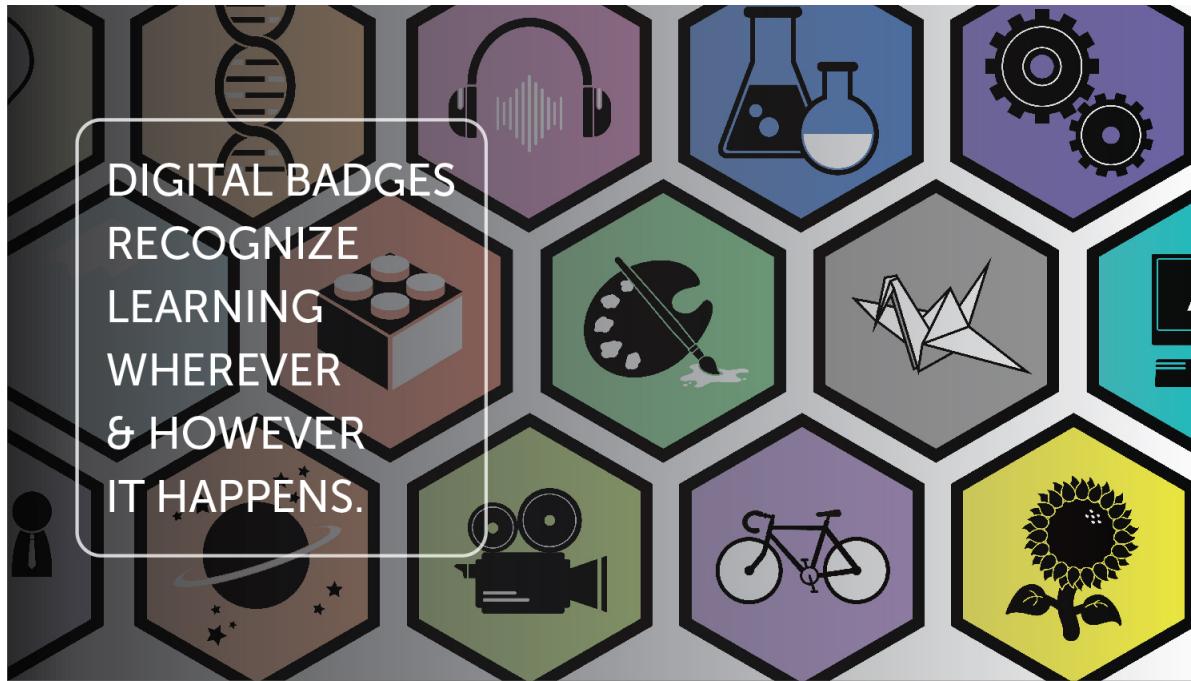
[remakelearning.org](http://remakelearning.org)





## Goals

- Make informal learning more visible
- Connect interests across spaces
- Recognize achievements using digital badges



## Badges are visual symbols students earn to recognize...

- Knowledge, skills, dispositions
- Learning that takes place across contexts
- Pathways to new opportunities

# Learn & Earn Badges



Acceptance into  
Learn & Earn program  
(an entry-level badge to  
get folks used to and  
using the badge system)



Completion of  
**Professional Development 101**  
+  
*Internship (Tier 1)*



Completion of  
**Professional Development 101**  
+  
*Internship (Tier 2)*

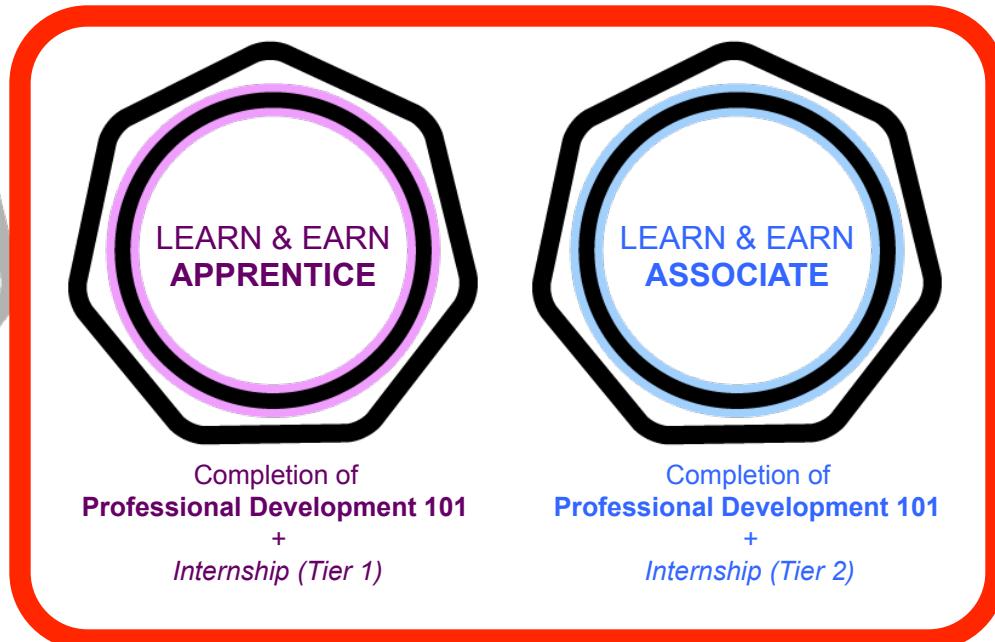


Completion of  
**Professional Development 201**  
+  
*Internship (Tier 3)*

# Learn & Earn Badges



Acceptance into  
Learn & Earn program  
(an entry-level badge to  
get folks used to and  
using the badge system)



Completion of  
Professional Development 201  
+  
Internship (Tier 1)

# Learn & Earn Badges



LEARN & EARN  
APPRENTICE

Completion of  
**Professional Development 101**  
+  
*Internship (Tier 1)*



LEARN & EARN  
ASSOCIATE

Completion of  
**Professional Development 101**  
+  
*Internship (Tier 2)*



WORKREADY  
TOOLKIT

Job search,  
Application,  
Resume, etc.



CAREER  
DESIGNER

Set career goals  
and identify  
interests.



PROFESSIONAL  
BY DESIGN

Work Attributes  
and soft skills.



RELIABLE  
TALENT  
I

Attendance  
and Work during  
Internship (Tier 1)



RELIABLE  
TALENT  
II

Attendance  
and Work during  
Internship (Tier 2)

# Professional Development 101

## Facilitator Guide



**Explore. Experience. Imagine.**

Discover the world of work. Build your personal toolkit. Design your future self.



## Professional Development 101

### Facilitator Guide



**Explore. Experience. Imagine.**

Discover the world of work. Build your personal toolkit. Design your future self.



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This document is designed to guide your delivery of a 12 hour curriculum.

The core curriculum is 11 hours and 20 minutes. To build your full curriculum there are four Flex Activity options for you to choose from.



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## Professional Development 101

### Facilitator Guide



**Explore. Experience. Imagine.**

Discover the world of work. Build your personal toolkit. Design your future self.



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This document is designed to guide your delivery of a 12 hour curriculum.

The core curriculum is 11 hours and 20 minutes. To build your full curriculum there are four Flex Activity options for you to choose from.

Two of the activities are 20 minutes long, and two of the activities are 40 minutes long.



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# Section I: Explore

Discover the world of work

**Core Curriculum:**  
3 hours 35 minutes

**Flex Activity:**  
Option 1 (20 min)



# Section II: Experience

Build your personal toolkit

**Core Curriculum:**  
4 hours 30 minutes

**Flex Activities:**

- Option 2 (20 min)
- Option 3 (40 min)
- Option 4 (40 min)



# Section III: Imagine

## Design your future self

**Core Curriculum:**  
3 hours 15 minutes



# Section I: Explore

Discover the world of work

# Section II: Experience

Build your personal toolkit

# Section III: Imagine

Design your future self



## Section I: Explore

- Introduction
- Mapping Relational Networks

## Section II: Experience

- Attribute Analysis
- Résumé by Design
- Both Sides of the Interview

## Section III: Imagine

- Envisioning the Future



Section I: Explore

- **Introduction**
- Mapping Relational Networks

Section II: Experience

- Attribute Analysis
- Résumé by Design
- Both Sides of the Interview

Section III: Imagine

- Envisioning the Future



**SUMMARY:**

Help interns understand how to create value through good work and problem-solving.

**INCLUDES:**

- Opening Remarks and Discussion
- Opening Activity – *Value Creation Template*

This activity sets the stage for the entire learning experience by discussing the idea that...

*All work is  
about creating  
value !*



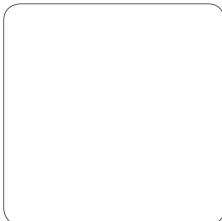
## Section I: Introduction | Opening Activity – Value Creation

Learn & Earn | Activity Template | Value Creation

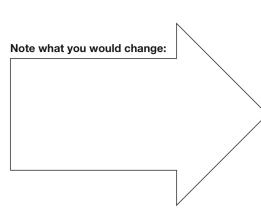
### Change what is to what should be.

All work is about creating value, no matter where you are. Pose problems in the three spaces you spend the most time: your home, school and neighborhood. Identify a change that *you* can initiate to create value.

Draw a problem in your home:

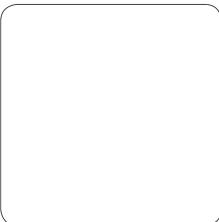


Draw your solution:

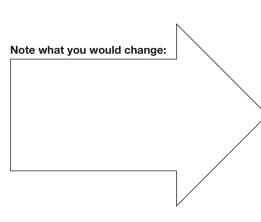


Note what you would change:

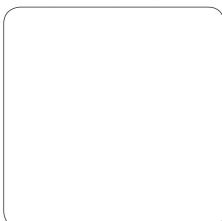
Note what you would change:



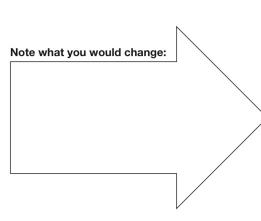
Draw your solution:



Draw a problem in your neighborhood:



Draw your solution:



Note what you would change:

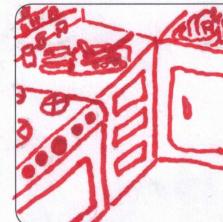
Note what you would change:

Learn & Earn | Activity Template | Value Creation

### Change what is to what should be.

All work is about creating value, no matter where you are. Pose problems in the three spaces you spend the most time: your home, school and neighborhood. Identify a change that *you* can initiate to create value.

Draw a problem in your home:



Note what you would change:

dirty dishes

Draw a problem in your school:



Note what you would change:

disengaged students

Draw a problem in your neighborhood:



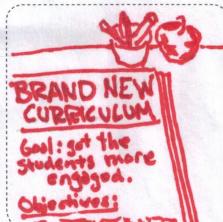
Note what you would change:

abandoned lots

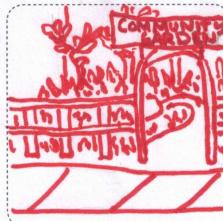
Draw your solution:



Draw your solution:



Draw your solution:



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**DESIRED OUTCOMES:**

**Work ethic and self-motivation.**

**RELATED BADGE:**

**“Workready Toolkit”**



## Section I: Explore

- Introduction
- **Mapping Relational Networks**

## Section II: Experience

- Attribute Analysis
- Résumé by Design
- Both Sides of the Interview

## Section III: Imagine

- Envisioning the Future



**SUMMARY:**

Help interns identify valuable relationships and understand connections in the economy.

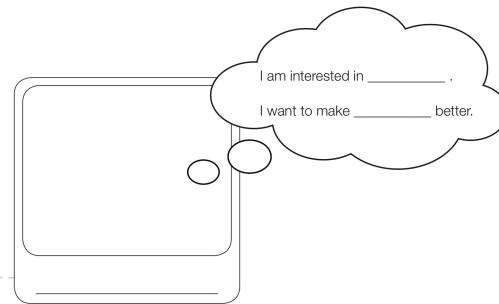
**INCLUDES:**

- Network Mapping Activity
- Tips for Building Your Network
- Ladder of Production and Marketing Activity
- Economic Networks (Flex Activity Option 1)
- Tips for Finding Work

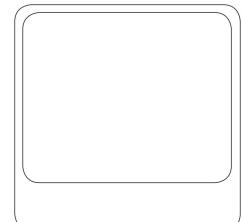
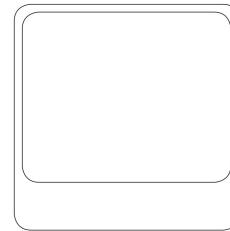
## Section I: Mapping Relational Networks | Network Mapping Activity

Learn & Earn | Activity Template | Network Mapping

- ① Draw yourself in the box to the right and fill in your thought bubble.



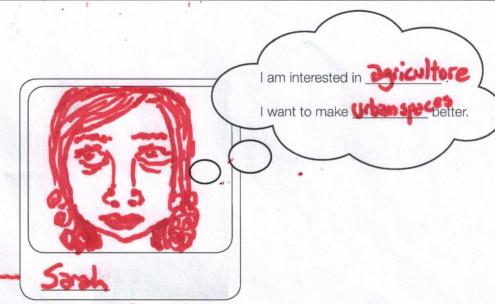
- ② Draw and label people you are connected to who do work you find interesting.



- ③ Add more connections! Draw arrows between people and expand the map beyond the page.

Learn & Earn | Activity Template | Network Mapping

- ① Draw yourself in the box to the right and fill in your thought bubble.



- ② Draw and label people you are connected to who do work you find interesting.



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This is a discussion activity that calls upon facilitators to draw from their own experience to provide...

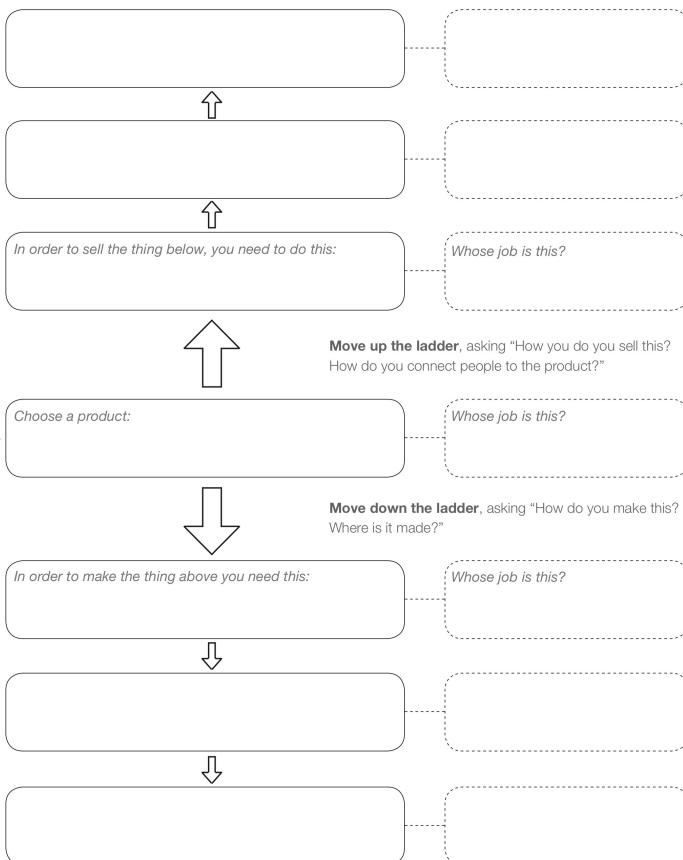
Tips for building  
your network.



## Section I: Mapping Relational Networks | Ladder of Production and Marketing Activity

Learn & Earn | Activity Template | Ladder of Production & Marketing

**Marketing**  
How do you sell this product?



**Production**  
How do you make this product?



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Learn & Earn | Activity Template | Ladder of Production & Marketing

**Marketing**  
How do you sell this product?



**Production**  
How do you make this product?



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**Make commercial**

**Create slogan or jingle**  
ex. "quicker picker upper"

**advertise**

**paper towels**

**paper**

**pulp**

**trees (or other fibrous material)**

**film maker**

**marketing artist**

**advertising management**

**manufacturer**

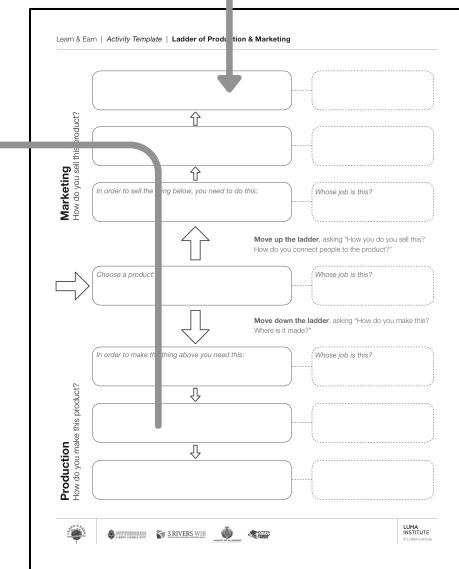
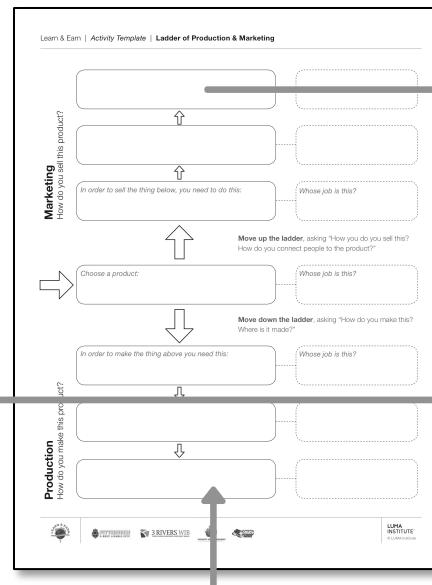
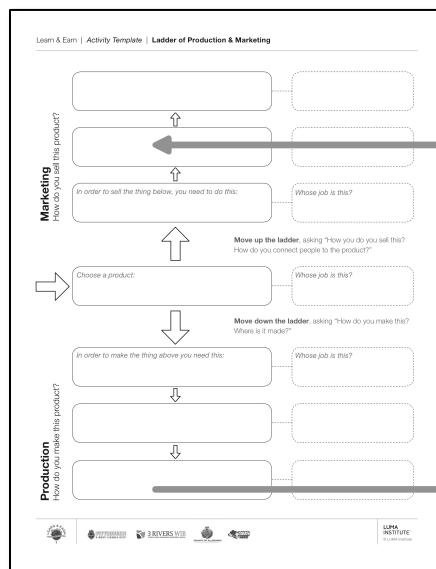
**factory worker**

**factory worker**

**lumber jack**



This is the first of four different flex activity options. Consider using this activity to help participants deepen and expand their economic networks.



This is a discussion activity that calls upon facilitators to draw from their own experience to provide...

Tips for finding  
work.



**DESIRED OUTCOMES:**

Identifying career options and understanding the importance of economic networks

**RELATED BADGES:**

“Workready Toolkit” and “Career Designer”



## Section I: Explore

- Introduction
- Mapping Relational Networks

## Section II: Experience

- **Attribute Analysis**
- Résumé by Design
- Both Sides of the Interview

## Section III: Imagine

- Envisioning the Future



**SUMMARY:**

Help interns understand professional traits and possibilities for personal growth.

**INCLUDES:**

- Attribute Analysis Activity
- Attribute Growth Activity
- An Action Plan (Flex Activity Option 2)
- Tips for Personal Improvement

## Section II: Attribute Analysis | Attribute Analysis Activity

Learn & Earn | Activity Template | Attribute Analysis

### Identify the roses.

"I am good at \_\_\_\_\_ because..."  
"I have a good \_\_\_\_\_ when I..."

Attitude:

Are you happy when you are working?

Communication:

Do you listen well and let others speak?

Conflict Resolution:

How do you respond to conflict?

Punctuality:

Do you show up on time?

Appearance:

Do you dress appropriately for work?

Teamwork:

Do you work well in groups or in pairs?

### Identify the thorns.

"I struggle at \_\_\_\_\_ because..."  
"I have a bad \_\_\_\_\_ when I..."

Attitude:

Learn & Earn | Activity Template | Attribute Analysis

### Identify the roses.

"I am good at Working because..."  
"I have a good Work ethic when I..."

Attitude:

I keep a smile on my face when working.  
Are you happy when you are working?

Communication:

I communicate my thoughts well and try to listen.  
Do you listen well and let others speak?

Conflict Resolution:

I keep my cool when things get messy!  
How do you respond to conflict?

Punctuality:

I almost always arrive on time.  
Do you show up on time?

Appearance:

I rarely have an issue with clothing.  
Do you dress appropriately for work?

Teamwork:

When I take care of myself, I take care of others.  
Do you work well in groups or in pairs?

### Identify the thorns.

"I struggle at Working because..."  
"I have a bad Work ethic when I..."

Attitude:

Some days, I have a very negative outlook.

Communication:

I cut over others in conversation.

Conflict Resolution:

Sometimes, I pretend not to be hurt or angered when I am.

Punctuality:

I can forget about time easily.

Appearance:

My clothes can be too messy or not fit right.

Teamwork:

I can forget about other voices, or my own if I am not taking care of myself.

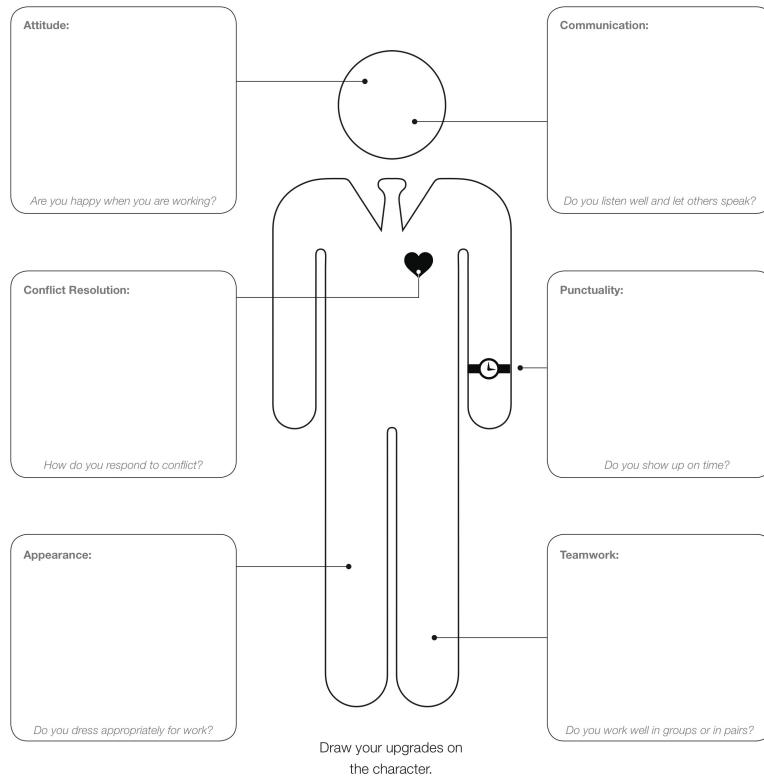


## Section II: Attribute Analysis | Attribute Growth Activity

Learn & Earn | Activity Template | Attribute Growth

### Identify ways that you can grow in each area.

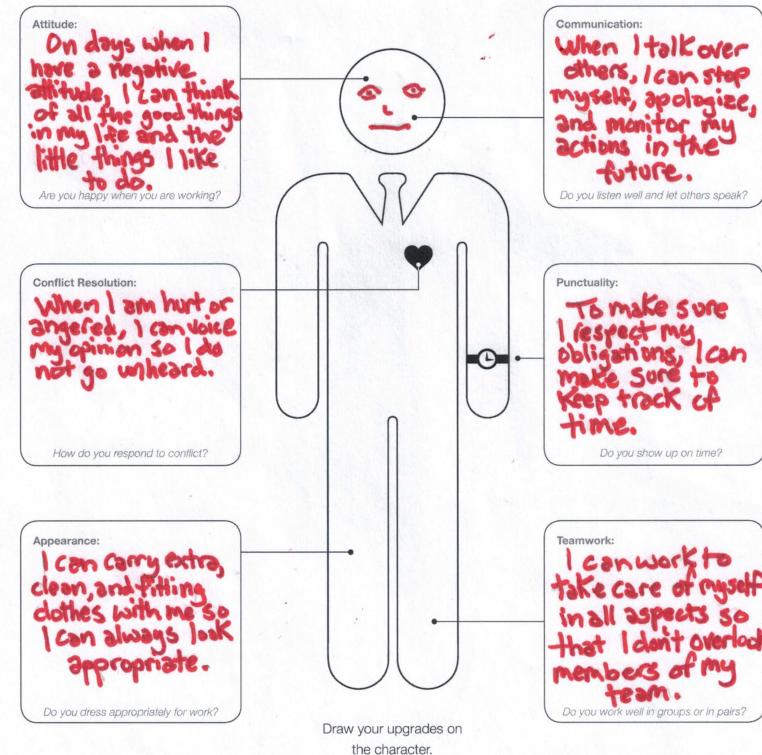
"I could be better at \_\_\_\_\_ if I..."  
"If I changed \_\_\_\_\_ then I..."



Learn & Earn | Activity Template | Attribute Growth

### Identify ways that you can grow in each area.

"I could be better at Working if I..."  
"If I changed perspective then I..."



This is the second of four Flex Activity options. Consider using this activity to help participants plan for personal growth.

“I will make my goal come true by doing \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

My friend \_\_\_\_\_ will check in with me in \_\_\_\_\_ to see if I am meeting my goals.”

This is a discussion activity that calls upon facilitators to draw from their own experience to provide...

Tips for personal improvement.



**DESIRED OUTCOMES:**

Understanding and improving professional habits and soft skills.

**RELATED BADGES:**

“Professional by Design”



## Section I: Explore

- Introduction
- Mapping Relational Networks

## Section II: Experience

- Attribute Analysis
- **Résumé by Design**
- Both Sides of the Interview

## Section III: Imagine

- Envisioning the Future



**SUMMARY:**

Help interns understand the importance of creating a good résumé.

**INCLUDES:**

- Reader-Centered Resume Activity
- Resume-Designer Activity
- Create the Resume (Flex Activity Option 3)

## Section II: Résumé by Design | Reader-Centered Résumé Activity

Learn & Earn | Activity Template | Reader-Centered Résumé

A résumé is the story of your ability to do good, valuable work. The best ones are user-centered, meaning they consider the reader's perspective. Follow each question to critically approach writing a reader-centered résumé.

WHAT'S YOUR WORK GOAL?

WHY?

WHO?

Why are you writing this?  
Why do you want this job?  
What will happen if you get it?

Who is your audience?  
Who will read this?  
How long will they have to read it?

CONTEXT?

CRITERIA?

How many people are applying?  
How are you connected to the job?  
What will it pay?

What kind of skills are they looking for?  
What type of education background?  
What previous experience?



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Learn & Earn | Activity Template | Reader-Centered Résumé

A résumé is the story of your ability to do good, valuable work. The best ones are user-centered, meaning they consider the reader's perspective. Follow each question to critically approach writing a reader-centered résumé.

WHAT'S YOUR WORK GOAL?

WHY?

I want this job because it will help me gain experience working with plants, agricultural knowledge, and the community. If I get this job, I will learn a lot that will help pave my future career goals.

Why are you writing this?  
Why do you want this job?  
What will happen if you get it?

WHO?

The people who created and/or manage the garden. They will have about a month before the growing season starts to make a decision.

Who is your audience?  
Who will read this?  
How long will they have to read it?

CONTEXT?

There is not much competition, but there are others who have been in contact longer who have a better chance. I learned of this opportunity through a friend. Pay is unknown.

How many people are applying?  
How are you connected to the job?  
What will it pay?

CRITERIA?

They want someone who can work hard and learn quickly. Previous education and experience not necessary, but interest is.

What kind of skills are they looking for?  
What type of education background?  
What previous experience?

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## Section II: Résumé by Design | Résumé Designer Activity

### Learn & Earn | Activity Template | Résumé Designer

Use the sheet below to write the content for your résumé. Remember to consider the *reader, purpose, context and criteria* for the résumé, based on your Reader-Centered Résumé template.

#### Personal Profile

Who are you?

Why do you want this job?

What do you want to make better?

How will this prepare you for the future?

#### Work Experience

Position: \_\_\_\_\_

Employer: \_\_\_\_\_

Dates: \_\_\_\_\_ / \_\_\_\_\_

Responsibilities:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Position: \_\_\_\_\_

Employer: \_\_\_\_\_

Dates: \_\_\_\_\_ / \_\_\_\_\_

Responsibilities:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

#### Skills

#### Education

School: \_\_\_\_\_

Dates: \_\_\_\_\_

GPA: \_\_\_\_\_

Awards: \_\_\_\_\_



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### Learn & Earn | Activity Template | Résumé Designer

Use the sheet below to write the content for your résumé. Remember to consider the *reader, purpose, context and criteria* for the résumé, based on your Reader-Centered Résumé template.

#### Personal Profile

Who are you?

**Sarah**

Why do you want this job?

**To further my skills and understanding in agriculture.**

What do you want to make better?

**My teamwork, leadership, and time-management skills.**

How will this prepare you for the future?

**I will be working in a field that interests me and will prepare me for my desired career.**

#### Work Experience

Position: **gardener**

Employer: **Children's Museum**

Dates: **6/12 / 11/13**

Responsibilities:

- **gardening/food prep**
- **teaching**
- **leadership/assistance**

Position: **Customer Service Gaucho**

Employer: **5/14 / 9/14**

Dates: **5/14 / 9/14**

Responsibilities:

- **taking orders**
- **working cash register**
- **serving**

#### Skills

- **Customer service**
- **gardening**
- **Food & drink preparation**
- **Money management**
- **Spanish speaking**

School: **CAPA 6/12**

Dates: **2010-2014**

GPA: **3.76**

Awards: **none**

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This is the third of four flex activity options. Consider using this activity to have participants create a finished résumé.

**James Morgan**

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**PROFILE**  
Lorem ipsum dolor sit amet, consectetur adipiscing elit. Nam cursus. Morbi ut mi. Nullam enim leo, egestas id, condimentum at, laoreet mattis, massa. Sed eleifend nonummy diam. Praesent mauris ante, elementum et, bibendum at, posuere sit amet, nibh. Duis tincidunt lectus quis qui viverra vestibulum. Suspendisse vulputate aliquam dui. Nulla elementum dui ut augue.

**EXPERIENCE**

Job Title, Company Name  
CITY, STATE - 2014 - PRESENT

- Nunc tempus felis vitae urna. Vivamus porttitor, neque at volutpat rutrum, purus nisi eleifend libero, a tempus libero lectus feugiat felis. Morbi diam mauris, viverra in, gravida eu, mattis in, ante. Morbi eget arcu. Morbi porta, libero id ullamcorper nonummy, nibh ligula pulvinar metus, eget consectetur augue nisi quis lacus. Ut ac mi quis lacus mollis aliquam. Curabitur iaculis tempus eros.
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Job Title, Company Name  
CITY, STATE - 2013 - 2014  
Job Title, Company Name  
CITY, STATE - 2012 - PRESENT

**EDUCATION**

- Name of School, Focus Area, GPA
- Other Relevant Education, Name of Program
- Other Relevant Education, Name of Program
- Other Relevant Education, Name of Program

**SKILLS**

- List Your Skills	- List Your Skills	- List Your Skills
- List Your Skills	- List Your Skills	- List Your Skills
- List Your Skills	- List Your Skills	- List Your Skills
- List Your Skills	- List Your Skills	- List Your Skills

- Find the digital “resume\_template.doc” file at our resource site:  
**LearnandEarnPD.org**
- Facilitators will need computers in order for students to create digital copies of résumés.

**DESIRED OUTCOMES:**

Résumé design and creation.

**RELATED BADGE:**

“Workready Toolkit”



## Section I: Explore

- Introduction
- Mapping Relational Networks

## Section II: Experience

- Attribute Analysis
- Résumé by Design
- **Both Sides of the Interview**

## Section III: Imagine

- Envisioning the Future



**SUMMARY:**

Help students understand various aspects of professional job interviews.

**INCLUDES:**

- Two Sides of the Interview Activity
- Outcome of Interviews (Flex Activity Option 4)



## Section II: Both Sides of the Interview | Two Sides of the Interview Activity

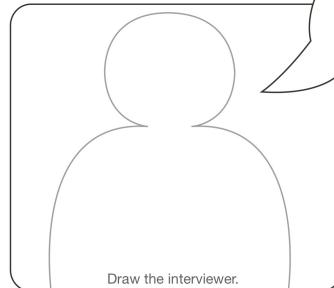
### Learn & Earn | Activity Template | Interviewer Persona

In this interviewing exercise, your small group should embody and act out the character of the Interviewer's Persona and practice interviewing the applicant using the interview questions found below.

Give the interviewer a name:



Draw the interviewer:



Hi! I'm \_\_\_\_\_, the Lead Educator for our summer programs at the public zoo. I love working with kids and teaching them all about animals. We are looking to hire a Program Assistant who likes kids and animals.

Job Description:

This position is for a Program Assistant at the public zoo, working with our Lead Educator to help conduct summer workshops for preschoolers. The Assistant will be in charge of gathering supplies, coordinating activities and assisting the Lead Educator with any necessary tasks for the weekday Summer Zoology Camp.

Criteria:

- Experience working with kids
- Comfortable around animals
- Public speaking skills
- Likes to work on a team
- Highly motivated
- Any background in Zoology a bonus!

Favorite interview questions:

- What are your greatest strengths?
- Where do you think you will be in five years?
- What is the best job you have ever had? Why?
- What are your weaknesses?
- What do you like to do outside of work?
- If you could solve one problem, what would it be?

Write your own question:



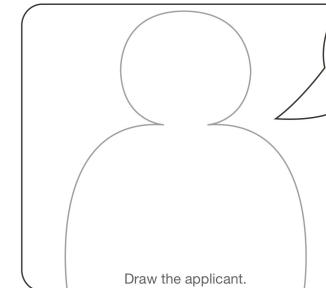
### Learn & Earn | Activity Template | Applicant Persona

In this interviewing exercise, your group should embody and act out the character of the Applicant's Persona and practice applying for a job, responding to the interview questions with answers based on the profile below.

Give the applicant a name:



Draw the applicant:



Hi! I'm \_\_\_\_\_. I'm looking for a summer job. I have been an active babysitter for the last two years, but am looking to get some experience in a new field. I love being outside and trying new things.

Personal Profile:

The applicant is a highly motivated 16 year old with a strong five-year plan. They are seeking out employment that will help them further clarify their career goals while giving them practical, translatable skills. They are also deeply interested in doing work that gives back to the community in some way.

Roses:                      Thorns:

- Self-Motivated
- Confident speaker
- Honest
- Punctual
- Showers often
- Very friendly
- Struggles with rules
- Bad listener
- Picks fights
- Ignores deadlines
- Dresses casually
- Works independently

Skills and Experience:

- Babysitter
- Animal Shelter Volunteer
- Ice Cream Scooper

Career Goals:

- Attend College
- Preschool Teacher
- Attend Graduate School



This is the last of the four flex activity options. Consider using this activity to go deeper into the interview process.

Should I  
hire you?

Should I  
work for you?



**Interviewers**



**Applicants**

**DESIRED OUTCOMES:**

Interview experience and preparation.

**RELATED BADGE:**

“Workready Toolkit”



## Section I: Explore

- Introduction
- Mapping Relational Networks

## Section II: Experience

- Attribute Analysis
- Résumé by Design
- Both Sides of the Interview

## Section III: Imagine

- **Envisioning the Future**



**SUMMARY:**

Help interns imagine their future career path and create a plan to achieve goals.

**INCLUDES:**

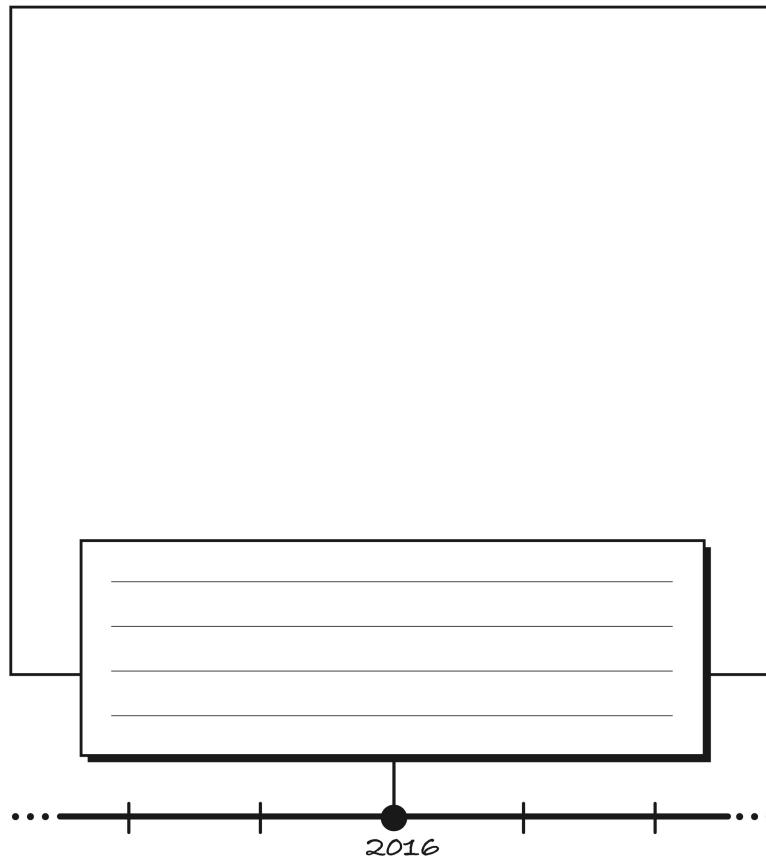
- Storyboarding Activity
- One-Year Plan Activity
- Wrap-up Discussion



## Section III: Envisioning the Future | Storyboarding Activity

Learn & Earn | Activity Template | Storyboard

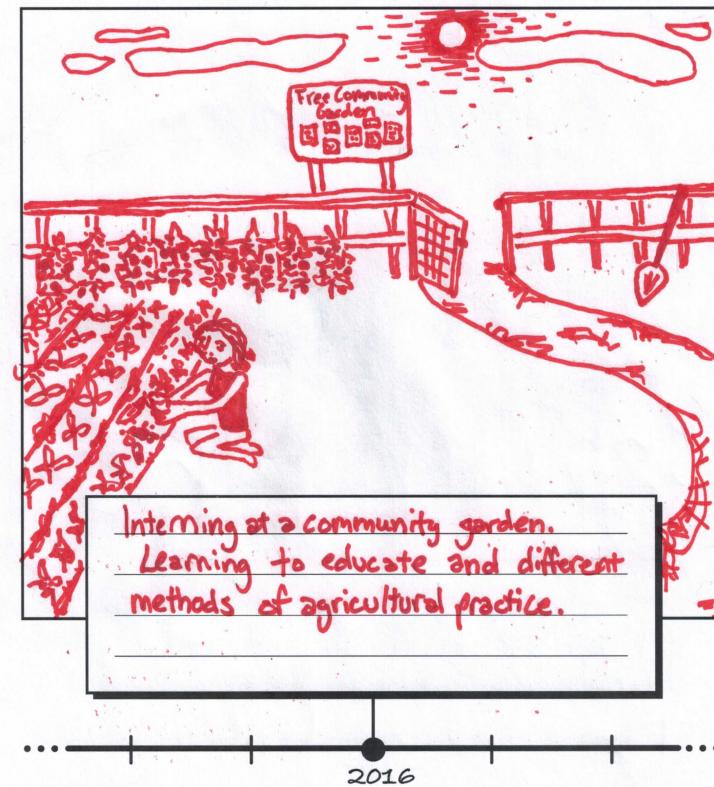
Page 1



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Learn & Earn | Activity Template | Storyboard

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## Section III: Envisioning the Future | Storyboarding Activity

Learn & Earn | Activity Template | Storyboard

Page 2



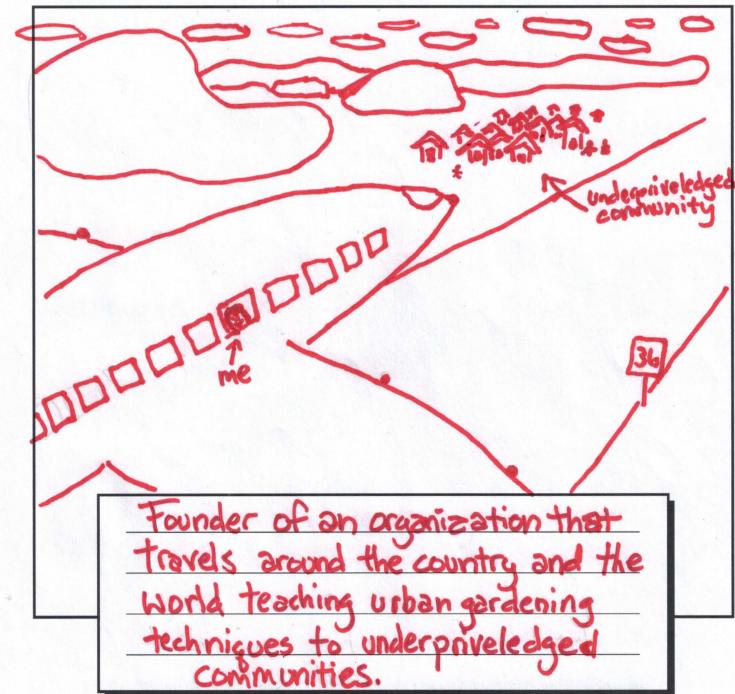
... ● 2020 ...



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Learn & Earn | Activity Template | Storyboard

Page 3



... ● 2025 ...



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## Section III: Envisioning the Future | One-Year Plan Activity

Learn & Earn | Activity Template | One-Year Plan

- 1 Referencing your completed Storyboard, think about what people, experiences, and learning you might pursue in order to make your story for next year a reality. Describe one step you might take in the box below.

- 2 Set a specific date as a goal and name a person who can keep you accountable to your goal.

- 3 Think of two more steps you can take to achieve your goals for next year. What attributes can you improve? What do you need to add to your resume? Who do you need to add to your network?



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Learn & Earn | Activity Template | One-Year Plan

- 1 Referencing your completed Storyboard, think about what people, experiences, and learning you might pursue in order to make your story for next year a reality. Describe one step you might take in the box below.

**Start volunteering at a local community garden or urban farm**

**June 10th  
my best friend**

- 2 Set a specific date as a goal and name a person who can keep you accountable to your goal.

**get involved with exchange programs in foreign countries**

**August 27th  
my school adviser**

- 3 Think of two more steps you can take to achieve your goals for next year. What attributes can you improve? What do you need to add to your resume? Who do you need to add to your network?

**Take some courses on education and agricultural topics (i.e. botany, horticulture, etc.)**

**June 8th  
my school adviser**



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This is a discussion activity that calls upon facilitators to ask...

What does the  
future hold?



**DESIRED OUTCOMES:**

**Set short and long-term goals**

**RELATED BADGES:**

**“Career Designer”**



## Professional Development 101

### Facilitator Guide



**Explore. Experience. Imagine.**

Discover the world of work. Build your personal toolkit. Design your future self.



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# Explore

Discover the world of work

# Experience

Build your personal toolkit

# Imagine

Design your future self



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**New Slide Section**

**B I U ABC A<sup>2</sup> A<sub>2</sub> AV Aa A<sup>v</sup> A<sub>a</sub>**

**Text Picture Shape Media Arrange Quick Styles Play**

**Section I: Explore Discover the world of work.**

**Section II: Experience Build your personal toolkit.**

**Section III: Imagine Design your future self.**

**Section I: Introduction**

**Section I: Mapping Relational Networks**

**Section II: Attribute Analysis**

**Section II: Resume by Design**

**Section II: Both Sides of the Interview**

**Section III: Envisioning the Future**

**All work is about creating value!**

**Circle up with a team**

**Discuss the following questions...**

- How can I make something that people need or want?
- What problems can I solve?
- What creative new idea can I bring to life?
- What is broken that needs to be fixed?
- How can I make someone's day better?
- How can I make something work better and be more efficient?

**Using the Value Creation template, think of a problem you can address at home. Draw or describe it.**

**Next, think about (and capture) what you would change.**

**Finally, illustrate your proposed solution**

**Repeat this process for "school," "neighborhood"**

**"Everyone designs who devises courses of action aimed at changing existing situations into preferred ones."**

**Section I: Exploration**

**Section I: Mapping Relational Networks**

**Section II: Attribute Analysis**

**Section II: Resume by Design**

**Section II: Both Sides of the Interview**

**Section III: Envisioning the Future**

**Using the Network Mapping template, draw a sketch of yourself, write your name, and fill in the blanks.**

**Next, draw and label people to whom you are connected.**

**Add more connections! Draw arrows and expand the map beyond the page**

**Finally, working in groups, draw connections between your network maps**

**Tips for building your network.**

**Using the Ladder of Production and Marketing template, choose a product you enjoy or would love to be able to make.**

**Work your way down the ladder, one rung at a time**

**Next, work your way up the ladder**

**Identify specific jobs that match up with each rung of the ladder; highlight the rungs that most interest you**

**Example:**

**Using the Attribute Analysis template, identify (and draw) your positive attributes**

**Next, identify (and draw) your negative attributes and struggles**

**Example:**

**Using the Attribute Growth template, identify possible points of improvement and growth for each attribute**

**Example:**

**What did you learn about the types of work in the world?**

**Was anything surprising to you?**

**How could you add value to your Network Map or Ladder of Production and Marketing?**

**PITTSBURGH A MOST LIVABLE CITY**

**3 RIVERS WIB THREE RIVERS WORKFORCE INVESTMENT BOARD**

**COUNTY OF ALLEGHENY**

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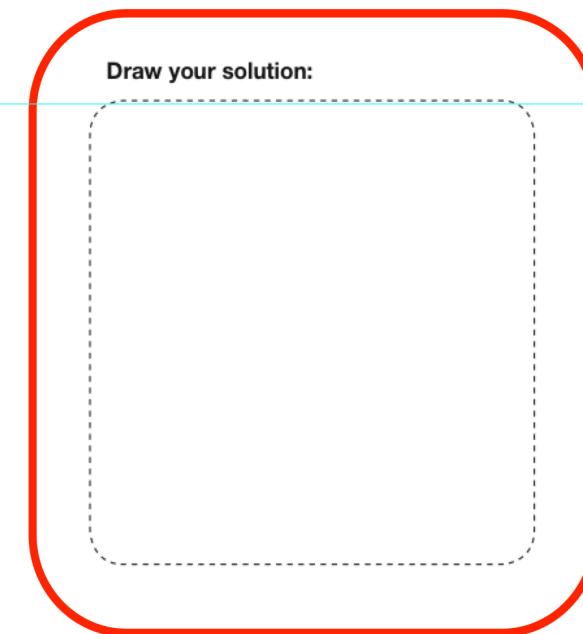
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Section I: Introduction | **Opening Activity**

Finally, illustrate your proposed solution



**Draw your solution**





# Learn and Earn Resources

A directory of facilitator resources for the Learn and Earn professional development curriculum.

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## Facilitator Materials

### PD101 Facilitator Guide

[Download the PD101 Facilitator Guide.](#)

### PD101 Facilitator Slidedeck

As an additional resource when you are running your program, we have created a slidedeck full of prompts, participant instructions, and materials. The "Learn & Earn PD101" program is designed to run without slides, but this deck may be useful for certain locations depending on the size of their group and other variables.

[Download the PD101 Facilitator Slidedeck: Powerpoint File.](#)

[Download the PD101 Facilitator Slidedeck: PDF File.](#)

A project of the [City of Pittsburgh](#), [Allegheny County](#), [the Three Rivers Workforce Investment Board](#), and [the Luma Institute](#).

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## Activity Templates

### All PD101 Activity Templates

Download the [All Templates](#) file.

### Individual PD101 Activity Templates

Download the templates individually:

1. Value Creation [Download](#)
2. Network Mapping [Download](#)
3. Ladder of Production & Marketing [Download](#)
4. Attribute Analysis [Download](#)
5. Attribute Growth [Download](#)
6. Reader-Centered Resume [Download](#)
7. Resume Designer [Download](#)
8. Interviewer Persona [Download](#)
9. Applicant Persona [Download](#)
10. Storyboard [Download](#)
11. One-Year Plan [Download](#)

\*Resume Template .Doc file for Resume Creator [Download](#)

Or download a [.zip](#) file that contains a folder containing all of the individual PDFs.





## Learn and Earn Resources

A directory of facilitator resources for the Learn and Earn professional development curriculum.

Home

## RESOURCES

## Facilitator Materials

## Activity Templates

## Training Resources

# Training Resources

In case you have facilitators on your team who were unable to attend our training, you can download some of the training resources here.

[Download the PD101 Training Slides](#)

**Go to the [PD101 Training Video](#)**

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# Learn & Earn Badges



LEARN & EARN  
APPRENTICE

Completion of  
**Professional Development 101**  
+  
*Internship (Tier 1)*



LEARN & EARN  
ASSOCIATE

Completion of  
**Professional Development 101**  
+  
*Internship (Tier 2)*



WORKREADY  
TOOLKIT

Job search,  
Application,  
Resume, etc.



CAREER  
DESIGNER

Set career goals  
and identify  
interests.



PROFESSIONAL  
BY DESIGN

Work Attributes  
and soft skills.



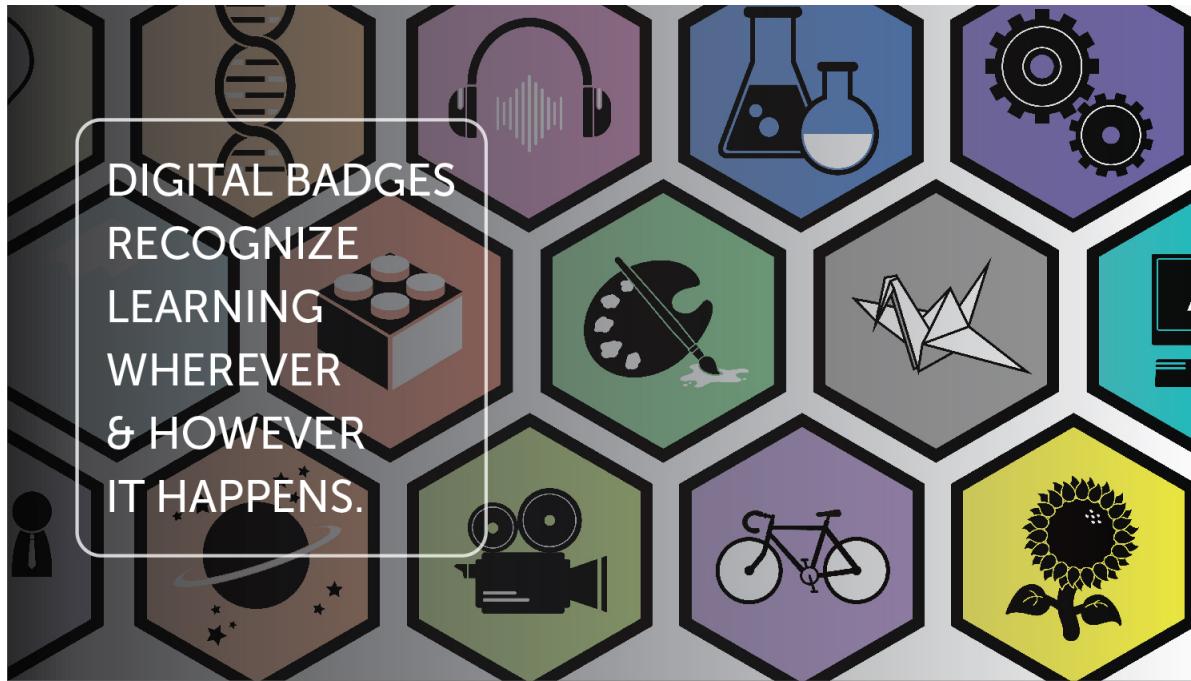
RELIABLE  
TALENT  
I

Attendance  
and Work during  
Internship (Tier 1)



RELIABLE  
TALENT  
II

Attendance  
and Work during  
Internship (Tier 2)



Questions about badges?

Contact the City of Learning Helpdesk at:

[info@cityoflearning.org](mailto:info@cityoflearning.org)

or contact Tim directly: [tim@sproutfund.org](mailto:tim@sproutfund.org)

# Q & A

