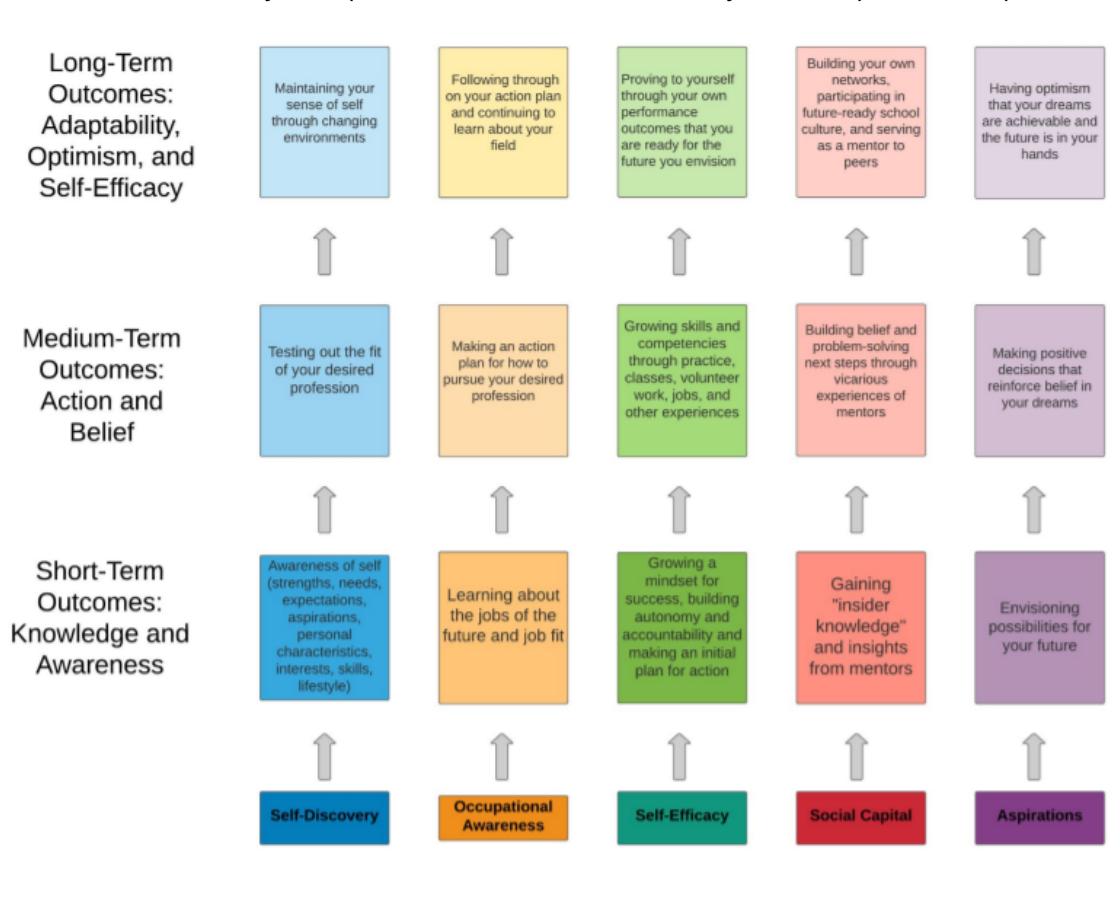


THE FIND YOUR GRIND LOGIC MODEL

Part 3: Progressive Learning, Social Cognitive Career Programming, and the Find Your Grind Logic Model

The Find Your Grind Logic Model is rooted in several key assumptions about youth, human development, and career preparation. We know the majority of young people feel unprepared for their futures and lack the critical skills they need to transition to the workforce (MMR Research Associates, 2018). The role schools play in preparing students for an uncertain future cannot be understated. Today’s young people need opportunities to develop transferable skills that will aid in both their career growth and personal development. Opportunities to discover and describe their own skills, talents, and values are empowering to such students and central to finding their place in the world. The process of discovering, developing, and reflecting on these assets is ongoing, complex, and rooted in developmental and reflective progressive learning strategies that emphasize long-term rather than immediate results. External factors such as school culture, resources, curriculum, individual characteristics, and elements of the larger context also influence this progression in both individuals and groups. Social Cognitive Career Theory provides a basis for promoting this type of self-exploration and career readiness by focusing on gains in self-efficacy, outcome expectations, and actionable goals. Five key areas are emphasized in this model to ensure whole student development and preparation for the future: self-discovery, occupational awareness, self-efficacy, social capital, and aspirations.



Classes utilizing the Find Your Grind Platform for short-term outcomes focus on growing their knowledge and awareness of who they are and what their possibilities for the future might be. Students are encouraged to develop a mindset for success, learn about their own strengths, be inspired by mentors, and imagine their ideal futures. As they invest and reinvest in their own strengths and talents, students further develop their self-belief and begin taking action in pursuit of their goals (medium-term). They may begin testing out the fit of their desired career by engaging in volunteer work, internships, or independent practice that aligns with the steps in their action plans. During this time, students continue to be inspired by their own progress and the vicarious experiences of mentors. In the long-term, students develop greater self-efficacy, optimism for their futures, and adaptable skills that can serve them in a variety of future pathways. Throughout the myriad changes of adolescence and emerging adulthood, students learn to maintain an open mind and core sense of self as they prove through their own expert performance outcomes that they are ready for the future they have imagined.