



## **SECTION 8 – FCCLA PLANNING PROCESS**

# THE FCCLA PLANNING PROCESS FOR INDIVIDUAL AND TEAM ACTION

The planning process is a decision-making tool that supports the organization's overall philosophy about youth-centered leadership and personal growth. It can be used to determine group action in a chapter or class or to plan individual projects.



## IDENTIFY CONCERNS

Symbol: The circle represents a continuous flow of ideas and has no beginning or end. As a target, it symbolizes zeroing in on the one idea around which you would like to build a project.

Either you know what concerns you want to tackle or they are still thinking about what they want to do. One way to identify interests and concerns is thorough brain storming.

Effective brainstormers follow these suggestions—(1) list every idea, (2) don't discuss them, (3) don't judge them, (4) allow repetition and, (5) enjoy silences.

Record everyone's ideas, then look over the list and consider—

- which ideas would work best as longer in-depth projects and which lend themselves to shorter activity plans;
- which ideas interest you the most;
- which ideas need immediate attention and which could be saved for later.

Other ways to get at concerns might include member surveys, questionnaires, discussions, topic investigation or open-ended sentences, such as . . .

"What I need to know about job hunting is . . ."

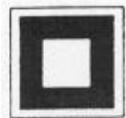
Once concerns are identified, select those that are most workable and can be related



## SET A GOAL

Symbol: The arrow stands for deciding which direction you will take. It points toward the goal or end result.

Establish a clear mental picture of what needs to be accomplished and make sure it is something that can be achieved and evaluated. You may want to take on one in-depth project or several mini-activities.



## FORM A PLAN

The square represents the coming together of ideas—the who, what, where, when and how of your plan.

Decide what needs to be done, and figure out the details.

- WHO – will do what, and how will they be recognized?
- WHAT – activity/event will take place?
- WHEN – will it happen, and is the timetable realistic?
- WHERE – will it take place – in class, out of class, other location?
- HOW – will it happen? Possible barriers and alternatives?
- EVALUATION – how will the project be evaluated?

To keep members well informed, distribute copies of the completed project plan and suggest members share it with their families. Also keep faculty, school administrators, local media, and interested people in the community aware of your activities as the plan progresses.

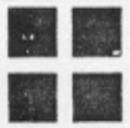
List possible barriers you might face and develop plans if necessary.



## ACT

Symbol: The different squares in this symbol represent the activities to be carried out to meet your goal. It represents acting on the plan.

Carry out the plan. Use available resources, and don't be afraid to try something new. Evaluate along the way. If the plan isn't working, try something else. Mistakes are part of tackling the unknown. All projects, no matter how well-planned their activities or how involved their members, will experience both successes and failures.



## FOLLOW UP

Symbol: The broken squares suggest examining the project piece by piece. This symbol also represents a "window" through which to review and evaluate the plan.

Through continuous evaluation, you will know if your plan is on target or if new plans are needed. What worked? What didn't work? Learn from failures as well as successes

Look back at what was done –

- What happened because of involvement?
- What was learned?
- What would members do differently next time?
- What would they do again?
- How could resources be used more effectively?
- What was accomplished?

If the project doesn't succeed, discussing the problems can help relieve frustrations and pave the way for future successes.

Follow up also includes recognition.