

2026 POSTSECONDARY CTE SUMMIT

Small Steps, Big Impact

Advancing career development through micro-learning and feedback

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THE PROBLEM

Career pathways got nonlinear. Support didn't.

1

One-time guidance

Strong foundational counseling — but it happens once, at a single moment in time.

2

Nonlinear pathways

People now move between education, training, and employment repeatedly, not once.

3

The missing piece

Continuous, skill-based support that travels with the learner across that movement.

Skill-building has to be continuous, not a one-time event.

TODAY'S OBJECTIVES

By the end of this session, you'll be able to...

- 1 Explain how micro-learning and feedback support continuous skill development in career pathways.
- 2 Demo a micro-learning activity targeting a specific workplace skill, like communication.
- 3 Implement simple feedback strategies that reinforce learning and skill progression in your own setting.

WHY THIS WORKS

The research behind the model

Engagement, retention, transfer

Short, targeted learning experiences improve how well skills stick and transfer to real tasks. *(Hug, 2005; Buchem & Hamelmann, 2010)*

Skill development, self-regulation

Timely, specific feedback significantly enhances both skill growth and self-regulation. *(Hattie & Timperley, 2007)*

A continuous loop

Together, these create a learning experience that fits naturally into a daily routine — not a one-time event. *(Synthesis)*

THE MODEL

15 minutes a day



Repeats daily — each cycle closes the loop the next one builds on.

WHAT CLOSSES THE LOOP: THE FEEDBACK RECORD

Summary	What happened
Strengths	Named, specific
Improvements	Named, specific
Coaching tip	One, actionable
Mastery score	Tracked over time

BEFORE WE PRACTICE

Quick self-assessment

Answer silently. No sharing required.

1

On a scale of 1–5, how intentionally do you currently practice active listening in a typical conversation?

2

What's one moment this week where a small piece of feedback would have changed the outcome?

TODAY'S ACTIVITY

Two roles, three rounds

Find a partner. You'll swap roles partway through — both of you experience both sides.

Partner A — Speaker

Talks, then later receives a summary and feedback on what was heard.

Partner B — Listener

Listens, then summarizes and gives feedback on the exchange.

ROUND 1 • 8 MINUTES

Active Listening Audit

FOUNDATION • COMMUNICATION • LEVEL 1

LIVE ADAPTATION

Originally a solo reflection on a past conversation. Today, the audit happens live instead of from memory.

INSTRUCTIONS

Partner A talks for 90 seconds on a low-stakes prompt — a project you're proud of, or a challenge in your current role.

Partner B listens only. No interrupting, no advice.

REFLECTION PROMPT

“What is one thing the speaker said that you only fully processed now?”

The 3-Bullet Summary

FOUNDATION • COMMUNICATION • LEVEL 2

LIVE ADAPTATION

Originally: condense a status update into 3 bullets. Today, the “update” is the conversation Partner B just heard.

INSTRUCTIONS

Partner B condenses what Partner A said into exactly 3 bullet points, 15 words or fewer each — delivered out loud.

Partner A confirms: did it land, or did something essential get lost?

REFLECTION PROMPT

“What was the hardest detail to cut?”

Gratitude Feedback

LEADERSHIP • EMOTIONAL INTELLIGENCE • LEVEL 2

LIVE ADAPTATION

Originally: send a specific, non-generic thank-you to a peer. Today, Partner A gives this feedback about the summary just delivered.

INSTRUCTIONS

Partner A gives Partner B one piece of specific, impact-focused feedback on the summary — not generic praise.

Name the specific thing they did, and its effect.

REFLECTION PROMPT

“How did they respond to the specificity?”

DEBRIEF

Quick group discussion

- 1 Which was harder — listening without interrupting, or compressing to 3 bullets?
- 2 Did the Round 3 feedback feel more useful than a generic “nice job”? Why?
- 3 Where in your own work could this exact 3-step sequence fit — in 15 minutes?

THE BIG PICTURE

Communication is a path, not one exercise

- L1** Active Listening — conversational awareness. That's what Round 1 practiced.
- L2** Clarity & Conciseness — information density. That's Round 2, The 3-Bullet Summary.
- L3** Facilitation — group management. Your next stretch: Meeting Facilitation.

Round 3 pulled from Leadership → Emotional Intelligence — skills don't stay in their lane.

PRACTICAL APPLICATION

What you're leaving with

- Printable cards for all three exercises — solo/async form and today's live-paired version
- The self-assessment prompt from earlier
- A one-page guide: fitting a 10–15 minute cycle into advising, a classroom, or onboarding
- A sample feedback record — summary, strengths, improvements, coaching tip, mastery score

BEFORE YOU GO

Bring it home

Pick one context.

An advising session. A class period. An onboarding conversation.

Pick one skill.

The one your learners struggle with most often.

That's your first 15-minute cycle.

YOUR TURN

One quick pulse check

No sign-in needed — just scan and answer.

1

How helpful would 15 min/day be for your setting? (1–5)

2

Biggest barrier: time, buy-in, tools, or consistency?

3

One skill you'd build a cycle around (optional)

SCAN OR VISIT



Thank you

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SCAN TO VISIT



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