

# **Career Gear Facilitator Guide**

Foundations for Success  
Canada Millennium Scholarship Foundation



2007

## Note to the Facilitator:

Welcome to Career Gear – a workshop series for college students to support them in their career journey.

Some people talk about career development as though it's as simple as making one good decision: "What do you want to do after you graduate?" This is no simple question, however, and in today's labour market there is no "right" answer.

In reality, most of us have walked a pretty crooked path full of surprises when it comes to our careers. If you think back to when you were in school, chances are you've done lots of different kinds of jobs since graduating – some planned perhaps and others the result of good luck, good friends or serendipity.

Career development has been defined in many different ways. We like to think of it as *the lifelong process of managing your learning and work in order to build your preferred future.*

A lifelong process is not a single decision – it is a series of decisions, big and small, that help to move you in the direction of the life you want. It includes decisions we make both about the jobs we pursue and the learning we engage in over our lifespan. And it is not about choosing an occupation as much as it is about building a future that includes elements that are important to us.

There are four key components to the career planning process:

- **Dream:** We need to be able to see ourselves in the future in a positive way. This is our preferred future – the kind of life we hope to build for ourselves. How our preferred future is defined is very personal, but may include: finding work that is consistent with our values, interests, skills and personality traits, living in a particular part of the world, raising a family, attaining a particular standard of living or making a difference in the world. It's a composite of what's most important and meaningful to us. If we can't imagine ourselves finding personal satisfaction (however personally defined) from contributing to the labour market, why would we spend our energy planning our career? We need to believe in our own future in order to work toward fulfilling our dream.
- **See:** We need to see options in the labour market. This is about researching what is out there, finding out where opportunities exist and exploring the "hidden" job market where most of today's jobs can be found. Just as defining your dream is about exploring "inside" – determining what you care about – seeing options is about exploring "outside" – finding out what the labour market has to offer. Put another way, dreaming is like surfing the inner net while seeing is surfing the internet.
- **Get:** Career development is also about *managing* – it's about ensuring you have the skills, attitudes and knowledge needed to reach your preferred future. Some of what we need to know and be able to do is specific to a particular occupation/sector. Many of the strengths employers are seeking, however, are more generic – such as teamwork, communication, initiative and responsibility. We all have strengths. We need to determine what they are and how they can be "transferable" from one situation to another.

- **Do:** We need a plan and the will to act on it. In some ways, every decision we make is a “career decision” which moves us either one step closer or one step further away from our preferred future. A solid career plan, including back up strategies, doesn’t take away the fact that our career journey may well be influenced by good luck, good friends or serendipity – but it does ensure that it will ALSO be influenced by what is most important and meaningful to us.

This workshop series is intended to help students to think about their career futures and begin to develop their own plan to reach the future they want. Students’ trek to their future is, like any other, likely to have both opportunities and challenges. The more they are prepared – with clarity with respect to what they want, knowledge of what the labour market can offer, and the skills, attitudes and knowledge that will increase their marketability and flexibility -- the more likely they’ll be able to take charge of building a career that is satisfying to them. It’s analogous to helping them to pack a backpack for a trek – ensuring they have all the gear they need for the journey ahead. In this case, they’re packing their Career Gear!

You are only with the students for 4 hours (two 2-hour workshops), so in many ways your job will be to plant seeds that will hopefully take root and flourish over time.

Each workshop contains several activities. The details and steps of each activity are preceded by a delineation of the purpose of the activity. The purpose of each activity is your guide to the focus of the activity and the objectives it is intended to achieve. The purposes are to guide your delivery and your debriefing of each activity.

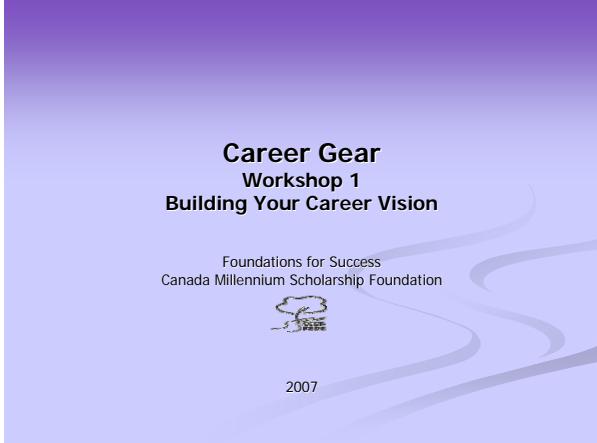
The first workshop is focused on helping students to dream, building a meaningful and motivating vision for their future. Between the first and second workshops, students will be encouraged to explore the labour market to **see** what opportunities might be out there for them. They will be provided with some active tools that will help them in their research. The second workshop will focus on strengths – helping students to **get** ready with the skills, attitudes and knowledge they’ll need for their career journey. The session will end with time for students to reflect on what they’ve learned, revisit their dream and begin to build a plan with specific steps and actions for them to **do** in order to move closer to their preferred future.

Career development should be stimulating, challenging, fulfilling and fun. We hope your sessions will be filled with discovery, growth and laughter!

Best wishes,

Sareena Hopkins, Lynne Bezanson & Celine Renald  
Career Gear Authors & Trainers

## WORKSHOP 1: BUILDING YOUR CAREER VISION

Duration	Activities & Steps	Required Material
15 mins.		OH 1
(3)	<p><b>Activity 1: Welcome, Objectives, Introductions, Expectations, Norms</b></p> <p><b>Purpose:</b></p> <ul style="list-style-type: none"> <li>▪ To provide clarity for participants about the workshop content and what they can expect from participating;</li> <li>▪ To establish a level of comfort for the group as a whole and for each individual.</li> </ul> <p><b>Welcome</b></p> <p>Welcome participants and provide a brief introduction to this workshop series. Note that these sessions are intended to give them some tools that will help them confirm and/or clarify their career direction and create the future they want. Many of us “fall into” careers. These sessions will hopefully assist them to be more intentional and to take charge of their own career development. Make the point that you recognize that they may be at different phases in their own career journeys:</p> <ul style="list-style-type: none"> <li>▪ some may be very sure about their program;</li> <li>▪ some may be quite uncertain if they have chosen something “right” for them;</li> <li>▪ some may be pretty sure they have not chosen something “right” for them;</li> <li>▪ others may be in their current program because they did not get into their first or second choice of program;</li> <li>▪ still others may be returning from work experience.</li> </ul> <p>Wherever they are it is hoped that these workshops will help move them forward – confirm what they already know, guide them to explore options and/or assist them to figure out how to be more clear for themselves.</p>	

Duration	Activities & Steps	Required Material
(2)	<p><b>Objectives</b>            Briefly review the objectives of the full workshop series OH 2.</p> <div data-bbox="518 397 1106 840" style="background-color: #e6f2ff; padding: 10px;"> <h3 style="text-align: center;">Objectives of Workshop Series</h3> <p>This series will provide you with tools and strategies to help you:</p> <ul style="list-style-type: none"> <li>▪ Explore myths and realities about today's "labour market" (where and how people work)</li> <li>▪ Develop a vision of your own preferred future</li> <li>▪ Increase awareness of your personal interests, values, abilities and personality traits</li> <li>▪ Apply the career planning process</li> <li>▪ Apply both vision and awareness as tools to consider current program and career "fit"</li> <li>▪ Expand your scope of career possibilities</li> <li>▪ Identify personal strengths and skills which support career self-management</li> <li>▪ Develop an action plan to move toward your preferred future</li> </ul> </div>	OH 2
(7)	<p>Highlight the objectives for Workshop 1 (OH 3). Briefly point out that Workshop 1 will focus on the first six objectives.</p> <div data-bbox="507 1009 1114 1474" style="background-color: #e6f2ff; padding: 10px;"> <h3 style="text-align: center;">Objectives</h3> <p>WORKSHOP 1:</p> <ul style="list-style-type: none"> <li>▪ <i>Explore myths and realities about today's "labour market" (where and how people work)</i></li> <li>▪ <i>Develop a vision of your own preferred future</i></li> <li>▪ <i>Increase awareness of your personal interests, values, abilities and personality traits</i></li> <li>▪ <i>Apply the career planning process</i></li> <li>▪ <i>Apply both vision and awareness as tools to consider current program and career "fit"</i></li> <li>▪ <i>Expand your scope of career possibilities</i></li> </ul> <p>WORKSHOP 2</p> <ul style="list-style-type: none"> <li>▪ Identify personal strengths and skills which support career self-management</li> <li>▪ Develop an action plan to move toward your preferred future</li> </ul> </div> <p><b>Introductions</b>            Ask each participant to introduce themselves, giving their name and their program and one hope they have for these workshops for themselves. Write their hopes/expectations on flipchart.            Point out any hopes/expectations which are clearly beyond the workshops as well as those which are part of what is to be covered.            Reinforce that there are other sources of assistance which they can access to meet hopes which will not be addressed in these workshops and indicate your availability to give them additional information at the close of the workshop.</p> <p><b>Norms</b></p>	OH 3

Duration	Activities & Steps	Required Material
(3)	<p>Introduce the idea of norms as being ways in which a group agrees to work together for the duration of the workshops. Ask the question:</p> <ul style="list-style-type: none"> <li>▪ What do we need to make sure we work well together? What really matters?</li> </ul> <p>You may wish to give an example to get them started (i.e. respect, listening and not interrupting others; active participation, freedom to move etc). Record their responses on flipchart and post them. Make the point that their agreement to these matter so that everyone has a chance to get the same benefits from the workshops.</p>	
15 mins	<p><b>Activity 3: 10 Things You Love to Do</b></p> <p><b>Purpose:</b></p> <ul style="list-style-type: none"> <li>▪ to experience the energy released when focusing on what we love to do;</li> <li>▪ to reinforce that knowing what you love to do is a critical part of self awareness;</li> <li>▪ to create a bridge to the Dream portion of the Career Planning Process.</li> </ul> <p><b>Activity</b></p> <p>Ask participants to take out a blank sheet of paper and a pen. Invite them to list 10 things they love to do. Note that they need not limit themselves to school or work-related loves AND that they will not be required to share their responses (although one example will be asked for from the group). They should feel unrestricted in making their list.</p> <p>When the list is complete, ask participants to:</p> <ul style="list-style-type: none"> <li>▪ Put a \$ beside anything that costs more than <u>\$10.00</u> to do;</li> <li>▪ Put an A beside anything they prefer to do <u>Alone</u>;</li> <li>▪ Put a P beside anything they need to <u>Plan</u> in order to do, that is they cannot do it spontaneously;</li> <li>▪ Put a check (✓) beside anything <u>Actually Done</u> in the last two weeks.</li> </ul> <p>Ask participants to reflect on how they feel about their lists – happy, surprised, anything they would want to change? Instruct participants to find a partner and complete and share the following sentences in pairs: “<i>I am happy that ...; I am not so happy that ...</i>”</p> <p>Typically, this activity results in laughter, increased energy and animated discussion. Note that we all tend to get “energized” when talking about what we love to do. In the debrief, encourage comments on what stood out about the activity.</p> <p>Show OH 7:</p>	OH 7

Duration	Activities & Steps	Required Material
	<p data-bbox="644 285 987 327"><b>10 Things I love to do</b></p>  <p data-bbox="1068 686 1085 707">7</p> <p data-bbox="319 739 1312 918">Ask for a volunteer who is willing to share one item from their list. Write the one volunteered example in the middle of a flipchart or overhead. Brainstorm with the group all the possible ways a person could build on this love to make money. Encourage diversity! Record all ideas on the flipchart/overhead.</p> <p data-bbox="319 950 1312 1013">If you use a flip chart, give the brainstormed list to the individual who volunteered.</p> <p data-bbox="319 1045 1312 1151"><b>Debrief:</b> Make the point that, while some ideas may be outrageous, others may represent a potential avenue to explore further. The things we love can be powerful motivators for action.</p> <p data-bbox="319 1182 1312 1320">Point out that this fun activity is also intended to make a very serious point. Very often, we forget to start with the basics – such as asking the question “<i>what do you love to do?</i>” This is all about the Dream and what drives and motivates us in our day-to-day lives.</p> <p data-bbox="319 1351 1312 1584">Rather than focusing on the activities themselves (the what), encourage participants to think about and talk about what it is about the activity that they love (the why). For example, what is it about (a TV show) that you love? ... What is it about (hockey, skating, shopping, a school subject) that you love? This will be different for each person. One may love team sports for the competition; another may love sports for the opportunity to be part of a team.</p> <p data-bbox="319 1615 1312 1784">Emphasize that what we love to do (and the “why”) points to what is in our hearts – our dreams. The heart is quite stable – it represents a set of core interests and values which provide meaning and motivation. One might recall the saying “<i>Show me someone with a why and they will find a how.</i>” Knowing what is in your heart is vital to helping good decision-making.</p> <p data-bbox="319 1805 1312 1869">Encourage participants to think about the 10 things they chose (and others) and to see if there are any patterns. Examples could be:</p> <ul style="list-style-type: none"> <li data-bbox="368 1869 809 1900">• Activities which are energetic;</li> </ul>	

Duration	Activities & Steps	Required Material
	<ul style="list-style-type: none"> <li>• Activities which are creative;</li> <li>• Activities which involve helping or entertaining others.</li> </ul> <p>Patterns can tell us a great deal about the question “<i>what is it about x that I love</i>” – in the patterns will often be evidence of “<i>why</i>”.</p> <p>Note that there are many ways to tap into what we love to do. One way is the activity just completed. A second way is to notice the things that grab our attention and make us curious. What do you like to read about? What websites are your favorites? What subjects are most exciting for you to discuss? Reinforce the importance of asking why these things are so interesting to you.</p> <p>A third clue to what we love to do lies in our childhood. Ask them to recall what they could not stop doing as children at play – perhaps Lego; perhaps cartooning. Often the clues to what we love emerged as very young children. We very likely still love them, we have just stopped playing so much!</p> <p>Reinforce the importance of the Dream and note that we'll now see where the Dream fits into the bigger context of career planning.</p>	
15mins.  (5)	<p><b>Activity 4: Career Planning 101</b></p> <p><b>Purpose:</b></p> <ul style="list-style-type: none"> <li>▪ to situate the content of the workshops within a career planning framework;</li> <li>• to recognize that career development is multi-dimensional and that each dimension is important;</li> <li>• to reinforce the idea that “no one has yet been to their futures” and that their own career planning belongs to them</li> </ul> <p><b>Activity</b> Introduce the Career Planning framework by showing OH 8.</p> <div data-bbox="507 1438 1111 1890" style="background-color: #e6f2ff; padding: 10px; border: 1px solid black; width: fit-content; margin: auto;"> <h3 style="text-align: center;">Career Planning is about...</h3> <ul style="list-style-type: none"> <li>■ DREAMING: <ul style="list-style-type: none"> <li>▪ Imagine yourself in the future in a positive way;</li> </ul> </li> <li>■ SEEING: <ul style="list-style-type: none"> <li>▪ See options in the labour market;</li> </ul> </li> <li>■ GETTING: <ul style="list-style-type: none"> <li>▪ Get the skills, attitudes and knowledge you need; and</li> </ul> </li> <li>■ DOING: <ul style="list-style-type: none"> <li>▪ Create a plan to build your own future.</li> </ul> </li> </ul> </div>	OH 8

Duration	Activities & Steps	Required Material
	<p>Give a very brief overview of the four elements of career planning drawing on the notes below:</p> <ul style="list-style-type: none"> <li>▪ <b>Dream:</b> We need to be able to see ourselves in the future in a positive way. This is our preferred future – the kind of life we hope to build for ourselves. How our preferred future is defined is very personal, but may include: finding work that is consistent with our values, interests, skills and personality traits, living in a particular part of the world, raising a family, attaining a particular standard of living or making a difference in the world. It's a composite of what's most important and meaningful to us. If we can't imagine ourselves having the kind of future we want, why would we spend our energy planning our career? It would be like setting out to marry someone we knew in advance we could never be happy with. No one dreams about wanting that in their futures. We need to believe in our own future in order to work toward fulfilling our dream. When we allow ourselves to dream, we get in touch with what matters to us in our futures and we get in touch with our hopes. These things (what matters to us and our hopes) are critical reasons why Dreaming and having a wished for vision for the future are so important.</li> <li>▪ <b>See:</b> We need to see options in the labour market. This is about researching what is out there, finding out where opportunities exist and exploring the “hidden” job market where most of today’s jobs can be found. Just as defining your dream is about exploring “inside” – determining what you care about – seeing options is about exploring “outside” – finding out what the labour market has to offer. We can only know what we know and often our views of what careers are possible are based on our own very limited experience. “Seeing” is about pushing us out of what we already know to see the bigger picture.</li> <li>▪ <b>Get:</b> Career development is also about <i>managing</i> – it's about ensuring you have the skills, attitudes and knowledge needed to reach your preferred future. Some of what we need to know and be able to do is specific to a particular occupation/sector. Many of the strengths employers are seeking, however, are more generic – such as teamwork, communication, initiative and responsibility. All of us have strengths. We need to figure out what they are and how they can be “transferable” from one situation to another.</li> <li>▪ <b>Do:</b> We need a plan with achievable steps, the will to act on it and a back-up plan “in case” our first plan does not work out exactly as hoped or as quickly as hoped. In some ways, every decision we make is a “career decision” which moves us either one step closer or one step further away from our preferred future. A career plan, including back up strategies, doesn't take away the fact that our career journey may well also be influenced by good luck, good friends or serendipity – but it does ensure that it will ALSO be influenced by what is most important and meaningful to us. It also helps keep us moving forward, especially</li> </ul>	

Duration	Activities & Steps	Required Material
(5)	<p>if we have some small and achievable steps to complete. Success breeds success and is a great motivator.</p> <p>Ask students what dimension the exercise on “10 Things You Love to Do” was addressing (Dreaming – getting in touch with what we are passionate about – and Seeing – imagining optional ways one could make money based on doing the things one loves to do).</p> <p><b>Activity</b>  <b>Note to Facilitator: If you are running behind time, this activity could be replaced by a full group brainstorm of a few reasons for each element.</b></p> <p>Leave OH 8 visible.</p> <p>Divide into at least 4 groups.</p> <p>Assign each group one of the Career Planning elements and the following task:</p> <ul style="list-style-type: none"> <li>▪ As a group, come to agreement on three reasons why the career planning element you have been given is important in building a preferred future.</li> </ul> <p>Give 5 minutes for this activity.</p> <p>Debrief by doing a go-around among the groups and gathering their reasons. Invite others to comment.</p> <p>Mention that we will be spending time during the workshops on each of the four components and that now we will turn our attention to the first component of Dreaming. Recall the reasons the group indicated this was important.</p>	OH 8
(5)	<p><b>Activity 5: Your Vision of Your Preferred Future</b></p> <p><b>Purpose:</b></p> <ul style="list-style-type: none"> <li>▪ To recognize the power of imagining a preferred future</li> <li>▪ To begin to develop a personal vision of preferred future and to “put it out there” (in the sense of putting it on paper so it is more real)</li> </ul> <p><b>Activity</b></p> <p>Introduce this activity by asking participants about daydreaming.</p> <p>What sorts of things in general do people daydream about?</p> <p>Why do people daydream? What is the purpose of daydreaming – how does it help us? Make the point that it is natural to daydream; indeed we all do it. Sometimes however, cast our daydreams aside, concluding that they make nice fantasies, but will not likely happen to us. Suggest there is another way to approach daydreaming.</p>	

Duration	Activities & Steps	Required Material
	<p>Show OH 9</p>  <p><i>The best way to have the future you want is to start imagining it now!</i></p> <p>Ask for reactions. Do they believe this is true?</p> <p>Do they know of any examples from other areas (i.e. sports, medicine) where daydreams are used in exactly this way – to start to bring about the future we have in our dreams?</p> <p>If they do not know of areas, briefly discuss how often competitive athletes from all kinds of sports “visualize” the outcome they want as part of their training regimen. The more they can visualize it, the closer they come to achieving it. Another example is health care, where sick people are helped to vision being well. Again, in many cases, the more they vision somehow the body begins to respond by using the energy of the visualization to start to heal. While this does not, of course, work in all cases it is accepted as a very serious part of a treatment plan.</p> <p>Recall that many of us “fall into” our careers. The chances of building the future you actually want, however, are much greater if you know what it is you want and why you want it. This gives you both the direction and motivation to build your career future.</p> <p>Invite them to do a short visualization exercise. Explain that you'll be asking students to imagine their futures 10 years down the road. Tell them that you'll be asking them to imagine they've completed the program they want and are now doing exactly what they wish. Emphasize that they will want to imagine their future as positively and realistically as possible.</p> <p>Explain that this activity will have several parts. The first part will be asking them to just listen to a series of questions and quietly reflect on their own answers. Note that they will want to get comfortable, put away their papers/pens and, if they want, close their eyes. They may not have visions for each of the questions and some may find this easier than others. It can</p>	OH 9

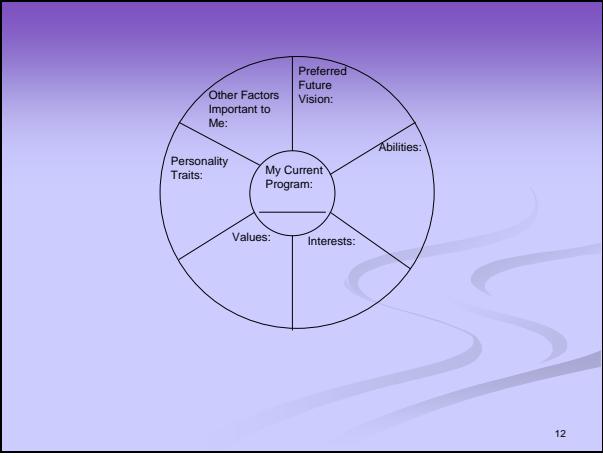
Duration	Activities & Steps	Required Material
(5)	<p>take practice to do it well. We have only one chance to do it together but it is a good start and they can continue to do this on their own. Emphasize that they should not worry if they are unable to find something in each of the areas as that is not the point. The point is to begin to get a glimpse of what matters to them in their futures and to grab hold of whatever emerges.</p> <ul style="list-style-type: none"> <li>▪ Ensure that participants are comfortable and relaxed</li> <li>▪ Alert them that you are about to begin the visualization</li> <li>▪ As they think about their “preferred future” encourage them to start with the phrase, “In the best of all possible worlds, I would...”.</li> <li>▪ Begin the visualization using the following script to guide the visioning activity:</li> </ul> <p><i>Imagine that you have gone to sleep and have had the most wonderful, restful sleep. You awake to a glorious morning and you feel on top of the world and full of energy. You get up and look in the mirror. It is no longer 2007 – You have awoken to your future... your preferred future. It is now 2017 and you are in exactly the future you wish for. Take a moment and go there – go to your future.</i></p> <p><i>Look around you. What do you see? Where are you? Are you in a particular city? In the country? Where are you living? Look around. Are there any things you see that feel particularly important to you?</i></p> <p><i>Who is with you? Do you have a partner? Children? Are other family members nearby or far away? Do you have a circle of old friends? Of new friends? Who are you spending your time with? What are you doing together that matters to you?</i></p> <p><i>You're getting ready for work. What are you looking forward to the most about your time at work? What kind of work are you doing? What does your work day look like? Are you alone? With others? Part of a team? What is your work setting like? An office? Outdoors? The home? What are you enjoying about your work? What are you proud of?</i></p> <p><i>Your work day is over. How are you spending your free time? What are you especially enjoying?</i></p> <p><i>As you're getting ready for bed that night, you look in the mirror and reflect on the person you have become. How do people see you in your community, at work and in your family? How do people describe you to others? How do you see yourself?</i></p> <p><i>As you reflect back on your day, what stands out to you the most about your life now? Grab those things that stand out to you, that you love the most, that give you the most satisfaction and take them all in. Take a final look around and again, take all those important things into your picture.</i></p>	

Duration	Activities & Steps	Required Material
(10 min)	<p>Invite them to come back to 2007 and give some quiet time (30 seconds) to do so. Ask people who have closed their eyes to open them now.</p> <p>Have a prepared flipchart with the major categories in the visualization listed as follows:</p> <ul style="list-style-type: none"> <li>• Where - What stands out?</li> <li>• Who - What relationships? Who matters?</li> <li>• Work - What is enjoyable? What matters?</li> <li>• Free Time - What is enjoyable? What matters?</li> <li>• Me as a person - What qualities?</li> <li>• My big picture - What I love most.</li> </ul> <p>Invite participants to take out a piece of paper and take a few moments to just jot down words, images or things that stood out in any of the categories. This is for only them but it is important to get ideas down on paper when they are still very fresh. Ask that all participants do this reflectively and individually for about 2 minutes.</p> <p>When this is completed, explain that students will now have an opportunity to get their vision down on paper in more detail— either in writing or doing it more visually according to their preference. Refer students to their Guide (pages 15-17) to see a series of questions that mirror those just used in the visioning activity. Refer students to the blank space provided on page XX. Ask students to either write their responses in the place provided or to use the blank page to capture their responses visually using images, symbols etc. The purpose is to choose a medium that will give them a lasting and personally meaningful record of their preferred future as they see it now.</p> <p>(An alternative is to also include using magazine clippings/images which capture for them elements of their preferred future. If you elect to include this option, you will want to have prepared in advance a collage of your own preferred future using articles or pictures from magazines. You need not say anything about the collage but rather use it to give them a model of what one might look like. It may encourage more of them to try this option.)</p> <p>Tell students they'll have 10 minutes to get their vision down on paper. They may not complete it fully, and that's OK. It is a work in progress and they can continue to add to it and refine it over time.</p> <p>Emphasize that you're available to students if/when they need you.</p> <p><b>Debrief:</b> Invite comments from participants about how this exercise was for them. Was it easy or difficult? Did they get something valuable or do they think they need more time and practice to get more out of it. Make certain you reinforce that this is not easy the first time around for anyone but it is an important skill to keep practicing.</p>	Flipchart Major categories  Blank paper, coloured markers, tape/glue, scissors and a variety of magazines
(5)		

Duration	Activities & Steps	Required Material
	<p>Show OH 9 again to reinforce the idea of imagining as the first step to creating. Show OH 10 and ask for their comments/reactions:</p> <div data-bbox="507 361 1122 825" style="background-color: #e6f2ff; padding: 10px;"> <h3 style="text-align: center;">Preferred Future</h3> <p style="text-align: center;"><i>When we put our “preferred future” vision “out there” (i.e. on paper), we put “out there” important aspects of who we are, what motivates and matters to us, and how we want to be in our world. “Putting it out there” is another step forward in creating our Preferred Futures.</i></p> <p style="text-align: right;">10</p> </div>	OH 9 OH 10
25 mins  (3)	<p><b>Activity 6: Many Possible Paths</b></p> <p><b>Purpose:</b></p> <ul style="list-style-type: none"> <li>▪ To make the connection between preferred future and personal interests, traits, values and abilities which are part of building one's preferred future</li> <li>▪ To expand participant perspectives on career options which make use of their interests, traits, values and abilities and which may be “possible” but not yet considered</li> <li>▪ To bridge to their assessment of where they are now regarding their program “fit”, their preferred future and their own personal interests, traits, values and abilities.</li> </ul> <p>Introduce this activity by showing OH 11</p> <div data-bbox="507 1410 1122 1875" style="background-color: #e6f2ff; padding: 10px;"> <h3 style="text-align: center;">Preferred Future</h3>  <p style="text-align: right;">11</p> </div>	OH 11

Duration	Activities & Steps	Required Material
(5)	<p>Make the point that in our preferred futures, we want as much as possible to be active in:</p> <ul style="list-style-type: none"> <li>▪ what interests us - "I really like...";</li> <li>▪ what makes use of our abilities – "I am really good at...";</li> <li>▪ living according to our values "I value.../____is very important to me"; and</li> <li>▪ being able to be true to our own personality traits – "I am...".</li> </ul> <p>Invite participant comments. Make sure they see the connection to the preferred future.</p> <p><b>Activity</b></p> <p><b>Part A: Individual</b></p> <p>Note that this activity will provide participants with an opportunity to do a kind of "inventory" of their own personal interests, personality traits, values and abilities. Refer them to pages 24-25 in their Guide. Note that they are asked to identify 3 key personal interests, 3 strong values, 3 abilities and 3 key personality traits which they know to be true in themselves and to write these in the boxes provided.</p> <p>Emphasize that participants may complete these based just on their own self-awareness. Alternately, on pages 20-23 of their Guide, they will find lists of interests, values, abilities and personality traits that they can use to help them.</p> <p>Reinforce that a good way to proceed if they are using the lists is to circle any and all that speak to them without thinking about them very much. Then, return to the lists and select the top three which are most important to them. Record these in the boxes on pages 24-25 as a reference for this next activity.</p> <p>Give students 5 minutes to record their top three interests, values, abilities and personality traits and record these on pages 24-25 of their Guide.</p> <p><b>Part B: Student Volunteer</b></p> <p>In plenary, ask for a volunteer - one student willing to share their top three interests, values, abilities and personality traits so the group can brainstorm possible "work" options which might be in this individual's preferred future. Record these on flipchart.</p> <p>Tell the group that there are more than 30,000 occupational titles in the National Occupational Classification (NOC) of Canada. There are probably almost that many more that are <u>not</u> listed in the NOC. Each occupational title can be searched according to interests, abilities, personality traits and to a lesser extent, values. Imagine the possibilities! Interests, abilities, personality traits and values can be applied in many different contexts and in many different ways. Reinforce that we all can find satisfaction and meaning in more than one occupation.</p>	

Duration	Activities & Steps	Required Material
(10)	<p>The challenge to the group is to come up with other potential jobs/occupations/fields that would also be good fits for the particular combination of interests, abilities, personality traits and values of the student volunteer. Their challenge is to identify at least three possibilities.</p> <p>Record possibilities on the flipchart.</p> <p>Invite the reaction of the volunteer. Were any of the possibilities close to what they currently have in mind? Were there any surprises?</p> <p>Thank the volunteer for volunteering.</p> <p>Reinforce that each of us has the potential to be happy in a variety of work and almost certainly will likely do more than one job and/or work in more than one field across our lifespan. Reinforce that, at this stage in their careers, it's important that they pursue something that is moving them toward their preferred future – this is their beacon and what will keep them motivated.</p> <p>Emphasize that it's ALSO critical that they have a back up plan in case their first choice doesn't work out or they find once they're there they don't want it after all. This is why we pushed for at least three possibilities in this activity. They will want to do the same when they return to their own profile.</p> <p><b>Part C: Pair or Triad Activity</b></p> <p>Invite students to find a partner – ideally someone they don't know well. Give 10 minutes (5 minutes per person) for them to share their top interests, values, abilities and personality traits with their partner. The partner role is to try to suggest at least three possibilities which use/need their partner's unique combination of characteristics. Try to ensure that at least two options are realistic and exciting. Urge students to resist discounting options that their partner generates. Encourage them to listen and hear the reasons why their partner thinks they might be a good fit.</p> <p>Refer students to pages 26-28 in their Guide. Provide a few minutes for students to work individually responding to the reflective questions to capture some of their learning from this activity.</p> <ul style="list-style-type: none"> <li>▪ Does their vision for their preferred future confirm for them that they're on the right path?</li> <li>▪ What other options emerge for them as they reflect on their profile?</li> </ul> <p><b>Debrief:</b> Invite comments. What stood out for them about this activity? What are they taking away from it? Reinforce the value of this as a way to confirm and/or extend students' own insights.</p> <p>Emphasize that you're available if students want to discuss their preferred future with you individually.</p>	
(2)		

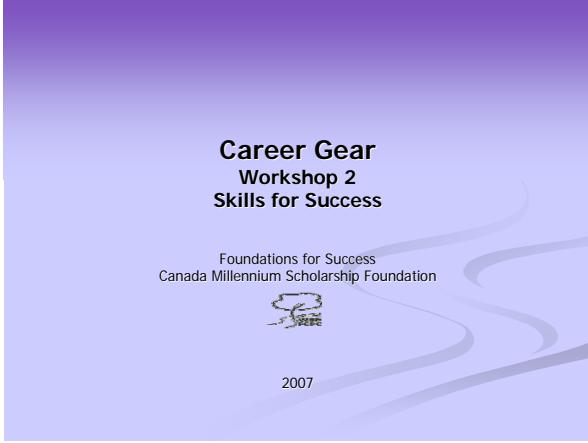
Duration	Activities & Steps	Required Material
10 mins	<p><b>Activity 7: Where am I now?</b></p> <p><b>Purpose:</b></p> <ul style="list-style-type: none"> <li>▪ To invite participants to assess the “fit” between their current program, their preferred future vision and their top interests, values, abilities and personality traits;</li> <li>▪ To provide a series of practical steps they can take to begin to acquire more career direction clarity and to improve their program fit if needed;</li> <li>▪ To bridge to developing an action plan.</li> </ul> <p><b>Activity:</b></p> <p>Refer students to page --- in their Guide. Show OH 12 or prepare a flipchart with the same circle and walk them through this activity which is to be done individually.</p>  <p>On page XX of their Guide, ask students to write in the centre of the circle the program they are currently in;</p> <p>Have them complete each of the quadrants of the circle putting in what they have learned about their interests, values, personality traits, abilities and their preferred future vision;</p> <p>Invite them to consider the “fit” between their program and themselves. Encourage them to reflect on how the “fit” feels – right, not right, not sure. Recognize that for some it may still be too early to know about the “fit”; they may not yet know enough about their program of study or about the work futures which it may open for them. If so, they have some experience to gain and some research to do. Their Guide provides concrete ideas for how to do this.</p>	OH 12

Duration	Activities & Steps	Required Material
	<p>Invite them, given how the “fit” feels to place themselves at one of the three points on the triangle on page XX of their Guide. Duplicate the triangle on Flipchart or use OH 13.</p>  <p>Point out that there are three points on the triangle, each a position of “fit” between self, preferred future and current program. The three positions are:</p> <ul style="list-style-type: none"> <li>▪ My current program feels quite well connected to my preferred future and my top interests, values, abilities and personality traits (good “fit”);</li> <li>▪ My current program feels disconnected from my preferred future and my top interests, values, abilities and personality traits (poor “fit”);</li> <li>▪ I am just not sure enough about the fit between my current program, my preferred future and my top interests, values, abilities and personality traits.</li> </ul> <p>Point out whatever their spot, it's important that they take steps that will move them closer to their preferred future. Some steps to be taken are outlined on pages ---- in their Guide.</p>	OH 13
10 mins.	<p><b>Activity 8: A Few Steps to Consider</b></p> <p><b>Purpose:</b></p> <ul style="list-style-type: none"> <li>▪ <b>To introduce the need to DO in the career planning framework, that is to be active in building your own preferred future by taking steps to clarify fit and direction;</b></li> <li>▪ <b>To introduce available resources for students to access</b></li> <li>▪ <b>To encourage specific activities to be undertaken between</b></li> </ul>	

Duration	Activities & Steps	Required Material
	<p><b>workshop.</b></p> <p>Reinforce that their Guide contains a series of suggested next steps for each position. Refer to pages XX.</p> <p>Reinforce that by taking these steps, they are taking charge of their own futures and investing in themselves. This is key to moving closer to their preferred future. Give a few moments for them to find the steps that seem to best respond to their position. Encourage them to begin to think through how they will proceed.</p> <p>Advise them of the resources and supports at the college which they can access between this and the next workshop. Show OH 14 and encourage them to undertake to do the steps outlined.</p> <div style="background-color: #e0e0ff; padding: 10px; border: 1px solid black; width: fit-content; margin: auto;"> <p style="text-align: center;"><b>Between Now and Workshop 2</b></p> <ul style="list-style-type: none"> <li>■ Consider the action plan steps suggested for your position in more detail;</li> <li>■ Consider each step, deciding whether it would help in your case;</li> <li>■ Select and DO at least 2-3 steps between now and the next workshop.</li> </ul> <p style="text-align: right;">14</p> </div> <p>Remind participants that between now and the second workshop they will be completing two career assessment tools followed by one-on-one debriefing. Provide a brief description of each, drawing on the following:</p> <ul style="list-style-type: none"> <li>▪ <b>Myers-Briggs Type Indicator</b> – is designed to assess personality traits across 4 dimensions: extroversion/introversion, sensing/intuiting, thinking/feeling and judging/perceiving. Results are organized according to 16 distinct personality types. The instrument has 126 questions and is used to help students zero in on their personal style and preferences.</li> <li>▪ <b>Strong Campbell Interest Inventory</b> - is designed to measure general interests (including interests in occupational activities, leisure activities and school subjects). Interest profiles are then matched to prospective careers requiring post secondary education (advanced technical, college or university). The Strong Campbell indicates the degree to which the test taker's profile is consistent with opportunities in 23 occupational fields, representing 111 specific occupations.</li> </ul> <p>Note that this will be an opportunity for them to reflect on and discuss one-on-one how their personality and interests might inform their career</p>	OH 14

Duration	Activities & Steps	Required Material
	directions.	
5 mins	<p><b>Activity 9: Post-session Assignment &amp; Closure</b></p> <p><b>Purpose:</b></p> <ul style="list-style-type: none"> <li>▪ To encourage in-between workshop actions</li> <li>▪ To provide a way for students to exit the workshop with positive attitudes and willingness to DO</li> <li>▪ To create a bridge to closing the workshop.</li> </ul> <p>Note that the session is almost complete. Recall the four elements of career development. Show OH 8.</p>  <p>Reinforce that this session has focused primarily on Dreaming and to a lesser extent on Seeing. The assignments they'll be asked to do between sessions will be focused on Seeing as well as continuing to work toward a "fit" between their current program and their preferred future.</p> <p>Point out that in addition to their action plan steps, pages 29-31 in their Guide includes a number of research tips. They are encouraged to use one or more of these strategies to find out something they don't already know about at least two of the options generated in their exercise on possible occupations/jobs using their special combinations of characteristics.</p> <p>They are further encouraged to share their interests, values, traits and abilities with others they trust and ask for their input and ideas for your own preferred future.</p> <p>Note that you'll stay afterwards if anyone would like to speak with you individually. Confirm the date, time and location of Workshop 2, thank participants and note that you look forward to seeing them again soon!</p>	OH 8

## WORKSHOP 2: SKILLS FOR SUCCESS

Duration	Activities & Steps	Required Material
10 mins	 <p><b>Activity 1: Welcome Back; Icebreaker; Review of Objectives</b></p> <p><b>Purpose:</b></p> <ul style="list-style-type: none"> <li>▪ To establish/re-establish group and individual comfort levels</li> <li>▪ To provide clarity for participants about the workshop content and what they can expect from participation</li> </ul> <p><b>Welcome</b></p> <p>Welcome students back to this second and final session. Make the point that a lot has happened between workshops:</p> <ul style="list-style-type: none"> <li>▪ They have completed one term;</li> <li>▪ They have had the opportunity to take two career assessment tools and had a one-on-one meeting with a counsellor to discuss their assessments; and</li> <li>▪ Their lives have been full of diverse experiences quite separate from the Foundations for Success program.</li> </ul> <p><b>Icebreaker</b></p> <p>Note that participants may not be the same as in Workshop 1 and that it is important to say hello. Invite them to say hello by doing the following:</p> <ul style="list-style-type: none"> <li>▪ The first person gives his/her name and program;</li> <li>▪ The second person give his/her name and program and ALSO re-introduces the person who preceded them, i.e.: <ul style="list-style-type: none"> <li>○ Person 1: My name is Katelyn and I am in aviation technology.</li> <li>○ Person 2: My name is Mahendra and I am in early childhood education and this is Katelyn and she is in aviation technology.</li> </ul> </li> </ul>	OH 15

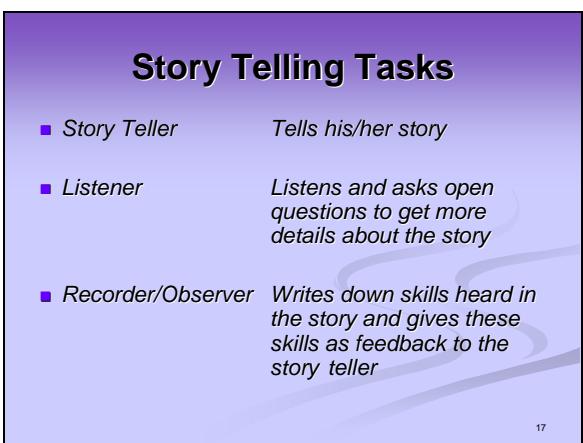
Duration	Activities & Steps	Required Material
	<p>Note that they may do it in either order – themselves first or the one who preceded them first. Each individual introduces themselves and one other person. At the end the first person (Katelyn in the example) reintroduces herself and the last person who spoke.</p> <p><b>Objectives</b></p> <p>Show OH 16 and briefly review the global objectives for this series and highlight those to be emphasized in Workshop 2. Note that this workshop will focus primarily on the last two objectives: identifying their own strengths and beginning to craft a career action plan.</p> <div data-bbox="507 629 1122 1094" style="background-color: #e6f2ff; padding: 10px;"> <h2 style="text-align: center;">Objectives</h2> <p><b>WORKSHOP 1:</b></p> <ul style="list-style-type: none"> <li>▪ Explore myths and realities about today's "labour market" (where and how people work)</li> <li>▪ Develop a vision of your own preferred future</li> <li>▪ Increase awareness of your personal interests, values, abilities and personality traits</li> <li>▪ Apply the career planning process</li> <li>▪ Apply both vision and awareness as tools to consider current program and career "fit"</li> <li>▪ Expand your scope of career possibilities</li> </ul> <p><b>WORKSHOP 2:</b></p> <ul style="list-style-type: none"> <li>▪ <i>Identify personal strengths and skills which support career self-management</i></li> <li>▪ <i>Develop an action plan to move toward your preferred future</i></li> </ul> <p style="text-align: right;">16</p> </div> <p>Remind students of norms established in Workshop 1.</p>	OH 16
10 mins	<p><b>Activity 2: The Scale of Career Movement</b></p> <p><b>Purpose:</b></p> <ul style="list-style-type: none"> <li>▪ To acknowledge and recognize the work they have done in-between workshops;</li> <li>▪ To help them assess their own movement toward career clarity and program fit;</li> <li>▪ To normalize career development and career direction clarity as developmental processes which do not necessarily occur quickly.</li> </ul> <p><b>Activity</b></p> <p>Acknowledge that a lot has happened in between sessions. This is an opportunity for them to consider what movement has occurred for them, if any, between the beginning of Workshop 1 and now, the beginning of Workshop 2.</p> <p>Draw a scale on the flipchart and refer students to their Guides on page ---. Note that one end of the scale states "unclear"; the other end states "clear".</p>	

Duration	Activities & Steps	Required Material
	<p>Emphasize that the scale represents their degree of clarity about their career direction and program fit.</p> <p>Ask them to place a T for <i>Then</i> at the spot where they were pre Workshop 1 with respect to their own clarity; Ask them to place an N for <i>Now</i> at the spot where they are now.</p> <p>Invite them to think about what has contributed or not contributed to their movement or lack of movement. Invite them to make any notes they think important.</p> <p>Make the point that this is not a “test” and there is no expectation that they have moved significantly. Career clarity is not usually a fast process – it is a developmental one. Stress the fact that they are at this workshop which is a clear indication that they are moving forward to career clarity – they are investing their time and reflection into this process.</p> <p>Divide the group into pairs. Provide 3 minutes for them to exchange on the exercise – talk about any changes or the lack of change and what contributed/did not contribute in their view.</p> <p>In plenary, invite any comments the pairs want to share. You may want to ask for a show of hands regarding movement – those who have moved forward; those in the same place etc.</p>	
10 mins.	<p><b>Activity 3: Skills Bingo</b></p> <p><b>Purpose:</b></p> <ul style="list-style-type: none"> <li>▪ To introduce, in a fun way, that all individuals have strengths and skills, some innate, others learned;</li> <li>▪ To create a bridge to examining strengths and skills in more depth.</li> </ul> <p><b>Activity</b></p> <p>Refer students to page 34 in their Student Guide. Explain that students need to get up, walk around and ask questions of others in order to find people in the room who possess the skills they need to find. There are two tasks to be completed as follows:</p> <ol style="list-style-type: none"> <li>1. Get names attached to 8 of the boxes (cannot use the same name twice); and</li> <li>2. Get a full line (across, down or horizontal) with 4 of the names.</li> </ol> <p>When both have been achieved, yell BINGO! Note that the person who yells bingo will get a prize.</p>	

Duration	Activities & Steps				Required Material
	HAS HELPED FIX A CAR	HAS KNIT SOMETHING	HAS PLAYED A TEAM SPORT	HAS PASSED GRADE 12 MATH	
	HAS COOKED A MEAL FOR 4 PEOPLE OR MORE	HAS DRIVEN A PIECE OF MACHINERY	HAS WRITTEN A SHORT STORY OR A POEM	CAN PLAY A MUSICAL INSTRUMENT	
	HAS DOWNLOADED MUSIC TO THEIR MP3 OR PC	HAS HELPED BUILD A DECK OR SHED	HAS ORGANIZED AN EVENT FOR 20 PEOPLE OR MORE	CAN CALCULATE COMPOUND INTEREST	
	HAS COACHED A TEAM	KNOWS THE THEORY OF RELATIVITY	CAN NAME AT LEAST 5 DIFFERENT PLANTS	HAS TAKEN CARE OF A CHILD UNDER 4 YEARS OLD	
<p>Once the first person has yelled BINGO, congratulate them and give them their prize (something from the dollar store – ex. a toy crown, some candy or a travel mug). Find out who in the room either made up a line or found 8 names. Congratulate each of them, giving them a small prize as well.</p> <p>Emphasize that the room is filled with individuals with skills, abilities and strengths and this session will be about uncovering some of them.</p>					
(10)	<p><b>Activity 4: Dependable Strengths – Introduction &amp; Modeling</b></p> <p><b>Purpose:</b></p> <ul style="list-style-type: none"> <li>▪ To provide an opportunity for each individual to uncover natural strengths that they have (the Get of the career planning framework);</li> <li>▪ To introduce the importance of transferable skills in today's labour market;</li> <li>▪ To practice the skills of telling a story about oneself, listening, recording and giving feedback (all transferable skills).</li> </ul> <p><b>Activity</b>  <b>Part A: Plenary</b>      Introduce the importance of strengths identification, drawing from the following text:</p> <p><i>We often have a lot of difficulty recognizing strengths that we have developed, even those held in high regard by others. Many of us are often better at recognizing our limitations and mistakes, while minimizing our assets. It is important to have opportunities to recognize assets and to learn to make these assets work best in career planning and career action. This activity provides opportunities to identify strengths and skills, to label them and to gather evidence</i></p>				

Duration	Activities & Steps	Required Material
	<p><i>that we possess them so that we can present them to potential employers.</i></p> <p><i>Some skills are developed to perform a specific task. Having “technical” skills can be a real asset in the labour market. More and more, however, employers are recognizing the value of “transferable” skills -- skills that can be applied to performing many different tasks.</i></p> <p><i>For example, it is very useful to know how to fix a car engine. With technology, however, techniques are changing rapidly. It is increasingly important to have the <u>flexibility</u> to learn new techniques and the <u>adaptability</u> to translate past knowledge into new applications. Flexibility and adaptability are examples of employability skills that are transferable across many occupations.</i></p> <p><i>We all carry around “transferable” skills that we draw on to perform all kinds of activities. Often, they are so much a part of who we are that we take them for granted. These are our “dependable strengths”.</i></p> <p>Note that one of the most predictable interview questions, when being screened for employment or training, is “what strengths do you bring?” Many find this to be a <u>really</u> challenging question to answer. It’s important not just to be aware of your strengths and assets but to be able to describe them in ways that others will understand.</p> <p>Note that the identification of strengths and assets is not achieved as a result of a single activity – it’s done over a lifetime. This activity is meant as a beginning step. Reinforce that this focus on strengths and assets does not preclude the necessity to recognize and work on limitations. Usually, however, there are abundant sources of information on weaknesses and far fewer on assets.</p> <p>Ask participants to think of an accomplishment they have experienced at some point in their lives. Explain that it is not the importance or magnitude of the accomplishment that matters. Rather, encourage them to list anything that they:</p> <ul style="list-style-type: none"> <li>▪ felt they did well;</li> <li>▪ enjoyed doing;</li> <li>▪ feel proud of.</li> </ul> <p>Reinforce that it can be <u>anything</u> - big or small. Provide a couple of examples:</p> <p>Ex. <i>I had friends over -- I had nothing in the fridge, yet I managed to put together a great meal.</i></p> <p><i>I was registered in a horrible class – it was hard and boring. But I got help and stuck with it.</i></p> <p>Give them a minute to get an incident in their minds. Once they all have an incident in their minds, ask them to try to think of as much detail as they can about the incident.</p>	

Duration	Activities & Steps	Required Material
(10)	<p>Guide them in a manner similar to the Preferred Future visualization as follows:</p> <ul style="list-style-type: none"> <li>▪ What did you do? Try to think about all the detail about what you did.</li> <li>▪ How did you do it? What steps did you take? Did anyone help you?</li> <li>▪ Were there challenges? What did you do about them?</li> <li>▪ What did you enjoy?</li> <li>▪ What are you proud of?</li> </ul> <p>Invite them to jot down on page 35 in their Student Guide the details in their story which they had in their minds. Tell them that they will be invited to share this story with 2 other workshop participants and getting some words down now will remind them of the details when they come to do this activity. Ask them to take a few minutes to complete the Dependable Strengths worksheet.</p> <p><b>Part B: Volunteer</b></p> <p>Once a few minutes have elapsed, ask if one person would be willing to share their accomplishment in front of the group so that we can model what we'll be asking small groups to do next. Note that you'll be asking the volunteer to share his/her story, actively listening and asking questions as needed to make sure the details of the story emerge.</p> <p>Explain that as the volunteer tells their story, everyone else in the group will be listening for skills. Each time the story implies a strength that the volunteer has, they'll be asked to record that strength on a piece of paper. Note that we're talking about strengths broadly here – so they may include positive attitudes (like enthusiasm), talents (like artistic abilities), technical skills, transferable employability skills (like teamwork) and knowledge.</p> <p>From the front of the room, ask the volunteer to share their story from wherever they are already seated. As needed, ask clarifying questions to draw out as much detail as possible. Questions may include:</p> <p style="padding-left: 40px;">Ex: <i>How did you do that?</i>  <i>Take me back and walk me through the steps involved?</i>  <i>Where did you begin? How did you get from here to there to actually achieving it?</i>  <i>Looking back, what do you feel most proud of?</i></p> <p>After 6-8 minutes of storytelling, ask the group for examples of strengths they heard. Record on flip chart all the strengths identified by participants. You may wish to get a sense of which skills were identified by more than one person.</p> <p>Take time to check in with the volunteer. Do they recognize the strengths as their own? Reinforce that the list of skills is <u>theirs</u> to accept or reject -- They are in control. Note that this approach is a "strengths bombardment" -- confronting him/her with the perceptions of others. This can be a useful way to identify strengths that we ourselves might otherwise take for granted. Give the list to the volunteer to keep.</p> <p>Ask the group what, if anything, they noticed you say or do that helped the</p>	

Duration	Activities & Steps	Required Material
(5)	<p>details of the story emerge. Push the group to be as specific as possible in their feedback.</p> <p>Ex: <i>I found it really opened the conversation when you asked her to walk through each step.</i></p> <p><i>I appreciated it when you referred back to the earlier point in the story. You said “You were overwhelmed at first, but talking it over with a friend helped”. That showed me that you were really listening.</i></p> <p>Students may also identify things you did or said that hindered the storytelling. Note that the purpose of thinking about what helped or hindered the storytelling is to reinforce the importance of active <u>listening</u> in the upcoming dependable strengths activity.</p>	
40 mins	<p><b>Part C: Triad Activity</b></p> <p>Invite the group to get into triads, each taking turns as the storyteller, the listener and as an observer. Each role is important:</p> <p>Before the triads start the activity, model the procedure for the activity as follows:</p> <ul style="list-style-type: none"> <li>▪ Ask 3 people to join you and bring their chairs;</li> <li>▪ Ask them who will play what role – story teller, interviewer, recorder;</li> <li>▪ Position their chairs appropriately;</li> <li>▪ Make sure the recorder has the Guide of the story teller so they can be recording the individual’s strengths in their own books and they will have a permanent record;</li> <li>▪ Show how they rotate roles so each person plays each role once;</li> <li>▪ Ask if there are any questions in order to ensure that procedures are clear.</li> </ul> <p><b>Triads</b></p> <p>Review the roles of each person in the triad by showing OH 17.</p>  <p>OH 17</p>	

Duration	Activities & Steps	Required Material
	<p>Use the following script to reinforce each role:</p> <ul style="list-style-type: none"> <li>▪ <i>The storyteller is asked simply to tell their story.</i></li> <li>▪ <i>The listener is asked to try to help the storyteller to be as specific and detailed as possible, drawing out the positive aspects of the story. Your modelling was intended to reinforce building rapport, using open questions, eliciting specificity and detail and <u>most importantly</u>, listening. If the storyteller is providing lots of detail already, you may not need to say much of anything at all. The listener is not meant to judge the story in any way. Their job is to actively listen.</i></li> <li>▪ <i>The observer is asked to be a time keeper (7 minutes max. per story) and to quietly record (legibly!) on page 36 of the storyteller's Guide all the strengths they hear in the storyteller's story. Their list is given back to the storyteller after the story is finished. The observer/recorder gives feedback on the skills of the storyteller for 2 minutes at the end of the story before returning their Guide.</i></li> </ul> <p>Note that, just like in the modelling, the storyteller is ultimately in control. The list is theirs to accept or reject. After the completion of one story the members of each triad will change roles. The triads will go through 3 full cycles, so that each group member will have the opportunity to try <u>each</u> role. (Total 30 minutes)</p> <p>In the debrief, invite comments regarding each role (storyteller, listener and observer). Ask what participants are taking with them from this activity. Strongly encourage each student to share their strengths list with 2-3 people they trust, asking them how they see the student's strengths. Reinforce the power of doing this as a means to confirm strengths, build evidence and/or challenge their current beliefs about themselves.</p> <p>Reinforce that each of them has strengths already which will help them to be marketable in today's labour market. Ask students to return to page 37 of their Student Guide to complete the Dependable Strengths consolidation, choosing three key strengths they know they have and recording evidence that they possess these strengths.</p> <p>Note that this is raw material that will be useful as they market themselves to potential employers. Briefly refer to pages 38-39 in their Student Guide and the list of self-marketing tools and strategies. Reinforce how knowing their own strengths and having evidence can help them to actively and successfully self-market.</p>	
20 mins.	<p><b>Activity 5: Action Plans</b></p> <p><b>Purpose:</b></p> <ul style="list-style-type: none"> <li>▪ <b>To reinforce the importance of action and the DOING in the career planning process;</b></li> </ul>	

Duration	Activities & Steps	Required Material
	<ul style="list-style-type: none"> <li>▪ To select 3 action steps each of them will do to keep moving forward to career clarity, program fit and their own preferred futures;</li> <li>▪ To ensure that they know how to access ongoing support services at the college to support their ongoing movement forward.</li> </ul> <p><b>Activity</b></p> <p>Recall that the fourth key element of career planning is Doing – having a plan with specific steps that will help move them a bit closer to their preferred future.</p> <p>Refer to pages 40-41 in their Student Workbook. Note that they'll see a whole series of possible action steps under the four categories of Dream, See, Get and Do. Point out that there is some overlap with the action steps outlined on pages ---- which were used in Workshop 1. These steps are organized according to level of clarity about career direction; the steps on pages 40-41 are organized according to the career planning framework. They may use whichever list seems to fit their situation best.</p> <p>Show OH 18:</p> <div data-bbox="507 1001 1111 1453" style="background-color: #e6f2ff; padding: 10px; border: 1px solid black; width: fit-content; margin: auto;"> <p style="text-align: center;"><b>Career Planning is about...</b></p> <ul style="list-style-type: none"> <li>■ DREAMING: <ul style="list-style-type: none"> <li>▪ Imagine yourself in the future in a positive way;</li> </ul> </li> <li>■ SEEING: <ul style="list-style-type: none"> <li>▪ See options in the labour market;</li> </ul> </li> <li>■ GETTING: <ul style="list-style-type: none"> <li>▪ Get the skills, attitudes and knowledge you need; and</li> </ul> </li> <li>■ DOING: <ul style="list-style-type: none"> <li>▪ Create a plan to build your own future.</li> </ul> </li> </ul> <p style="text-align: right;">18</p> </div> <p>What is important is that they develop a career action plan to continue their progress to their preferred career futures. They need not do everything at once - indeed no one can. What is important is to start. It is suggested that three steps are plenty to get them started.</p> <p>Show OH 19:</p>	OH18

Duration	Activities & Steps	Required Material
	<p style="text-align: center;"><b>Career Action Plan</b></p> <ul style="list-style-type: none"> <li>■ What are the next 3 things you need to do to get closer to your preferred future?</li>   <li>■ What supports do you need to do these 3 things?</li> </ul> <p style="text-align: right;">19</p> <p>Ask students to take 15 minutes to fill in the blank plan on pages 42-43 of their Student Workbook and answer the questions on page 44.</p> <p>Reinforce that their steps will vary depending on how certain they are about their current choice of field and what they've already done so far. Each plan will be unique to them. Encourage them to keep the steps small and doable.</p> <p>Stress the importance of thinking about and seeking out the supports they need to be successful:</p> <ul style="list-style-type: none"> <li>▪ Some supports may be people who can assist and advise;</li> <li>▪ Other supports may be career resources which help them be well informed about possibilities;</li> <li>▪ Other supports might be employers who are willing to provide work shadow opportunities to test out your “fit”;</li> <li>▪ Still others may be graduates of their program who can tell them what their work lives are like now.</li> </ul> <p>Circulate around the room and make yourself available to help anyone who needs assistance.</p>	OH 19
5 mins	<p><b>Activity 6: Closure</b></p> <p><b>Purpose:</b></p> <ul style="list-style-type: none"> <li>▪ To have students exit the workshop with positive attitudes and willingness to DO at least 3 things in their career action plan;</li> <li>▪ To celebrate their accomplishments in the workshops and the work they have done;</li> <li>▪ To close the workshop.</li> </ul> <p>Reinforce that the time and energy they've devoted to their career development – and the time and energy they devote to it in the future – is really an investment in themselves. Many students flounder throughout</p>	

Duration	Activities & Steps	Required Material
	<p>college and bounce from one unsatisfactory job to another after graduating. The more they invest in their own career development, the more likely they will travel an interesting and fulfilling path toward their preferred future.</p> <p>Note that there are additional resources/supports they can access to help them in their ongoing career development. Encourage them to stay in touch with you and with each other as this group is a potential support too.</p> <p>Show OH 20: Career Wisdom as a parting thought.</p> <div style="background-color: #e0e0ff; padding: 10px; text-align: center;"> <h3>Career Wisdom</h3> <p><i>When it comes to the future there are three kinds of people:</i></p> <ul style="list-style-type: none"> <li>■ <i>Those who make it happen</i></li> <li>■ <i>Those who watch it happen</i></li> <li>■ <i>Those who wondered what happened!</i></li> </ul> <p><i>You are among those who <b>make it happen</b></i>  <i>– Go forward to your preferred future</i></p> <p style="text-align: right;">20</p> </div> <p>Thank students for their active participation and congratulate them on the work they've done. Close the workshop series.</p>	OH 20