Career & Life Planning for Minority Students

DP 004 - Developmental Intervention

By

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GENERAL INFORMATION

The Career and Life Planning Workshop is designed to involve minorities in planning their careers.

Research has confirmed that today's minority youths continue to be misinformed and misdirected by many counseling professionals into traditional or vocational fields. These fields too often lead to dead-end careers or to no job at all. National statistics indicate that although there are an increasing number of minorities in professional and technical occupations, the larger percentage are either unemployed, or in skilled, unskilled, and service occupations. Frequently, career planning for minorities is not an ongoing process. It ignores abilities, obstacles, personality characteristics and other important factors. It is critical that minority students be exposed to and assisted in the decision-making process if they are to utilize their full potentials.

This workshop encourages minorities to be actively engaged in accurately assessing their life, career goals, abilities, interests and obstacles. Individuals are encouraged to realize the important role that they have in planning for their future.

The workshop activities are designed to give minorities career information that is pertinent to non-traditional occupations. It will assist in understanding the importance of deciding on a career goal. Many minority youths, for instance, have problems in reaching some career objectives due to many unexpected obstacles that they experience in their development. Many minority youths feel that they are predestined for a particular occupation based on their environment, counselors, financial obstacles, peers, and external factors.

This workshop is helpful in accessing the obstacles and risks of nontraditional career decisions and encourages utilization of the resources at the Counseling
Minority Careers-2

Center, the Career Office, minority professionals, professors, and fellow minority students in different fields, and information about grants and fellowships for advanced study and research. At the end of the workshop session, each individual will have increased self-awareness, exposure to different careers, and should have a specific plan of action related to reaching their goals. The workshop should be considered as a tool for assisting minorities to confront the reality of life and to work toward their chosen careers.

Program Clientele

The workshop is aimed specifically at minority students. Appropriate referrals are those who are truly concerned about their future. Participants must be willing to be open and honest in a small group setting.

Referral Procedure

Students must call or sign up for the workshop at the Counseling Center. Advertising for the workshop on the campus radio or in the student newspaper is effective in attracting participants. Minority student organizations should also be notified about the workshop. Participants are selected on a first-come, first-serve basis.

About the Workshop

The workshop is designed for 3 sessions, for about 2 hours each session. It can be conducted within 1 or 2 weeks. Timing is flexible and can be adjusted depending on the number of participants. The most effective group size is 8-10 people.

Since the workshop exercises are structured, it is not imperative that facilitators be trained counselors. Minority students or staff members who have skills in group interaction or working with minority students can be group leaders. However, since the skills of the facilitator may be a significant factor in the success of the workshop, it is advisable to offer some training for the group leaders.
An appropriate atmosphere for the group room would include comfortable chairs, cushions, and a writing surface. The room should offer privacy, comfort, and freedom from distractions.

**Materials Needed**

1. Nametags and pencils
2. Purpose of the Workshop handout
3. What Do You Want in Life? worksheets
4. Background worksheets
5. Minorities in the Work Force handout
6. Occupational information handouts
7. Careers Values Sheet
8. Abilities Questionnaire
9. Occupational Outlook Handout
10. Career Alternative worksheets
11. Goal setting worksheets
LEADER'S OUTLINE

Session I

1. Introduction
   A. Make nametags and introduce each other.
   B. Spend a few minutes asking group members what they expect from the workshop.
   C. State the purpose of the workshop. (See "Purpose of the Workshop" below.)

2. Discussion of major and career goal choices
   A. Discuss why this major/career was selected.
   B. Discuss the advantages and disadvantages of the choice.

3. Explore strengths and weaknesses
   A. Review and discuss Background worksheet. (This worksheet should have been completed before coming to class.)
   B. Discuss environmental influences that affected decision to go to college and choice of career.
   C. Finances
      1. Discuss individual financial resources for college and further study.
      2. Discuss present and future financial difficulties.

4. Exploring Self and Life Goals
   A. Discuss "What Do You Want In Life?" worksheet. (This worksheet should be completed before the group meeting.)
   B. Compile group feedback to questions 5, 6, 7, and 9 for each individual.

5. Minority Employment Status
   A. Provide information on career outlook for minorities in the work force
to group members.

1. Read handout on minorities in the work force to group members.

2. Distribute information on:
   a. traditional occupations
   b. non-traditional occupations
   c. apprentice programs

6. Occupational Outlook

   A. Discuss occupational outlook for minorities with group members
      (utilize occupational information handouts).
      1. Careers through 1985
      2. Occupational clusters
      3. Best outlook for minorities

   B. Provide information on grants and fellowships.

7. Homework assignments:

   A. Distribute "Career Values" sheet to be completed and returned.

   B. Distribute "Abilities Questionnaire" to be completed and returned.
      Emphasize to students that they are to use the following criteria to rate
      themselves:
      1. academic strengths and weaknesses
      2. background
      3. previous work experience and acquired skills (Note:
         organizational experience is also important)

   C. (Optional) Distribute Strong, Campbell and Kuder Preference
      Inventory to be completed and returned that week to group leader.
Session II

1. Discuss Values
   A. Review "Career Values" handout as a group
      1. Each group member is to share only items with 4's and 5's

2. Discuss Abilities
   A. Review the "Abilities Questionnaire"
      1. Discuss implications of abilities in regard to present and future
         career goals.
      2. Encourage each person to discuss skills or strong areas that
         would help in a career.
      3. Discuss weak areas that each person would have to strengthen for a
         career.

3. Careers Reference Sources
   A. Possible sources include:
      1. Occupational Outlook Handbook
      2. Occupational Quarterly
      3. College Placement Survey, Black Collegian, etc.

4. Research Career Alternatives
   A. Group members are to gather information on:
      1. Nature of the job
      2. Educational training, salary, environment
      3. Employment possibilities
      4. Risks involved (financial, physical, and emotional)
   B. Group members are to utilize the career alternative worksheet in
      researching different occupations. Important areas to remember:
      obstacles, advantages, disadvantages, outcomes
C. Based on this research each person is to consider interests, abilities, strengths, weaknesses, and values in selecting career alternatives.

5. Homework assignment

A. Urge each person to interview professors, minority professionals, or minority students in their field.

B. Prepare interview questions based on:
   1. Advantages/Disadvantages
   2. Salary
   3. Occupational outlook
   4. Training

C. Emphasize the importance of asking other minority students about their experiences, goals, and required course work.

D. Complete the goal setting sheet.

Session III

1. Discussion of Career Alternatives

A. Group discussion of possible career alternatives from worksheet.

   Discuss:
   1. Advantages/disadvantages
   2. Obstacles
   3. Possible outcomes

B. Discuss findings with instructor, minority professional, and minority student.

C. Group members share their career choice and the reasons why this decision was reached.
D. The group should consider each person and their career choice; then consider the available information and give constructive feedback.

2. Goal Setting
   A. Review goal setting with each individual. (Note: A facilitator should work individually with participants and make sure that they have a specific goal and have outlined the steps to achieve their goal.)
   B. Discuss each individual's daily and future plans of action. *Actively encourage each participant to transform dreams and desires into specific actions each day.

3. Professional Organizations
   A. Encourage group members to:
      1. Join and be active in professional organizations in their field, especially minority professional organizations.
      2. Read journals, articles, etc., in field of interest.
Purpose of the Workshop

Note to leader: Introductory material may be read or paraphrased.

I hope each of you will find this workshop enjoyable and beneficial. The primary goal of the workshop is to involve you in the process of influencing your future and establishing meaningful career goals.

National statistics indicate that although there is an increasing number of minorities in professional and technical occupations, the larger percentage are either unemployed, or in skilled, unskilled or service occupations. Often minority students train for a particular career but are not able to find a job in that chosen field or are unsatisfied with their careers. This workshop through a succession of structured exercises and group participation, will give you an opportunity to assess your life, abilities, interests, and future career goals.

Many minority students face obstacles in reaching their goals. This workshop will help you to assess your present obstacles and risks before making a career decision.

The importance of timely planning is stressed in this workshop. The groundwork for successful futures must be laid now. What you do now will affect what you will be doing in the future.

I will assist by giving you pertinent information relating to your career and about financial aid for further study. Individuals will be responsible for researching information and being an active participant in the group. Every one will participate in helping and evaluating others in the group as they explore different careers, their values, obstacles, and future plans. In respect for the rights and feelings of others, the workshop content should be kept confidential.
BACKGROUND WORKSHEET

1. What courses did you like in high school and college?

2. What courses did you dislike in high school and college?

3. In which courses did you do poorly in high school and college?

4. What activities were you involved in high school and college? Why did you like these activities? How have these activities helped you?

5. Why did you decide to go to college? What benefits do you see in going to college?

6. What do your parents want you to do? Did your parents or friends influence you to pursue a particular field?

7. What work experience do you have? What did you like or dislike about past jobs?

8. Do you see yourself attending graduate school?

9. Do you want a specialized or generalized major?
10. How geographically mobile are you? Which areas appeal to you as possible job locations?

11. Would finances be a major problem to you in completing or furthering your education?

12. Are you aware of different grants, scholarships, and fellowships that are available?
"What Do You Want In Life?"

The following exercises will help you discover what is important to you; what you really value; and what you are doing to accomplish your goals.

1. List 3 adjectives to describe yourself.

2. List 3 values that are important to you.

3. List some things you like and dislike doing.

4. Write down 3 goals you want to achieve in life.

5. Now examine what you've written down. Are your goals consistent with your personality characteristics, values, and abilities?
6. Creative fantasy can play a very important part in planning your future. Envision yourself at some point in the future—maybe 5 to 10 years from now. What will you be doing on a typical day?

Share your future days with other group members. Look for consistencies and inconsistencies. Are you being realistic, or too idealistic?

7. What is the relationship between what you're doing now and your immediate and future goals?

8. Think of some things that you've done recently that show you actively moving towards your goal.

9. After you have studied all your responses, what have you observed? Do your actions support what you say is important to you? How? If not, why?
Rank the following items as to how important they will be to you in your life after college. 1 = most important    8 = least important

Social life

Acquiring material possessions

Family and marriage (or significant love relationship)

Leisure time pursuits

Community service (clubs, organizations)

Career advancement

Becoming more competent in your field

Religious Activities
BE AN APPRENTICE

Exciting things are happening in the skilled trades, technician, and service career positions today, especially but not exclusively for women. While women have worked in crafts and service fields since colonial days, new types of jobs are developing, and women are training for and working in these jobs in ever-increasing numbers. Present-day technology has created job opportunities for men and women unheard of before; about 400 occupations now offer apprenticeship training toward a career as a skilled worker.

Q. What is an apprentice?
A. An apprentice is a trainee in a skilled craft. You are enrolled in an apprenticeship program that combines progressive on-the-job training with related classroom instruction. In such a program you start to earn, learn, and work at the same time. At the completion of the training period you are a skilled worker, a journeyman.

Q. What is the difference between apprenticeship training and other on-the-job training.
A. Apprenticeship is based on a formal written agreement with your employer stating the conditions of your training period: length of time, amount of pay, and rate of periodic increases with certification as a journeyman on completion of the term. You will be qualified as a skilled craft worker and so recognized throughout the industry, wherever you may go, for you will have learned your craft according to that industry's standards.

Q. How long is the training period?
A. It varies with the occupation, but generally ranges from 2 to 4 years. Classroom instruction, given in a local vocational school or by an instructor in the plant, is 144 hours a year.

Q. Isn't it possible to learn a trade without going through so many years of required training?
A. You can learn some aspects of a trade without being enrolled in an apprenticeship program, but you become a skilled craft worker (a journeyman) only through apprenticeship training. There is a big difference in pay and career outlook when you go through this training and learn by progressive steps the right way to work. You are no longer unskilled; you are a competent, certified craft worker who can instruct others as well as work at your own job. You will have a thorough knowledge of your craft, not just a part of it -- as most semiskilled workers do.

Q. How much will I earn as an apprentice?
A. You will start at about half the wage paid to the skilled worker (journeyman) in your industry. This differs from industry to industry and according to geographic location, but it is always considerably higher than the wage paid to the unskilled or semiskilled worker. You will be guaranteed a pay raise every 6 months, and during the last half year of your training you will be receiving at least 90 percent of the journeyman's basic wage, with 100 percent of that wage being paid to you on completion of training. You will also be entitled to other benefits furnished by your employer, such as sick leave, paid vacations, and holidays, and workers' compensation.

Q. I think of apprentices as doing heavy work in industry -- in factories, printshops, places like that. Women can't do that kind of work, can they?
A. Indeed they can and do! There are jobs being filled by women apprentices and journeymen -- bakers, barbers, tailors, drycleaners, chefs, and printers. Others are technicians in dental, optical, or pharmaceutical laboratories. Women too become skilled craft workers through apprenticeship training.

Q. Are jobs always available for skilled workers?
A. There is a constantly increasing demand for skilled workers in our growing economy. If you have to relocate, your services will be needed by other employers. The employer who has trained you, and for whom you have become a productive worker, wants to keep you, of course, for your value to an employer increases with your experience. But at present there are more jobs in the skilled crafts than there are workers to fill them. You can count on greater opportunity for financial security, along with personal satisfaction, if you choose one of these occupations.

Q. How do I know if I would make a good apprentice?
A. A variety of abilities, aptitudes, and personal qualities are looked for when choosing apprentices. No one person is expected to have all of them. There are just clues to placing the right person in the right job.

Do you have a high school or vocational school education? Perhaps you studied math, chemistry, physics? Did you take industrial or manual arts courses? Finger dexterity? A good memory? A talent for solving problems?

Are you ambitious? Will you stay on the job until it is done and learn all you can? Apprenticeship training is not a temporary, short term job. It is the basis of a fine career for life. It is hard work, exacting work, rewarding work.

Q. If I'm not sure that I am qualified, should I rule out the skilled trades as a career?
A. No, you may have talents of which you are not aware. You should take stock of your particular abilities and aptitudes and seek the help of a qualified counselor to determine your interests and qualifications.

Q. Where can I get this help?
A. The Labor Department supports Apprenticeships Information Centers in 34 cities. They conduct interviews and counsel applicants, and refer prospects to apprenticeship openings. The nearest State employment service office can also assist you. (Consult your telephone book.) You will be helped to choose the trade best adapted to your interests and abilities. You will be advised every step of the way to help you enter a training program. Each prospective apprentice is screened for the most effective use of their talents. Don't forget that the employer is just as eager to hire a good apprentice as you are to be one.
Minorities in the Work Force

Although minorities have increased their participation in the labor market, there continues to be a high concentration of minorities, particularly Blacks, in relatively low status occupations. Though this pattern has become less rigid in recent years, it appears that most minorities still are not working in the higher paying professional, managerial, and skilled trade occupations.

Unemployment is another handicap that affects minorities in the labor force. A recent report by the U.S. Dept. of Labor stated that Black unemployment was the highest since World War II. According to the U.S. Commission on Civil Rights, the majority of Blacks are doing worse in the labor market today although substantial gains have been made since 1960. For Black and Hispanic women, the average rate of joblessness was twice that of White women in 1977 and it is not significantly better today. Black women in particular continue to be heavily concentrated in the service occupations, rather than the professional and technical occupations. The U.S. Department of Commerce has also confirmed that most Black women continue to hold low status and low paying occupations.

The Black male also continues to be underrepresented in the higher status paying occupations. Half of all White men are in professional, managerial, are skilled craft occupations, while only about 30 percent of minority men are so employed. These statistics indicate that most full-time Black employees continue to hold the low status/paying occupations when compared to Whites. These statistics also indicate that more minorities, and particularly Blacks, not only need jobs, but should be entering professional, technical, and managerial occupations.
All minorities can take steps to increase their employment possibilities in professional, technical, and managerial occupations.

1. Explore different occupations based upon your aptitude, training interests, and values until you find the field that suits you.
2. Prepare yourself for occupations where job opportunities will be available.
3. Be aware and active in organizations in your field.
4. Always read about current ideas and techniques in your field.
5. Be aware of the laws and their enforcement provisions for equal opportunity in employment, education, and training.
6. Contact employers directly about the kinds of jobs minorities hold. Express your interest and be aware of openings that occur. Learn the application procedures, have professional resumes prepared for interviews.
7. Indicate your willingness to try a job that uses your intelligence as well as your mechanical abilities.
8. Once on the job, realize that you may encounter difficulties in interpersonal relationships as you perform jobs in which few minorities are employed.
9. Develop career objectives, personal goals, self-confidence, and don't give up in the face of a few hardships.

In the area of administration, minorities with an aptitude and interest in organization may enjoy careers as educational planners, buyers, budget planners, personal supervisors, and public relations directors. There will also be a need for more psychologists, rehabilitation counselors, doctors and technicians.

Today, and more than ever in the future, there will be an increasing demand for engineers (biological, mechanical, industrial), ecologists, geologists, hydrologists, oceanographers, and chemists to help solve the problems related to the air, water, soil, food, and energy.
Other occupations which offer good prospects include city managers, contract specialists, computer scientists, and programmers.

In the skilled trades, there are openings for air-conditioning mechanics, auto mechanics, electricians, plumbers, and medical assistants. These are areas that offer very good pay and need more minorities.
CAREER VALUES SHEET

Rate the following values according to how important they are in making choices about your career.

<table>
<thead>
<tr>
<th>Not important</th>
<th>Extremely Important</th>
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<tbody>
<tr>
<td>1. Opportunities to help people</td>
<td>1</td>
</tr>
<tr>
<td>2. Prestigious job title</td>
<td>1</td>
</tr>
<tr>
<td>3. Opportunity to earn a lot of money</td>
<td>1</td>
</tr>
<tr>
<td>4. Challenging, demanding work</td>
<td>1</td>
</tr>
<tr>
<td>5. Leading other people</td>
<td>1</td>
</tr>
<tr>
<td>6. Autonomy/independence on the job</td>
<td>1</td>
</tr>
<tr>
<td>7. Working alone</td>
<td>1</td>
</tr>
<tr>
<td>8. Opportunity to work in small towns</td>
<td>1</td>
</tr>
<tr>
<td>9. Working outdoors</td>
<td>1</td>
</tr>
<tr>
<td>10. Interaction with a lot of people</td>
<td>1</td>
</tr>
<tr>
<td>11. Opportunities for advancement</td>
<td>1</td>
</tr>
<tr>
<td>12. Travel opportunities</td>
<td>1</td>
</tr>
<tr>
<td>13. A variety of job duties</td>
<td>1</td>
</tr>
<tr>
<td>14. Flexible working hours</td>
<td>1</td>
</tr>
<tr>
<td>15. Job security</td>
<td>1</td>
</tr>
<tr>
<td>16. Freedom of self-expression</td>
<td>1</td>
</tr>
<tr>
<td>17. Minimal after hours work</td>
<td>1</td>
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ABILITIES QUESTIONNAIRE

Self Evaluation: List one or more things that you do best.
1.
2.
3.

The following list of abilities should be rated according to how you feel about yourself. Do not be too hard on yourself but do be honest.
1- No ability at all 2- Enough ability to get by with help
3- Some ability 4- definite strong ability

VERBAL AND PERSUASIVE ABILITIES
___ writing: express myself well in writing
___ talking: relate easily with people in conversations
___ speaking: able to deliver a talk or address to an audience
___ persuading: able to convince others about something I believe
___ selling: able to convince others to buy a product
___ dramatics: able to portray ideas or stories
___ negotiating: able to bargain or discuss with a view toward reaching agreements

SOCIAL
___ social ease: relate easily in primarily social situations (receptions, parties)
___ deal with the public: relate on a continual basis with people who come to an establishment with a purpose
__ good appearance: dress presentably and appropriately for occasions
__ deal with negative feedback (able to cope with criticism)

**NUMERICAL**

__ computational speed (without use of machines)
__ work comfortably with numerical data
__ solve quantitative problems
__ able to use computers to solve problems

**INVESTIGATIVE**

__ scientific curiosity (interested in learning about it)
__ research: gather information for a specific purpose or paper
__ technical work: work easily with practical, mechanical, aspects of a trade or profession

**MANUAL AND PHYSICAL**

__ mechanical reasoning: understanding the way machines operate
__ manual dexterity: skill in using hands
__ spatial perception: judge relationships of objects in space
__ physical stamina: resistance to fatigue, hardship and illness
__ outdoor work: able to work outdoors without problems

**CREATIVITY**

__ artistic: keenly sensitive to aesthetic values, able to create works of art
__ imaginative with things: able to create new ideas and forms with physical shapes
imaginative with ideas: able to create new ideas and programs by merging abstract ideas in new ways or conceiving existing behaviors in new ways

**WORKING WITH OTHERS**

- supervising: able to oversee, manage or direct work of others
- teaching: able to help others learn how to do or understand something; able to provide knowledge or insight
- coaching: able to instruct or train an individual to improve his or her performance in a specific subject area
- counseling: able to engage in a direct helping relationship with another individual in situations where the person's concern is not solvable through direct information giving or advice

**MANAGERIAL**

- organization and planning: able to develop a program through preparation and arrangement of tasks, coordinating the people and resources necessary
- orderliness: able to arrange items in a systematic, regular fashion so that such items or information can be readily used or retrieved with a minimum of difficulty
- ability to handle details: able to work with a great variety and/or volume of information without losing track of any items in the total situation; comfortable with small informational tasks that are part of the larger project responsibility
- make decisions: comfortable in making judgements or reaching conclusions about matters which require specific action; able to accept the responsibility for the consequences of such actions.

Summarize your most outstanding abilities. Are you incorporating your skills, your interests, and success in experiences with your choice of a major and career?
Part 2

1. List your ACT scores

| Composite | Social Sciences | Natural Science | Math | English |

If you do not remember your exact scores rank the four areas listed above in terms of how well you did on the ACT with 1 being the best.

1.

2.

3.

4.

2. List your best subjects in school.

3. List your most difficult subjects.
CAREER ALTERNATIVE WORKSHEET
Lyn Shade / MS State University

What is the best alternative for you?
What are some possible obstacles or outcomes for each of the alternatives taken?

1. Alternative  Obstacles  Possible Outcomes

2. Alternative  Obstacles  Possible Outcomes

3. Alternative  Obstacles  Possible Outcomes

What additional information or help do you need?

What are the advantages and disadvantages of each alternative you have listed above? How would your life style be affected by each?

1. Advantages  Disadvantages  Possible Outcomes
2. Advantages

Disadvantages

Possible Outcomes

3. Advantages

Disadvantages

Possible Outcomes

Taken from How To Decide A Guide for Women, Neillie Scholtz, Judith Prince, and Gordon Miller, College Entrance Examination Board, 1975.
Goal Setting Sheet

1. List 3 things you want to start doing right now.
   1.
   2.
   3.

2. List 3 long-term goals.
   1.
   2.
   3.

3. What things can you accomplish this week to reach your goals?

4. What things can you accomplish this month to reach your goals?
CAREER AND LIFE PLANNING WORKSHOP
EVALUATION FORM

Use 1-5, with 1 for useless and 5 for extremely effective.

1. Rate how effective the workshop was in achieving the following goals:
   ____ a. getting you involved in the process of influencing your career and life goals.
   ____ b. getting you involved in the process of self-identification and direction
   ____ c. gave you beneficial information on career opportunities
   ____ d. realizing potential you have for building the future
   ____ e. realizing the responsibility you must take to reach your goals
   ____ f. helped you realize the importance of researching information before choosing a career

2. Rate how helpful the following components of the workshop were to you:
   ____ a. "What Do You Want In Life" exercise
   ____ b. Financial resources information
   ____ c. Minority employment information
   ____ d. Non-traditional career information
   ____ e. Career alternative exercise
   ____ f. Goal setting exercise
   ____ g. Talking to a minority professional, student, or instructor

3. How would you rate your total overall experience in the program?
4. Would you recommend the program to a friend?

5. How effective was your group leader in helping you to achieve the goals of the program?

6. Rate how sensitive the group leader was to your concerns.

7. What suggestions do you have for your leader?

8. How do you think the program can be improved?

Additional comments: