Career Planning Seminar

TI 012 - Thematic

By

Cathleen Costello and Maryanne Kentz
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Participants learn and practice the basic skills of career planning: self-exploration, career exploration, and decision making. The works of Bolles and Figler are referenced frequently, with some use of their exercises. The presenting outline includes four handouts: "I Think You Would Make a Great . . .": Occupation Descriptions; Special Knowledge; and Specific Knowledge. 10 pages

GOALS: To empower participants in their planning of careers through knowledge and practice of basic skills

TARGET: First and second year liberal arts students

LENGTH: Eight weekly 2-hour sessions

SIZE: Maximum of 20

COST: $250 Make checks payable to: The University of Texas at Austin. Payment must accompany order. The University does not accept purchase orders for Clearinghouse materials.

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SESSION #1

Introduction of group facilitators. Explanation of goals of seminar. Discussion of the process of career planning, the rationale of the process, the "payoffs" students can expect.

Expectations of facilitators for students and expectations of facilitators for facilitators are discussed.

"Breaking the Ice" exercise - the extended name tag

Didactic presentation: The three components of career planning (self-exploration, career-exploration, decision-making), the significance and content of self-exploration.

Exercise: "I Think You'd Make a Great..." The exercise functions to provide preliminary exposure to some of the factors operative in self and career exploration, e.g. skills, interests, values, special knowledges, etc.

HOMEWORK:

Holland's Self-Directed Search and Occupation Finder (will no longer be used).

SESSION #2

Focus of this and the following session: to tap the "enthusiasms" (Bolles' word) of each participant. Certain verbal and written exercises will be used to facilitate each student's discovering where she/he enjoys expending energy. These exercises are:

1. Special Knowledges Worksheet
2. $10,000,000 exercise
3. 20 Things You Enjoy Doing
4. What Needs Doing

Students first begin to work on a time line - which includes achievements, memorable events, turning points in one's life. The time line functions as a supplementary source of material (skills, enthusiasms, values).

Students, at this point, answered specific questions regarding their completion of the SDS and Occupation Finder. As these instruments will no longer be used, we will be substituting for these in the coming semester.

"20 Things You Enjoy Doing" is explained. Students complete a portion of the exercise individually. In small groups, students brainstorm career possibilities which correspond to an enjoyable activity of each student.

HOMEWORK:

Finish time line. Finish "20 Things...."
"Enthusiasms" again begin the focus, students are asked to complete the "What Needs Doing" exercise. Exercise is excerpted from Crystal and Bolles' life-work planning workbook, "Where Do I Go From Here With My Life?" exercise is structured as follows:

Students respond individually in small groups in writing to the What Needs Doing question. Brainstorming guidelines apply. This is to say that there is no editing nor evaluating of students' responses to the question. Each student individually prepares her own list of priority activities and then selects one activity/goal that she would like to explore further (preferably one in which they can conceive of herself being involved.)

Group facilitators model breakdown of activity/goal into less global activities that will need to be done in order to achieve the goal. (This part of the exercise is not described in the life-work planning manual but was presented at a life-work planning week led by Bolles).

The exercise is designed to help students get in touch with what their interests may be without running into the mental obstacles concerning skills, knowledges that are often illegitimately imposed.

A second exercise designed to help surface entusiasms (defined in Bolles' material to be those activities/ideas which one "gets the biggest bang out of"). The exercise is known as the $10,000,000 exercise. (see attached sheet). Participants work individually on question #1 and then form small groups to share responses and to answer clarifying questions presented by facilitators.

Participants then follow a similar procedure in responding to question #2.

Homework:

Figler's Value Exercise. Students are asked to complete an analysis of one other issue that emerged important in "What Needs Doing."
SESSION #4

The focus of today's session is work-related values.

Explanation of the method and purpose of values clarification. Sidney Simon's books, Values Clarification and Meeting Yourself Halfway are used as resource material.

Discussion of what constitutes a "full value" (see Simon's, Meeting Yourself Halfway).

Using Figler's Work-Values exercise, students examine highly-ranked values in order to determine what functions as full values in their lives.

The purpose of the exercise is to encourage students to uncover what are primary motivators, or, what it is that yields meaning in their lives. Students are asked to reflect upon what values seem most important to them in their career development.

HOMEWORK:

Complete full value analysis of three other highly ranked values from the Figler exercise.

Complete Figler's Guided Fantasy re: "Ideal Career."

SESSION #5

Skill Identification is the focus of this session. Prior to turning to the focus, students and facilitators review the self-exploration phase of the workshop. Students are asked to cite enthusiasms and values that have emerged important to them.

Group facilitators model Bolles' method of skill identification. (see Quick Job-Hunting Map by R. Bolles). Participants proceed as follows:

    Group members individually develop one achievement in writing and then, in small groups (of three), are encouraged to describe the achievement in greater detail in an effort to uncover all the significant tasks which were done well.

HOMEWORK:

Complete Skill Inventory in the Quick Job-Hunting Map\(^8\) (pages 5-17 and 20-21).
SESSION #6

One objective of session #6 is that students gain facility in identifying skills.

Students are asked to reflect upon something they've accomplished in the last three months about which they feel especially good. (Describe in detail in writing). Students, in pairs, share their achievement and their inherent skills. The listening student is free to ask clarifying questions and may offer additions to the skills cited. After students have reversed roles, students move in pairs to form groups of sixes. Each student introduces her partner to the group of six and describes the achievement and the skills manifested.

At this point, a review of the rationale of the "What Needs Doing" exercise and a re-doing of the exercise was warranted.

The second objective of this session was that students decide upon an enthusiasm which they would like to explore further.

SESSION #7

The objective of this session is that each student have finalized plans for an informational interview. To meet this objective, students are asked to work toward answering:

What do you want to know?
Where do you want to go for more information? (Work towards identifying organizations and people). Students make use of the suggestions made by group facilitators.

The methods of career exploration are presented under each phase of the process, i.e., locating resources and utilizing resources.

The information interview is explained fully - its rationale, steps, relationship to effective job-hunting and its "payoffs".

Group facilitators role-play request for information interview demonstrating how one might respond to several possible obstacles.
Students are asked to name two enthusiasms which they would like to explore further to see if they might use certain skills.

(I would like to explore further my enthusiasm for ________ to see if I might use the following skills ________)

These two sentences are handed to the group facilitators who, in the week to come, will brainstorm together organizations, people, information clearinghouses, books, articles, etc. where students would be able to explore their enthusiasms further.

**Homework:**

Design an insignia which represents YOU. (Show Bolles' conceptualization on page 224 in Where Do I Go From Here With My Life?)

Group facilitator shares her insignia, a tennis racquet, with the group - an insignia completed after a life-work planning seminar. Students are to include on their insignia: skills, enthusiasms (interests and goals) and work-related values.
SESSION #8 - Wrap-up

Sharing of results of information interview in pairs. Then, as a whole group, students are asked to discuss their reactions to and the consequences of their information interviews.

"Where are you in your career planning" worksheets are distributed and students complete the worksheet during the session.

Students return to pairs they were in at the start of the session and share their immediate plans of action, what they hope to accomplish by January 1, 1977.

As a whole group, students discuss their feelings about the plans they've made, what obstacles they may face and what would be ways to surmount such problems.

Before concluding, students are asked to complete a final evaluation of the Seminar. (This supplements the evaluations students have completed at the end of each session).
I THINK YOU WOULD MAKE A GREAT

Now that you have discussed with your group why you would or would not want to assume this occupational description, please write a short paragraph describing your reasons.
CHOOSE AND COMPLETE THOSE STATEMENTS WHICH APPLY TO THE OCCUPATIONAL DESCRIPTION YOU PULLED OUT OF THE HAT:

I don't have the ability to ____________________________

I do have the ability to ____________________________

I am not interested in ____________________________________

I am interested in _____________________________________

I don't like the type of people who __________________________

I do like the type of people who __________________________

This occupation pays too much? Too little? ______________________

Others would respect me because ____________________________

This occupation is or is not exciting enough because _________________

I don't know enough about this occupation to make a decision ____________________

I don't know enough about this occupation to make a decision ____________________

I would feel proud or not feel proud of my work because ____________________

OTHER
SPECIAL KNOWLEDGES
(Specific Content Skills Fine)

<table>
<thead>
<tr>
<th>Degree of Skill</th>
<th>Knowledges I Picked up in SCHOOLS</th>
<th>Knowledges I Picked up at WORK</th>
<th>Knowledges I Picked up in LEISURE Activities</th>
</tr>
</thead>
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ELEMENTARY

MORE ADVANCED

MASTERY OR VERY ADVANCED

Knowledges may be in subject matter, such as psychology; in languages; in techniques, processes, or tools; in names of things; and may be picked up by doing, or thru teachers, books, cassettes, apprenticeships, workshops, etc.
SPECIFIC KNOWLEDGES
(Instructions)

1. List All Your Schools
   Secondary, Colleges
   Conferences, Workshops
   Attended, etc.

List All the Jobs
   You have Held, Together with Whatever Special Training You Received There

List All Your Leisure Activities
   All the Hobbies You Have Ever Done, All Volunteer Activities, Clubs Belonged To, Recreation Participated In, Therapies, etc.

2. Then fill in the chart on the next page, using the above list to "tickle your memory."

3. When done, circle those knowledges you still ENJOY so much you would like to be able to use them in your future WORK or LEISURE.

4. Pick the top 3, 5, or 10 that are most important to you, and prioritize them.

5. Put them on your "flower" or pictorial design.