

**CARVING YOUR
OWN PATH:**
Youth in the New Economy

CREDITS

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INTRODUCTION

The challenge of entering the workforce has always been one of the most difficult tasks a young adult faces. The transition from being a dependent child to an independent adult requires courage, self-confidence, and self-awareness. And in today's mercurial job market, the prospect of planning a career may seem more baffling than ever. Advanced technologies in computers and communications are revolutionizing the workplace, completely transforming what it means to have a career. The video *Carving Your Own Path: Youth in the New Economy* guides your students through this transition using a step-by-step process designed to help them develop the self-assessment skills and organizational tools they'll need to succeed in the 21st century.

The mass-production era, characterized by uniformity and predictability, is coming to an end and is rapidly being replaced by a fluid, geographically unfettered economy. It has been estimated that 50 percent of the jobs that will exist by the year 2008 do not exist now. To build a career within this new infrastructure, your students will have to master new skills and create new strategies to place themselves in the best position to take advantage of career opportunities they can't even begin to imagine.

Breaching the job market for the first time or changing careers will inevitably require a far more flexible and creative approach than has traditionally been the case. Computers and automated technologies have eliminated many entry-level positions, and lower production and labor costs overseas have caused a decline in the availability of jobs for unskilled laborers. Mid-level jobs have also been affected by the restructured economy. Large companies continue to downsize, and there is a strong trend toward outsourcing; companies like the flexibility of hiring people only when they need them for specific projects or phases.

In response to these changes, alternative work styles are rapidly emerging. Many experienced professionals who are being laid off are choosing to become freelance consultants. Self-employment is also gaining popularity for those entering the work force for the first time as well as for those who are making a lateral shift by choice. By 2005, the number of self-employed workers is expected to increase by a third. Multi-tracking, talent pooling, and telecommuting are all becoming commonplace.

In addition to adapting to the new economy in terms of nontraditional work styles, prospective employees and entrepreneurs will need to master new skills to keep up with the demands of an ever-evolving landscape. Any job involving research, communications, or information management already uses computers and computer networks extensively every workday. Familiarity with Internet Web browsers, word processing, spreadsheets, e-mail, fax modems, and scanners is now a prerequisite for most clerical and professional positions. Instead of making things simpler, technology has, ironically, made things more complicated in many ways. Because each operation can be accomplished faster, technology extends the number of tasks one person is expected to perform. And the frantic pace of technological development demands an ever-broadening range of competence, so success in the Information Age will depend in part on building and revising a customized skill set.

INTRODUCTION (CONTINUED)

The upside to all of this upheaval is the constantly expanding world of employment possibilities. An enormous gap caused by the lack of qualified workers needs to be filled. By the year 2006, the number of people needed in the computer hardware and software industry is expected to roughly double. New opportunities are also forecasted in the fields of healthcare and social services due to the changing needs of an aging population.

So how do your students decide where they fit into this new paradigm? The more they understand about what drives them, what brings them real gratification, and what kinds of skills come naturally to them, the more success they'll have defining the career track they wish to pursue. To this end, ***Carving Your Own Path: Youth in the New Economy*** encourages your students to reflect on their core values, passions, and aversions. It also teaches them how to analyze their own innate strengths and weaknesses, in part by reviewing past accomplishments. Once they've established these parameters, they'll research their options and outline their ultimate goals. ***Carving Your Own Path: Youth in the New Economy*** then helps them break down these goals into manageable steps, anticipate possible obstacles, and develop strategies to overcome them.

The transition from financial dependence to self-reliance in today's job market is fraught with dilemmas and roadblocks previous generations never dreamed of. Even under the best circumstances it can be perceived as a daunting journey. But it can also be seen as a golden opportunity to develop and strengthen critical life skills. Problem-solving techniques outlined in this video will help your students face such challenges with optimism and self-confidence. By developing realistic goals based on self-awareness and informed choices, ***Carving Your Own Path: Youth in the New Economy*** guides viewers through a career planning process that will help to ensure long-term satisfaction in the 21st century.

OBJECTIVES

After viewing the video *CarvingYour Own Path:Youth in the New Economy* and participating in class discussions and the activities provided in this Teacher's Resource Book, your students will be able to:

- identify personal values
- identify personal qualities and skills
- discover where their passions lie
- link values, personal qualities, skills, and passions to the workforce
- determine long-term career goals
- plan manageable steps toward achieving a career goal
- demonstrate action planning and goal setting techniques
- hone decision-making skills
- understand the importance of taking control of one's future

VIDEO SUMMARY

Carving Your Own Path: Youth in the New Economy opens with a montage of computer technology images. The narrator introduces the program with an explanation of how the way we make a living today has changed. He explains that a combination of technological developments and global competitiveness has diminished the number of job opportunities in this country. He adds that more jobs are being created for workers with a post-secondary education, while jobs are disappearing for those with a high school education or less. It is for these reasons, he asserts, that jobs that once led to middle-class security are now disappearing and alternative work styles are emerging. The following nontraditional arrangements are listed as examples: multi-tracking, self-employment, contracting, and talent pooling. He adds that although full-time positions are still the most common, the trend is toward more diversity.

“Work choices that are based on skills, personal characteristics, and passions are the most likely to result in long-term satisfaction,” the narrator continues. He then introduces four young people who have successfully carved out their own path choosing alternative work styles. They each describe their respective career paths. Harry is self-employed; he has his own massage therapy practice and teaches Tae Kwan Do part-time. Lara, qualified as a “talent-pooler,” does computer operating systems and applications training on a contract basis. She works with a group of affiliated companies who set up computer hardware and networks. Andrew, described as a “multi-tracker,” is a paid, on-call firefighter who also works at a youth employment center. Tara has her own mobile hairdressing business as well as an Internet-based electronic commerce business.

The narrator explains that this program will explore a career planning process designed for today’s job market. The outline for this process is presented as a list of headings: *Find Your Passion, Explore Your Options, Make Up Your Mind, Plan Each Step, and Do It*. In order to help students understand where they fit into this new economy, they are encouraged to think of their careers as more than just a way to make money. When they explore what they love and become more aware of their own value systems, “the journey can turn into a quest” to realize their dreams.

In the *Find Your Passion* phase, the narrator explains how reflecting on past achievements—the “pride experience”—can help uncover skills and characteristics that will form the foundation for a passion-based attachment to the work one does. The four young people describe how elements of these private victories have played a very relevant role in what they do for a living. Sitting in his clinic, Harry tells how the four years of training it took to get his black belt in Tae Kwan Do taught him determination and perseverance, qualities that served him well during the three-year training program required to become a registered massage therapist. Seated at her desk in front of several shelves of computer technology guides, Lara recalls that she was so shy in school that one of her teachers told her parents she was autistic. And yet, because of the “I can do it” approach she learned from springboard diving, she now understands that the ability to comfortably interact with strangers can be learned just like any other skill.

As Tara happily styles a woman’s hair in her mobile salon, the narrator emphasizes the importance of attitude in choosing a career path. Andrew and Lara both make the point that a positive attitude is an essential part of any job. Lara also underscores the need for self-confidence, the need to feel assured

VIDEO SUMMARY (CONTINUED)

that you can do what you say you can do. To further explore the issue of personal values, the question is raised: “What does work mean to you?” Harry defines work as “whatever makes me happy.” And what makes him happy, he says, is helping other people. Andrew, shown in a photo as a little boy putting on a fireman’s helmet, says that he’s known he wanted to be a firefighter since he was very young, and although he’s had other ideas along the way, he’s always come back to that.

As another means of discovering more about personal values, viewers are asked to think about the people they admire and why. Tara, for example, greatly admires her father and sees him as having been a big influence on her life. Lara admires her husband, Scott, especially his inner strength. He was bicycling when he was hit by a drunk driver, and his back was broken. Instead of believing what the doctors told him his limitations would be, he rehabilitated himself to a level they would never have expected. Scott’s ability to overcome adversity inspires Lara in her work.

Often, the narrator explains, the influences of others can play a role in your work pursuits. But while it’s great to have a network of positive support, ultimately you must trust your own instincts and follow the path that’s right for you. Tara concedes that when she gave notice that she was leaving her previous job to start her own mobile hairdressing business, her co-workers told her that it was a “dumb idea” and that it wouldn’t work. While that set her back at first, she soon concluded that she wasn’t going to let other people determine what she could or couldn’t do. “If you feel it in your heart, go for it.”

In the second phase, *Explore Your Options*, viewers are encouraged to do research using a variety of resources, including career centers, libraries, and universities. Harry, for example, narrowed his field of choices by looking through a college calendar among other sources. Lara went into the community and spoke to both potential clients and the “man on the street” to find out if hers would be a viable business. Another way to further narrow your search, the narrator offers, is to do volunteer work. Harry volunteered for two summers at a hospital, where he learned that he likes to work one-on-one with people. Lara volunteered as a beginning springboard diving coach. This is when she realized that she really loved that “aha!” moment when somebody learns how to do something for the first time. It’s important to be flexible and to make sure you have backup options, the narrator points out. “Be honest with yourself about any personal obstacles you need to overcome, and be ready to change your plans to suit your ultimate work goals.”

Now it’s time to make the big decisions. In this third phase, *Make Up Your Mind*, viewers are advised that the longest-lasting decisions will be the ones that match their core values and interests. Some of the qualities that drew Tara to the mobile hairdressing business were the creativity involved in styling and the freedom of having her own business. Andrew appreciates the challenges and the constant learning inherent in his work. Harry feels that because he likes helping others and problem solving, he’ll continue to be happy with his career choice.

The next challenge is to “beat your fears.” The narrator advises that when fears and doubts come up, you should try to focus on the choices that feel right to you. One of Lara’s biggest anxieties was having to learn how to do sales. She knew that it was something she would have to master to succeed in her

VIDEO SUMMARY (CONTINUED)

business, so she focused on that task and, as she improved, she felt more and more confident. Andrew worried about qualifying to be a firefighter with so much competition. He recommends going on your gut feeling and taking other people's suggestions into consideration. Tara's worst fears centered around not knowing from month to month whether she'd be able to pay her bills, but she ultimately relied on her inner faith: "You just have to have the faith in your heart."

Another important thing to consider at this stage, the narrator points out, is whether or not you're willing to make the personal changes necessary to follow through on your plan. One change Harry had to make was to go from being quiet by nature to being comfortable speaking his mind. Teaching Tae Kwan Do was good practice for all the talking he'd have to do as a massage therapist. Tara had to learn how to set goals, be a positive thinker, and maintain her self-confidence.

Now that the major decisions have been made, it's time to put together a plan. In phase four, *Plan Each Step*, viewers are encouraged to think about the training, certificates, diplomas, and financing required to pursue their goals. Harry had many interim goals to achieve before he could set up a practice: graduate from high school, pass the first year university biology courses, and then pass board exams. As a financial goal, Andrew chose to work while he was going to school instead of having a loan hanging over his head that he'd have to pay off later. Harry saved the money that he made teaching Tae Kwan Do and working at a pizza parlor. He also relied heavily on his family.

Once they've outlined these prerequisites, viewers will learn how to divide their long-term goals into a series of short-term steps. These can be broken down into daily, weekly, monthly, and yearly goals. As a daily goal, Tara decided she would meet two new people a day. As a weekly goal, she would sit down with five people and show them what she was doing. As a monthly goal, she planned to get to a certain volume level. She comments that without these goals, "you flounder out there." Harry outlines the five steps he planned to become well-respected in the healthcare field. Learning to anticipate problems that could arise along the way is an important part of this process. To this end, viewers are invited to design an obstacle course and then come up with realistic solutions.

When they have finished the planning stage, it's time to put the plan into action, or, as the heading reads, *Do It!* The narrator recommends acting on the plan within one week. He stresses that the first action doesn't have to be large-scale—it could be a phone call, a letter, or an e-mail. The first action Harry took was to call the college and request an application package. Lara met with a career counselor.

The narrator urges viewers to incorporate five elements into their career journey that can be critical to their success. The **first** is to develop a support network—to find people who can give them feedback on their progress. These can be people in the workforce they respect or family and friends. Harry, Andrew, and Lara reinforce the benefits of a support base by sharing examples of people who have offered them help professionally and personally along the way.

The **second** element is to "expect the unexpected." Tara recounts a story about a woman who, unbeknown to her, had put mayonnaise in her hair. When she put highlights on the woman's hair, it

VIDEO SUMMARY (CONTINUED)

started to smoke. At first the woman was very upset, but when Tara explained what happened, she was fine. She suggests taking a step back from an unexpected turn of events to assess the situation before acting.

The **third** element of success is to deal with adversity: Tara's method stresses the value of being true to your dreams. She concedes that she gets discouraged and depressed just like anybody else. She pulls through these hard times by reminding herself of her ultimate goals and dreams. The **fourth** element is to weigh losses against rewards: Lara talks about the trade-off between making less money and doing what you love to do. And **fifth**, do it with pride. Harry is proud of his ability to finish what he starts. Tara feels that her success comes from her determination.

In summary, the narrator reiterates the fundamental process the video has laid out: finding your passion, exploring your options, making up your mind, planning each step, and finally, acting on your plan. In the new economy, where different work styles are constantly emerging, having a career plan is essential. In his words, "The road to career success is yours to build."

STUDENT ACTIVITIES

WHO ARE YOU?

To find the perfect balance between your personality and your job, you need to understand what makes you unique. Form a group of three for the following activities:

Part 1. I am...

Choose ten characteristics from the following list—or make up your own—that you believe best describe your personality. Do the same for the other two people in your group. Compare notes.

Personal Characteristics:

persistent	determined	self-confident	romantic	neat
patient	outgoing	optimistic	intelligent	positive
funny	generous	kind	serene	dedicated
energetic	enthusiastic	sympathetic	adventurous	faithful
loving	tolerant	loyal	sensitive	honest
introverted	rational	independent	assertive	decisive
modest	proud	courageous	goal-oriented	timid
sociable	secure	stable	considerate	flexible
intellectual	artistic	athletic	musical	efficient
sophisticated	talented	creative	serious	ambitious
forgiving	perceptive	charming	disciplined	pensive

Part 2. Your Skill Set

Some skills you possess come naturally; others need to be learned. On the list below, put a checkmark by the skills you already have mastered. Circle the skills that you wish to develop. Then, on two separate pieces of paper, write a short paragraph describing what special skills you perceive the other two people in your group possess. Exchange notes.

Skills:

creating	understanding	advising	supervising
observing	supporting	debating	lifting
examining	consulting	negotiating	using hands
inspecting	counseling	fixing	designing
testing	leading	building	inventing
checking	training	counting	writing
problem-solving	organizing	budgeting	drawing
researching	talking	planning	performing
evaluating	listening	coordinating	imagining
defining	scheduling	cooking	programming
helping	persuading	initiating	entertaining
caring	selling	deciding	developing

- (a) List any other skills you have developed.
- (b) List any other skills you wish to develop further.
- (c) How can you develop these skills? Here are some suggestions: school, volunteer work, hobbies, part-time work, reading. Can you think of others?

Part 3: Your Pride Experience

Reflecting on past achievements can help you uncover skills and characteristics that will point you toward the work you love.

- (a) Think about your proudest, most impressive moment. Write a two-page description of the experience. Your experience can have to do with work, school, or leisure activities. There is no insignificant experience, as long as it is an accomplishment of which you are genuinely proud. Provide as much detail as possible to explain how you achieved a sense of pride.
- (b) Share your experience with your group members. Your group members must read your account and list skills and characteristics demonstrated in the story. Your skills are those things that you do well to help you achieve a task, while your personal characteristics include those features that define your character. Read your group members' feedback, and add other skills and characteristics that you believe played a role in your pride experience.

Part 4. Match Characteristics with Careers

If you have Internet access, www.youthworks.ca can help you match your skills and characteristics with general career areas that might be a good fit for you. Click on "Top 10 Checklist" and follow the instructions on the screen.

This exercise will help you to explore your ideal situations in work, leisure, family, and home. You are now going to travel into your imagination. Close your eyes and listen as your teacher reads the Guided Visualization scenario (Activity Sheet 2B). This is your dream, so anything goes. Don't answer the questions you hear aloud, but rather ponder them in your mind. After you have listened to the entire scenario, describe the following as completely as you can.

1. When you looked at yourself in the mirror, what did you see? How did you feel about what you saw? Was there anything specific that surprised you?
2. What did you choose to wear to work?
3. What time did you go to work?
4. How did you get to work?
5. What did your place of work look like?
6. What did you do at work?
7. Who was the important person you called from work?
8. What time did you leave work? How long did you work?
9. What did you buy on the way home?
10. What did your home look like?
11. Who, if anybody, lives with you?
12. Where did you go for fun? What did you do there? Who went with you?

Note: Some people may have had difficulty imagining these situations. It's natural not to have a specific dream about many of the questions because most people are still at the stage of exploring and learning what they want most for their future.

Questions for discussion:

- How can you use this information and apply it to career building?
- What can you discover about yourself by participating in this fantasy?
- Is there anything you thought of that might help you in considering occupations?

Read the following script in a relaxed voice to guide students through their career dream.

Clear your mind of everything. Think of absolutely nothing for a moment. No worries, no stress, nothing. (Extended pause)

Imagine you woke up this morning and you were somewhere between 30 and 40 years old. You get out of bed, go into the bathroom, and look in the mirror. What do you look like? Take a good look at the face and the body. That is you 20 years from now.

It's time to get ready for work. Go to the closet and get your clothes. What are you going to wear to work today? Do you choose a business suit, jeans and T-shirt, or something in between? Get dressed and head out the door. What time is it? How are you going to get to work? Do you take the bus? Drive a car? (What kind of car?) Or do you leave home at all?

Now you get to the work site. What does it look like? Are you in a big city or out in the country? Do you work in a big office? Outside? Are there many people around or are you alone? What does the furniture look like? Take a few moments to imagine where you work.

Try to picture your work. What are you doing? Do you talk on the phone? Are you working with your hands? Do you work on a computer? Do you work by yourself? Do other people report to you? At some point during your working hours, you stop to make a phone call to someone who is very important to you. Whom do you call?

Well, you've done your work for the day and it's time to go home. What time is it? How long did you work? You stop to buy yourself something on the way home. It's something you've wanted for a long time. What is it? (Extended pause)

You finally get home. Is it an apartment or a house? Big or small? Take a good look at the outside. Now go in the door and walk inside. Move through all of the rooms: the living room, the kitchen, the bedrooms, the bathrooms. Notice the decor and the colors. Look at the furniture. Imagine what your home looks like. (Extended pause)

Who, if anybody, lives in this home with you? What do they look like? What, if anything, do you do with them when you get home?

After you've had a meal, it's time to go out for some fun. Where do you go? What do you do when you get there? Who is with you? Picture yourself having a great time. (Extended pause)

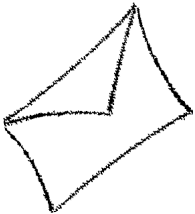
Now it's time to go home and get some sleep. You crawl into bed. What time is it? You lie in bed and think about everything you've accomplished today and with a smile you fall asleep.

Now wake up and come back to the present!

In order to have a successful, fulfilling career you need to make sure that what you do relates to your innermost drives and desires. To help you define what kinds of things make you truly happy, write a letter in response to one of the following scenarios:



1. You have just won a national lottery worth \$100 million. You will never have to worry about financial security in your lifetime. However, in order to get the monthly installments, you are required to work at least 30 hours a week. It can be any occupation you choose. What will it be? To begin collecting your winnings, you need to write a letter to the Lottery Commission. Tell the Commission which career you have chosen and explain why you have chosen that particular occupation.
2. You are 35 years old. All of your friends and loved ones are anxiously awaiting your annual holiday form letter that updates them on the latest details about your life. You are happy, fulfilled, and comfortable. You have long-term security and the perfect balance between your family life and your professional life. Write your letter!



3. You are trapped on a tropical island for five years. All your needs will be taken care of. One wish will be granted: Any resources you need to do one thing, and one thing only, will be provided to you as soon as you notify the Island Genie in writing. Write a letter to the Island Genie to specify the one thing you will devote yourself to for the next five years. Explain why you have chosen to do this one thing. What about it is appealing to you? Why do you think it will fulfill you for the entire five years? What resources will be required?

HELP WANTED**4**

What is your dream job of the future? Design a classified ad for a job you might wish to apply for in ten years. What skills and abilities will be required? What personal qualities would be most valued for that position? What experience should the applicant have?

Write your advertisement in the space below:

HELP WANTED:

(name of position)

EXPLORING ALTERNATIVE WORK STYLES

For this activity you will need a copy of Fact Sheet 3, *Emerging Alternative Work Styles*. Become familiar with the work styles described on the fact sheet, and answer the questions below.

- a) List two **alternative work styles** that appeal to you most. Explain why.

1. _____
2. _____

- b) List three ways that technology has made it easier to participate in **talent pooling**.

1. _____
2. _____
3. _____

- c) List three ways that companies could benefit from hiring **independent contractors** rather than full-time permanent employees.

1. _____
2. _____
3. _____

- d) What kinds of jobs lend themselves to **freelancing**? Name three, and explain why.

1. _____
2. _____
3. _____

- e) List three advantages of **job sharing**:

1. _____
2. _____
3. _____

- f) List three disadvantages of doing this kind of work:

1. _____
2. _____
3. _____

Occupational interests cannot be considered in isolation. In thinking about potential occupations, it is necessary to make a connection to your school experience.

Part 1. Researching Occupational Choices

- a. List three occupations that you find interesting and may consider pursuing when you finish high school:

1. _____
2. _____
3. _____

- b. For each of your choices, research:

(i) Educational qualifications: What type of educational qualifications are needed to enter the occupation? Examples: a high school diploma, a university degree, a journeyman certificate, etc.

— and —

(ii) Educational prerequisites: What are the entrance requirements or necessary prerequisites to get into the type of educational program needed for your occupational choice?

Part 2. Questions for Discussion

1. Why is it important to consider some general occupational interests while you are planning your high school program? What happens if you do not consider your future interests and goals while planning your classes?
2. How will the classes you have already taken or are currently taking help you with your occupational choices?
3. What can you do to compensate if you fall short of meeting the prerequisites for entrance into certain programs?

values the social principles, goals, or standards held or accepted by an individual, class, society, etc. (*Webster's New World Dictionary*)

On a personal level, your values affect the kinds of friends you have, the kinds of relationships you have with your family, and most of the major decisions you make in your daily life. Your values also determine what kinds of work you would or wouldn't be willing to do, what kinds of companies you would or wouldn't work for, and choices you would or wouldn't make throughout your workday. So what are your core values? To help you explore your own "principles, goals, or standards," consider other people's (apparent) values:

1. Our Town

Choose someone in your community you admire. Based on what that person does for a living or has achieved, what can you infer about his or her value system?

- a) In the space below, describe who the person is, what he or she does, and what kinds of values the person might have.

- b) How have that person's values affected his or her choices and accomplishments?

2. Celebrities

Think of people in the media you admire. Choose one famous person and write a few sentences about how that person's values are reflected in his or her work. Do you have similar values? What is similar and/or different about what he or she seems to value most and what you value most? On a separate sheet, detail your observations.

3. Historical Heroes and Heroines

Think of an individual from the past who accomplished something you greatly admire. On a separate piece of paper, name the historical figure, and describe what that individual accomplished and why you admire his or her accomplishments. Identify the value you think the person most cherished. What impact did that value have on his or her accomplishments? (See page 28 for a list of notable historical figures).

What kind of decision maker are you? This exercise will help you discover your approach to life and the implications of your decision-making style for planning your career.

For each question, choose the answer that best describes you.

1. There is a concert you really want to go to but have no money to pay for the ticket. You would:
 - a) mention it to your parents and hope they will go out and buy you a ticket.
 - b) do odd jobs to make money to afford the ticket.
 - c) accept the fact that you have no money at the moment and forget about the concert.

2. You are really attracted to someone in another class. You would:
 - a) hope s/he will eventually notice you.
 - b) make the first move.
 - c) assume you will never meet so get on with your life.

3. You want to get a job for the summer. You would:
 - a) hope that you will end up in the right place at the right time, where someone would notice your outstanding talents and offer you a job.
 - b) decide on which places you would like to work and then go talk to the managers.
 - c) never fill out an application since you think there are no jobs out there.

4. You need to raise your math scores by ten percent. A big exam is coming up. You would:
 - a) try to pass the exam with what you already know.
 - b) study like you've never studied before—perhaps even get a tutor.
 - c) hope for a multiple choice exam.

5. You really enjoy playing volleyball. You would:
 - a) wait for others to invite you to play with them.
 - b) try out for the school team or start a team of your own.
 - c) do nothing.

6. Your favorite fast food restaurant uses packaging containers that can be neither recycled nor destroyed. This is causing a terrible problem for the environment. You would:
- continue to eat there and hope that they will eventually change their containers.
 - do something to help change things, such as boycotting the restaurant, starting a petition, telling the owner your concerns, or asking for your food to be served on a napkin.
 - do nothing—one person can't make a difference.
7. Your friend is always late and it is driving you crazy. You would:
- let it continue to happen while getting angrier and angrier.
 - tell your friend that it bothers you.
 - do nothing since this would never happen because you are the one who is always late.
8. A crime is being committed right before your eyes. You would:
- get out of there fast and assume that somebody else will call for help.
 - get help or call the police.
 - consider this great entertainment and watch from afar.
9. You have a great idea for a new product. You would:
- keep it in mind in case an opportunity ever presents itself.
 - start researching how to develop your idea.
 - forget it—somebody has probably already thought of it.
10. When you have to make an important decision, you:
- wait until the last possible minute and flip a coin.
 - consider all of the advantages and disadvantages and your "gut" feeling and make a decision from there.
 - let someone else decide for you.

After you have finished, obtain an Answer Sheet (Activity Sheet 6B) and total your scores for (a), (b), and (c).

Self-Assessment: “What Happened?”

Add up the number of A’s, B’s, and C’s you chose.

A’s = _____ B’s = _____ C’s = _____

If you chose mostly A’s...

You are a person who waits for things to happen. You probably have a strong belief in fate or luck, or else you believe you have little control over what happens to you. Consider taking back some of that control where your career is concerned, or you may miss the boat!

If you chose mostly B’s...

You are a person who makes things happen. You believe that you have control over what happens to you; therefore, you are going to make the best of it. When it comes to planning your career, you are doing just that—planning. With this outlook on life, you will know exactly when to catch the boat.

If you chose mostly C’s...

You are a person who says, “What happened?” You don’t believe in fate nor do you believe you have any control over what happens to you (perhaps you don’t care). You may be frustrated and bored with these career building activities. Bear in mind, however, that sometime soon, when you believe you have some control over your future, they may prove to be very useful.

Remember, this is just a quiz. It does not give you any specific facts about yourself, just a look at how you may be approaching some things today.

Questions for Discussion:

1. Think of someone you know who is very much a B (a person who takes control of his/her destiny). What kind of personality does s/he have? Do you think this is a good attitude or response when it comes to career building? Why or why not?
2. Do you know someone who is an A (a person who waits for things to happen)? What kind of personality does s/he have? Do you think this is a good attitude or response when it comes to career building? Why or why not?
3. What advice would you give to someone who is a C?
4. Why is it important to take control of things that concern you?

You have power over the future you!

It can be very beneficial to have ideas about a career that interests you. This exercise will give you concrete information that can serve as a reality check for you.

Step 1: Choose a career area that interests you. Within that area, pick an occupation that you would like to know more about. For this activity, you will interview a person who works in that field.

What occupation did you choose? _____

Step 2: Before you interview the person in the occupation you chose, predict how that person will answer the questions listed below. Write your answers on a separate sheet.

1. What are your job duties?
2. What kinds of basic skills were you expected to have when you applied for your job?
3. How many hours are you expected to work in a day? How many days in a week?
4. What strategies did you use to find your job?
5. How did you apply for your job? In person? By mail? By e-mail?
6. Did you need a resume? A cover letter?
7. What skills have you had to acquire to keep your job?
8. What is the average weekly, monthly, or yearly salary for your type of work?
9. What kinds of discrimination did you perceive, if any, when looking for work?
10. How much vacation time is normal for a year? Sick time?
11. What are you expected to wear to work? What about the opposite sex?
12. How are you treated by your superiors? How do you treat your superiors?
13. How long are you expected to stay at this job?
14. What is the customary procedure for quitting?
15. What are the customary rewards for long-term commitment?

Step 3: Interview someone in the occupation you chose. Hand in the person's answers to the interview questions. Present your findings to the class.

Name and occupation of the person you interviewed: _____

Step 4: Write an essay in which you compare the information you learned in the interview with your predictions.

Step 5: Write a thank-you letter to the person you interviewed. This is good practice for following up with prospective employers after a job interview.

This exercise will demonstrate that the principles that apply to launching a successful business are essentially identical to those needed to launch your career

Step 1: Work in small groups to come up with a product or service that you think would be a great seller.

a) Know your product or service.

Define your product (something that can be used in some way) or service (something you do for someone). Think about what makes this product or service good: What are its strengths? Why is it needed? How does it differ from other similar products and services?

b) Know your market.

Define your market. Who will buy your product or service? You are trying to appeal to a particular audience. What must you know about your market in order to promote your product or service appropriately? You must know how to reach your market. (Example: Large fast food chains appeal to families and people who are more interested in getting a good deal than exceptional food but still want reliable, consistent quality.)

c) Know how to connect the two.

Develop a campaign to promote your product or service. How do you proceed once you have identified your product or service and you have analyzed your market? How will you communicate the greatness of your product or service to your audience? Make a detailed plan of action. Finally, present your product or service to the class.

Step 2: Now focus on yourself as the product, and apply the process you followed in the first part of this exercise to planning your career. After you have decided on a career path, you have to know how to plan your steps to help you achieve your career goal. Selling yourself to a potential employer is a lot like selling a product to consumers. In career planning, it is extremely important to:

- Know yourself! You're the "product."
- Know the world around you. The "market" is the working world. What do you want to be doing?
- Know how to connect the two, including how to present yourself (in person and on paper) and connect yourself to where you want to be in the working world.

How we live our lives will change radically in the next 100 years. This exercise will start you thinking about these changes and how they might impact your way of doing things.

Technology has rendered many traditional jobs redundant. A photographer's lifelong work of shooting over 3,000 photos of daytime and nighttime skies became obsolete with the introduction of the computer application *Photoshop*. An engineer who spent eight years at a university and more than 20 years working for the same structural engineering firm was terminated and replaced by a young person who could do research and problem-solving with the click of a mouse button.

Conversely, such technological advances have given the average person access to creative possibilities never dreamed of only five or ten years ago. And that has opened up a world of opportunities for job seekers today. For example, it used to take an advanced degree in Computer Science to create something as complicated as a website; now the code has been designed so that the average personal computer user can build one in a few hours. A garage band in Brazil can distribute their music worldwide without leaving home.

Pick a topic from the following list, and write a one-page essay:

1. Imagine the changes technological advances could bring to the entertainment industry by the close of the 21st century. How is an evening at home different? What kinds of things can you do at the new entertainment complex downtown?
2. You want to be world famous for a talent you possess. Imagine how you might accomplish that in the year 2020.
3. You want to bring together minds from all over the world to solve the problem of world hunger, to cure cancer, or to protect the global environment. How would you go about doing that in the 21st century? How would you have accomplished that in 1950?
4. When you open up the daily paper in the year 2050 (assuming there is one), what will the headlines read on the front page? What kinds of work will dominate the Job Opportunities section? What will the Sports section cover that doesn't even exist now? The Entertainment section? What other sections will there be?
5. The year is 2075. What new breakthrough in science is causing shock waves around the world? What kinds of ethical dilemmas is it creating for the politicians? The religious leaders?

Extended activity: In a small group, design a daily newspaper from the year 2050. Include elements of topics 1-5 above.

It's easy to feel overwhelmed when you're faced with the challenge of establishing a career. To attain any goal, large scale or modest, it helps to break it down into small, manageable steps. Most people who are lucky enough to be doing what they love to do for a living passed through several interim stages to get where they are today. To gather some ideas about how to break a big goal down into bite-sized pieces, interview two adults who are happy with the work they do, and examine how they got there in reverse! Ask them to think back on their journey to where they are now.

(1) Name: _____

Occupation: _____

The first step he/she took to get there: _____

Five interim steps:

1. _____

2. _____

3. _____

4. _____

5. _____

(2) Name: _____

Occupation: _____

The first step he/she took to get there: _____

Five interim steps:

1. _____

2. _____

3. _____

4. _____

5. _____

- Were you surprised at any of the steps they took? Which ones were not expected?
- Can you foresee five steps that you might take to achieve your career goal? *On the back of this sheet, identify a career goal and list five steps that may help you get there*

Effective decision making, goal setting, and action planning skills must be practiced daily. The more we practice them, the better we get at doing them effectively. These skills are an integral part of career building and should be fostered daily. This exercise will teach you how to develop measurable goals and step-by-step action plans. This knowledge can then be transferred to the development of a career action plan.

Part 1. Planning a Fundraiser

1. In a small group, plan a fundraising event within the school.
 - a. Decide on a charity/cause. It can be:
 - a school-related purchase (e.g., a school event, cheerleaders' uniforms, sports equipment, library materials, etc.)
 - an environmental charity
 - a donation to a literacy program
 - a donation to a homeless shelter
 - other
 - b. Set a goal for how much money is realistic to raise.*
 - c. Devise a step-by-step plan of action to determine how you will raise the funds.

* *Instead of money, the charity could be one that collects goods, such as toys, canned food items, etc.*

2. Hand in a sheet with the following information at the end of class:

THE FUNDRAISER

Group members:

Cause/Charity:

Goal: *(Specify how much money or how many items you will collect.)*

Action Plan: *(This section should be detailed.)*

3. Each group should present its charity and action plan to the rest of the class. The class will then vote on which to propose as a school-wide charity drive.

Part 2. Questions for Discussion

1. How did your group decide on a charity? Did you take a vote? Did you analyze the advantages and disadvantages of each charity? Did an outspoken person in the group decide for everyone else? Did you flip a coin?
2. As a group, you had to set an attainable goal by deciding how much money you were going to raise at your event. Goals give our activities some purpose—"the light at the end of the tunnel." It is one thing to say, "I just want to get through high school," but it is another to say, "I want to graduate with a Bachelor's degree in engineering while maintaining at least a B average." Which one sounds more motivational? If we want our education to have some purpose, we must set goals for ourselves—something to strive for.
3. When you take the time to plot a plan of action, you are able to see things more clearly. What are some other advantages of devising an action plan for how you can reach your goals? Did you encounter any barriers as you were coming up with the steps?

“Murphy’s Law” states that if something can go wrong, it will. No matter how carefully you plan your journey to your long-term goals, you can expect to encounter obstacles along the way. How you deal with adversity will greatly affect your chances of succeeding, so a good plan takes into consideration possible setbacks. Learning to anticipate potential problems and come up with realistic solutions are skills that will make a profound difference in whether or not you achieve your ultimate goals in life.

Work with a partner for the following activities.

Part 1. List three goals you have already set for yourself, or set brand new ones.

1. _____
2. _____
3. _____

Discuss them with your partner. Talk about why these goals are important to you and how you plan to achieve them.

Part 2. Now switch papers. Look over your partner’s list. For each goal your partner has listed, write down three possible obstacles that would hinder efforts to achieve it. (You will now be writing on your partner’s worksheet.)

1. _____

2. _____

3. _____

partner’s name: _____

Part 3: Give this worksheet back to your partner. Choose one of the goals you listed, and on a separate piece of paper, describe how you would overcome the obstacles your partner has set up for you.

Getting something exactly right the first time you try is a rare occurrence. Countless people throughout history who have rocked the world with new inventions or revolutionary ideas had numerous failed attempts in the past. Success in any endeavor is never guaranteed. Believe it or not, failures are often better opportunities for learning than successes.

Part 1:

Can you identify the following well-known risk taker?

- At age 22, he failed in business.
- At age 23, he ran for legislature and was defeated.
- At age 24, he again failed in business.
- At age 26, his sweetheart died.
- At age 27, he had a nervous breakdown.
- At age 29, he was defeated for Speaker of the House.
- At age 34, he was defeated for Congress.
- At age 39, he was again defeated for Congress.
- At age 46, he was defeated for Senate.
- At age 47, he was defeated for Vice President.
- At age 49, he was again defeated for Senate.

Who is it? _____ (Check the answer box at the bottom of the page.)

Now think about something you have tried to do without success, and answer the following questions:

1. Would you try the same risk again? In the same way? Why or why not?
2. What have you learned from the experience?
3. Do you believe that your goal was attainable?
4. Was the timeframe reasonable?
5. In general, are your standards too high? (If you don't do everything perfectly the first time, do you consider yourself a failure?)
6. How might failure be related to eventual success?

Answer: This well-known risk taker was Abraham Lincoln. Would you call him a failure?

Part 2.

- Working with a partner, choose a public figure—either historical or contemporary—who made a notable achievement. What impact did that person’s accomplishment have on society? Research the process that person went through in making his or her contribution to the world. Did he or she make attempts along the way that ended in at least partial failure?
- Visually portray this person’s road to success. Were there any zigzags, detours, or dead ends along the way? You can draw the journey yourselves, cut and paste pictures from magazines, or download images from the Internet.
- Share your presentation with the class. Decide ahead of time who will say what; both partners should help tell the story.

Below are listed some notable names in history:

Louis Armstrong (1901-1971) jazz musician	Golda Meir (1898-1978) prime minister of Israel
Ludwig van Beethoven (1770-1827) composer	J.P. Morgan (1837-1913) financier
Rachel Carson (1907-1964) naturalist	Mother Teresa (1910-1997) humanitarian
George Washington Carver (1865-1943) botanist	Florence Nightingale (1820-1910) nurse
Coco Chanel (1883-1971) fashion designer	Sandra Day O’Connor (born 1930) Supreme Court justice
Cesar Chavez (1927-1993) labor organizer	Rosa Parks (born 1913) civil rights activist
Marie Curie (1867-1934) physicist/chemist	George S. Patton (1885-1945) World War II general
Dalai Lama (born 1935) leader of Buddhism	Edgar Allan Poe (1809-1847) writer
Charles Darwin (1809-1882) naturalist	Jackie Robinson (1919-1972) baseball player
Walt Disney (1901-1966) creator of Disneyland	Eleanor Roosevelt (1884-1962) first lady
Amelia Earhart (1897-1937) aviator	Richard Shackleton (1874-1922) explorer
Thomas Edison (1847-1931) inventor	Sojourner Truth (1797-1883) abolitionist/women’s rights activist
Albert Einstein (1879-1955) physicist	Alan Turing (1912-1954) developed computer science
Henry Ford (1863-1947) automobile manufacturer	Sam Walton (1918-1992) founder of Wal-Mart
Mohandas Gandhi (1869-1948) pacifist leader	Booker T. Washington (1856-1915) educator
Althea Gibson (born 1927) athlete	James Watt (1736-1819) developed steam engine
Elizabeth Glaser (1947-1994) AIDS activist	Oprah Winfrey (born 1954) businesswoman/media icon
Chief Joseph (1840-1904) Nez Perce chief	Mary Wollstonecraft (1797-1851) writer/women’s rights reformer
Helen Keller (1880-1968) lecturer/humanitarian	Frank Lloyd Wright (1867-1959) architect
Martin Luther King, Jr. (1929-1968) civil rights leader	
Leonardo da Vinci (1452-1519) artist/scientist	
Nelson Mandela (born 1918) South African leader	
Margaret Mead (1901-1978) anthropologist/educator	

FACT SHEETS

Phase 1: Find Your Passion

Here you uncover your personal passions so that the career planning journey becomes a quest to fulfill a dream. In this phase, you identify skills, characteristics, values, and attitudes about work. In addition, you examine the meaning of work in your life and the purpose it is to serve.

Phase 2: Explore Your Options

Here you discover how your passions can be expressed. In this phase, you collect data in order to explore aspects of personal meaning and barriers to living out your dream. In addition, you become familiar with different work style alternatives. Use many sources to research options, and meet others who are involved in different work style alternatives through informational interviews, volunteering, job shadowing, and work experience.

Phase 3: Make Up Your Mind

Here you determine which passion to pursue. How do you select the most appropriate option for you? A sound decision-making process involves defining the decision, identifying the options, gathering information, and evaluating alternatives, putting them in order from best to worst. Also use “what if” scenarios to explore your gut response to a tentative choice. What would your feelings be surrounding a particular decision?

Phase 4: Plan Each Step

Here you plan the specific steps required for the implementation of your choices. Determine how your skills and personal qualities match up with your selected career and work style choice. Identify any further development you may need to do: Are you lacking skills? Do you need additional training? Do you need to resolve personal issues? In this phase, you must determine long-term goals and then divide them into a series of steps. Develop a list of what needs to be done in order to take each step, and identify potential barriers to success.

Phase 5: Do It

Here you follow through on your plan. Once you discover what you want to do with your passion, act on it. Develop support networks, as they are critical to your success. Get feedback: This can come in the form of grades in a class or training program or conversations with people who will be honest with you, linking behaviors they have noticed to results you have achieved.

Visit <http://www.nysa.bc.ca/wa/phases.html> for more information on the five phases of career planning.

Because of the rapidly changing economy, traditional work arrangements are giving way to alternative work styles. Companies are finding that more and more of their work comes in project form, and employers have become increasingly reluctant to hire new personnel on a permanent basis.

- In 1990, the corporate workforce depended on independent contractors roughly ten percent of the time. The average now hovers somewhere around 35 percent.
- Temporary work is becoming more and more common. On any given day, over two million individuals work as “temps.” The number of temporary workers on the job is now twice what it was four years ago.
- Seven million people telecommute at least one day a week, up from about four million five years ago.
- By 2005, the number of self-employed workers is expected to increase by a third.
- Companies are outsourcing a much larger percentage of their work than ever before.

Here are additional statistics that have an impact on today’s working world:

- The federal government defines nearly three times as many occupations today as it did 150 years ago.
- In 1998, almost two million people were “second job entrepreneurs,” that is, they held a primary salary-and-wage position working for someone else and a second job in which they were self-employed.
- Information doubles every two and a half years.
- Scientific information is increasing twofold about every five years.
- 90% of all the scientists who have ever lived are alive today, and they are using more powerful instruments than existed ever before.
- New knowledge makes most technology obsolete in just five to seven years.
- Computers are out of date in less than two years.
- More than one third of Americans began the 20th century working on farms to feed 76 million people. Now just over two percent grow the food to feed 270 million people with plenty left over.
- Average life expectancy has risen from about 45 years to 80 years over the past century.
- The retirement age is expected to rise steadily over the next 20 years.

It is increasingly common for workers to forgo the security and predictability of **Full-Time Permanent Employment** in favor of more flexible work arrangements. Here are some of the most common ways people are adapting to the new economy:

- **Compressed Work Week:** This arrangement allows employees to condense their work week into fewer days. As an example, an employee may work ten hours a day, four days a week instead of the traditional 40-hour, five-day week.
- **Contingent Employment:** Anyone who works for an organization who is not an employee. This term refers to temporary workers, consultants, and contractors.
- **Entrepreneurship:** A self-employed individual who also employs others. This is the most risky work style alternative because commitments are made to others as well as to oneself. Entrepreneurs probably have the greatest potential to make money and to control their own destinies, but they must often invest large amounts of money to start their business.
- **Flextime:** Employees work out an arrangement with their employers which allows them to start and finish work on an independent schedule. There are usually core hours everyone has to work, and the employee still works the same number of hours.
- **Independent Contracting (Freelancing):** Working for a company for a specific time period to accomplish a specific task. These workers move from one contract to the next. Contracting usually comes with no benefits. The major challenge independent contractors face is having gaps of no work between contracts.
- **Job-sharing:** In this type of arrangement, two people share one job. They split the work time, responsibilities, salary, and benefits. Job-sharing is attractive to those who want some predictability but do not want to work full-time.
- **Multi-Tracking:** Holding more than one job at a time. These jobs can be full-time and/or part-time. Multi-tracking allows people to pursue a variety of interests.
- **On-Call Part-Time:** In this arrangement, the employee works only when the company needs his or her services.
- **Outsourcing:** When a company pays a non-employee to do work for the company.
- **Talent Pooling:** Working within a group of individuals with common interests but different talents. Each person in a talent pool commits to find work for members of the pool.
- **Telecommuting:** An arrangement in which employees work at home for part or all of their scheduled hours. Because of recent technological developments, telecommuting is the fastest growing work option today.

A comprehensive list of work style alternative options is outlined on the Nanaimo Youth Services Association website: <http://www.nysa.bc.ca/wa/list.html>

With every major technological innovation comes a new set of challenges. The upside to this constant technological evolution is that with every new development, new possibilities present themselves. And as a prospective employee or professional, taking advantage of new technology as it becomes available can be a boon to your success. Here are some examples of technological resources available today that can make your entry into the workforce less bewildering:

Career Guidance on the Internet

These websites offer a wide range of information about finding the right career path for you.

<http://www.careermosaic.com>
<http://www.careerpath.com>
<http://www.careershop.com>
<http://stats.bls.gov/ocohome.htm>
<http://www.panix.com/~grvsmth/redguide/tips.html>
<http://www.studentcenternetwork.org>
<http://www.youthworks.ca/yw-top10.htm>
<http://www.careergateways.org/GATEWAYS/K12/SUPER.HTM>
<http://www.jobweb.org/catapult/catapult.htm>
<http://www1.kaplan.com/view/article/1,1898,519,00.html>
<http://www.fastcompany.com/career>
<http://www.myfuture.com>
<http://www.mapping-your-future.org>

Job Opportunities Listed on the Internet

Many of the jobs listed on the Internet are technical, but as this resource is rapidly gaining popularity, the range of job types offered is expanding. Here are a few examples of websites offering this service:

<http://www.monsterboard.com>
<http://www.joboptions.com>
<http://www.4work.com>
<http://www.kellyservices.com>

Marketing Your Services on the Internet

It is now possible to package yourself or your product and post it on the Internet. Most of the sites listed above have a link to a “services offered” page where you can post your own ad or even your entire resume. Establishing your own website is another good marketing tool. Some Internet service providers even offer free Web pages, and the technology for building these sites has been developed to make it extremely user-friendly. This can be an invaluable marketing resource.

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