

Center for Literacy
Career Conversations

Facilitator's Guide

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Introductory Letter

Dear Facilitator,

Thank you for your willingness to support Center for Literacy's Adult Learners, by taking a leadership role in the *Career Conversations* Program.

This is an exciting opportunity to support Adult Learners by helping them work towards longer term personal and professional goals that will help *them* acquire the tools that will increase their career opportunities, and economic earning potential, to set themselves and their families up for success in reaching such goals.

Center for Literacy has been doing excellent work for Adult Learners in the City of Philadelphia since 1968 and is an organization near and dear to my heart, especially since my wife, Carol Saline, has been a board member for several years.

I look forward to learning about your experiences throughout this process so that we too can be "adult learners" and increase the effectiveness of this program – with your help.

Again, thank you for so generously offering your time and service.

Very Sincerely,

Paul Rathblott

Background on Career Conversations

Center for Literacy (CFL), with the mission of unleashing the power of literacy to improve lives, has been providing adult education services to the Philadelphia region since 1968. Our learners come to CFL with a variety of personal and employment related goals. Among others, these goals may include improving their academic and employment related skills for the purpose of obtaining their GED, entering into post-secondary education or job training, and/or gaining or retaining employment.

To support these efforts, Referral and Transition Specialists (RTS) work with students to assist them in identifying and achieving their career goals. CFL plans to expand the impact of these services through the development of this initiative, titled Career Conversations. The goal of this project is to build our capacity to support students with career goals, action plan development, and implementation.

This Guide offers facilitators a step-by-step process to implement with CFL students. Through participation in Career Conversations, students will obtain the skills that they need to prepare for their lives beyond GED completion.

Overview of Guide for Facilitators

This guide is designed to help you facilitate activities that will prepare the Center for Literacy's Adult Learners with post-secondary and work-ready skills that complement the work and activities Adult Learners have/or are actively engaging in. It includes:

- A focus on 21st Century Skills - skills that have been identified as necessary to be successful in college and careers, and
- Content that stems from Adult Learning Theory

Some of the Center for Literacy students you work with may already have some or many of these skills and/or qualities, while others may be exposed to the concepts for the first time through their experience with you. Some may have these 21st Century skills, but the skills may not have been named for them as a workforce or post-secondary skill, *which is one of the things you will do throughout your interactions with learners*. You will find tips and suggestions for when and how to do this throughout the modules.

The curriculum also focuses on specific soft skills, listed below, that are woven into the various modules and Career Conversations:

- **Initiative and Perseverance:** Reflecting behaviors formally recognized as part of job duties and which contribute to assigned work; completing tasks efficiently and accurately; acting as a self-starter; driving to get work accomplished.
- **Responsibility:** Conducting oneself with accountability, and excellence; adhering to organizational policies; being sensitive to and following safety and other regulatory rules and procedures; demonstrating appropriate workplace behavior and conduct.
- **Flexibility and Resilience:** Adjusting well to changing or ambiguous work environments; handling stress; accepting criticism and feedback from others; being positive even when facing setbacks.
- **Teamwork and Citizenship:** Working with diverse groups of peers and colleagues; contributing to groups; having a healthy respect of different opinions, customs, and preferences; participating in group decision making.
- **Problem-Solving and Ingenuity:** Using knowledge, facts, and data to effectively solve problems; thinking critically and creatively; using good judgment when making decisions; being a self-directed learner.

Working with Adult Learners is somewhat different from working with younger learners because:

- **Adults are internally motivated and self-directed:** Adult Learners resist learning when they feel others are imposing information, ideas or actions on them.
 - As a facilitator you can help the learners feel more self-directed and leverage their internal motivation to learn. This is actually the reason you will see that the sessions

are called “Career Conversations.” Conversations go two ways and there is a lot to learn from one another through this experience.

- **Adults bring life experiences and knowledge to learning experiences:** Adults like to be given opportunity to use their existing knowledge and life experiences to apply to newer learning experiences.
 - As such, there will be opportunities to learn about learners’ interests and experiences so that you can help them draw on such strengths throughout this process. This is also a theme of a *Community of Practice* that will be the first session reviewed with students.
- **Adults are goal oriented:** Adults have experienced a variety of real life tasks or problems and have experience in ways to overcome or solve them. In this context, it’s important to ensure that there are tangible outcomes, products and skills that the learners will walk away with and use in a variety of situations.
- **Adults are relevancy oriented:** Adult Learners want to know how what they are learning is relevant to what they want to achieve. There will be many career exposure opportunities, throughout this process, that will allow for real world and practical learning experiences to apply learned information.
- **Adults are practical:** Practicality is linked also to the desire for real world learning in real life learning environments – you will see this theme woven throughout.
- **Adult learners like to be respected:** As do most of us, and also younger student learners, but as it relates to adult learners, and especially in the context of the Career Conversations you will be facilitating, it’s important to regard learners as colleagues and to value the contributions they bring.

Whether you are a new or a seasoned facilitator, the conversations will take on the energy and tone that you bring to them. Make these materials your own. When facilitators weave in current events and participants’ interests and sprinkle in personal stories, Career Conversations come alive!

How Modules Are Organized

This Guide is set up in sequential modules that each have 1 – 4 (90 minute) “Career Conversations” to be delivered one at a time, over a 13-week period. Each session (other than the first) is designed so that it builds upon what was learned in previous sessions. In total, there are 19.5 hours of learning content to deliver and experience together, plus a number of other activities to do together and individually.

How the Individual Sessions Are Organized

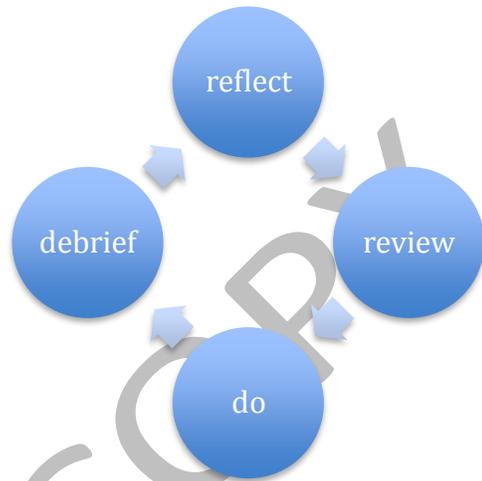
Each module begins with a summary of the conversations & topics that will be covered in each. Each Career Conversation has a cover page that provides you with an overview of what will be covered in each session and identifies a set of objectives for each Conversation. The objectives describe the things learners should know or be able to do as a result of their participation in all of the Career Conversations in the module.

The Career Conversation cover pages include the following components:

- Summary: This is a brief overview of the Conversation and provides some context for the Volunteer Mentor.
- Objectives: This is a list of what learners should know or be able to do as a result of their participation in this Conversation
- Vocabulary Words: These are words and terms that will be used in the Conversations. Review them before each session so you are prepared to help learners who may be unfamiliar with the terms. You do not need to review them with the learners, though you certainly can if you’d like.
- Materials: This section outlines the materials necessary for each activity, such as chart paper, markers, note cards, computers, etc.
- Handouts: This section will list all the handouts with corresponding page numbers in the Portfolio, which will be utilized in each session.
- Activity Preparations: This section will list things that should be organized or done before the session starts. Specifically, each session begins with a discussion of a quote, so the activity preparations will remind you to write the quote on the board and to do things like reserve a computer lab or set up the room in a particular way, given the specific activities that will take place. Activity preparations should be read at least a week ahead of each session, especially in the event that they will require real world learning trips or event coordination.

In addition, facilitators will be reminded of the four steps of each session:

1. **REFLECT:** Reflect on previous sessions with the learners. What parts were most helpful from the previous session that you've used or thought about since and discuss any homework assignments completed?
2. **REVIEW:** Review & summarize the purpose of the present conversation, as well as, goals and objectives.
3. **DO:** Start the activity, in pairs, individually, etc. in the time allotted.
4. **DEBRIEF:** Discuss how it went, what went well, what could be done better and review key points and/or assignments for next time.



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Standards of Practice

These Standards of Practice represent tried-and-true tips for facilitating engaging sessions. Use them as your guide as you prepare to lead these conversations. Consider them the minimum expectations for delivering high-quality Career Conversations. Your learners deserve the best experiences and it will be up to you to set the standard of excellence for what those experiences will be like. In the sections that follow are some tips for standards of practice (“rules of thumb”, facilitator roles, and expectations.)

Preparation

- **Know Your Audience:** The Center for Literacy serves a wide range of individuals, so you are likely to have a diverse group of learners. Be mindful that your learners will have different learning styles. Each Career Conversation has been designed to address various learning styles.
- **Know Your Space:** A standard rule of thumb is to arrive 30 minutes early to your room/space to ensure that it is set up in a way that is conducive to the Career Conversation you will be facilitating that day.
- **Check Your Supplies:** Review the conversation materials, handouts, and activity preparation lists and have the materials needed in each session. Consider putting together a bag of supplies for your sessions including painter’s tape (this is better than masking tape and will not leave marks on the wall), markers, flipchart paper, and other supplies.

Presentation

- **Inspire, Engage and Be Present:** Your ability to connect with your audience is crucial to having a successful conversation. Make it personal by, occasionally, sharing an anecdotal story and asking learners to do the same. Try to be flexible. If you find that a certain part of the conversation really speaks to the Adult Learners, allow them to pursue it. The agendas provided to you are meant to be flexible, so if a conversation is going really well, or goes off on a tangent, but is useful, then stay with it for a while. Because your learners are likely to represent diverse backgrounds and a range of experiences in the workforce, use these moments to draw learners into the conversation by asking them to share their experiences.

Reflection

- **Reflect and Revise:** Take a few minutes after each Career Conversation to reflect on how it went. What things went well? What didn’t go exactly as planned? Consider why, and make notes for future use so you can adjust for next time. If you have the opportunity, ask learners for informal feedback. What did they enjoy? Which activity was the most meaningful or useful?

Facilitation Tips & Strategies

Implementation Suggestions

Facilitating Career Conversations is typically more informal than an educator's workshop. This does not mean you do not need to be prepared and have structured activities, but you do want to use this Guide as just that, guiding questions that can help you facilitate content and experiences for your learners to learn from you and from one another.

It is recommended that you use the Guides modularly and sequentially (one at a time), so that in the Introductory Conversation you can outline what learners can expect, set community agreements, and get to know the people you will be working with. Learners will also get to know each other. One of the most important things you will do as a facilitator is to help learners connect with each other as a way to help them to experience and practice networking.

Community Agreements: During the Introductory Workshop, set Community Agreements (often called Ground Rules or Group Norms). Community Agreements help establish a respectful learning environment and should be generated by learners.

SAMPLE AGREEMENTS:

- One person speaks at a time.
- Show up on time, and stay until the end.
- Be open to others' opinions and ideas.
- Have a sense of curiosity.
- Keep cell phones off until the end.



FACILITATOR TIP (you will see these throughout the Facilitator's Guide): Think of this exercise as a good way to lay the groundwork for Career Conversations. Rather than read a list of rules, ask the Learners what rules they think will help them get the most out of the conversations and why. This will engage the Learners from the get-go.

Getting to Know Your Learners: Depending on how well you know the students in your group and how well they know each other, you may want to spend time before you start any module playing get-to-know you games. There are many of these activities built into the modules – feel free to add/adjust based on how well folks know you or one another.



FACILITATOR TIP: Icebreakers can help build community within a group, regardless of how long learners have known each other. Icebreakers can also help reinforce community agreements.

Implementation Suggestions *Continued*

Gauging Learners' Prior Knowledge: There are several ways to find out what your learners already know and what they would like to know. You can conduct a quick survey of interests. For example, ask learners to list three to five things they would like to know about a topic. You can also begin each session with an Agree/Disagree activity in which learners move to one side of the room or the other depending on whether they agree or disagree with the statement. This will help you gauge learners' knowledge of a topic.



FACILITATOR TIP: Notice learners' responses so you can intentionally include learners who have prior knowledge. Consider pairing these learners with learners who have less knowledge or skill(s).

Defining Vocabulary: Take the time to define words, especially workplace-related terms, such as "peer" or "colleague", even if you think learners may know what the words mean. **It is likely that some of your learners are reading below a 6th grade reading level**, so taking the time to define your terms will be the difference between someone feeling capable and competent, and someone falling behind. You can make an ongoing list of terms learners are learning, or have learners create lists in their notebooks. This can also be something that a more experienced participant helps to manage and keeps track of. Write the words on chart paper or on a whiteboard and post and review them at the start of each conversation.

Setting the Tone: The type of environment you are in can greatly influence your meeting. Sometimes, you don't have any control over how the room is set up, the temperature, or the lighting, but you can positively influence the environment in a few ways. Play music as people are coming in. Depending on the time of the day and the goal of the session, you might want something up-beat. It's OK to encourage a little pre-conversation dancing if people are getting into the music! If you want people to be more reflective, you might consider softer or instrumental music. Lastly, consider playing music that reflects the theme you are discussing.

Model the Behavior You Want to See: Modeling behavior is an extremely effective way to establish the environment that will be conducive to learning. Think about the way **you** dress, speak and act when facilitating the Career Conversations and try to show learners how you expect them to participate.

Use of Computers in Your Workshops: We are encouraging learners to use technology throughout these modules, so when possible you may want to check the computers ahead of time to make sure they are working for the purpose of your activity that day. Consider printing handouts as a backup in case any learners forget their Portfolio and be sure that you are familiar with the Internet policies at CFL or wherever you are meeting, so you can get a sense of which websites may be blocked so you can create work-arounds if you need a particular site for an activity. (For example, sometimes www.youtube.com or www.facebook.com or other social media sites may be blocked.). You may also want to check in with your learners about their

Implementation Suggestions *Continued*

comfort/skill level using computers. And, consider having a colleague co-facilitate an activity that includes using computers so you can better meet various skill levels. In addition, if in-person meetings cannot take place for some reason, it is possible that tablets or phones may be used for Skype sessions.

Number of Learners: Most activities are structured for whole group facilitation. Pair-share and small group activities are usually the best methods to engage larger groups. Highly interactive activities such as role-plays usually take more time and require strong facilitation skills. Adapt the activities to suit your facilitation style, but be sure that any changes still include the same outcomes for the sessions.

Time: Each workshop is designed to last 90 minutes. Suggested times for each activity within the workshop are included. You may find that you move quickly through one activity, so it takes less time than planned. You may find that learners have a lot to say about a particular topic and the conversation is generating enthusiasm within the group. It is OK to modify the activities based on the group's needs.



FACILITATOR TIP: *If you need to cut something try to keep in mind that many of the activities build from the one before it, so make sure your learners have the appropriate/adequate skills or knowledge before introducing a new activity.*

Breaks: Learners have varying capacities to stay engaged for 90 minutes. While there are no breaks written into the curriculum, choose to take breaks if you feel the group needs them. Encourage them to take care of themselves, whether that means stretching or quietly excusing themselves to use the restroom, etc.



FACILITATOR TIP:

Great facilitation is the key to a fantastic session! These facilitation techniques will help your session run smoothly and enhance learners' understanding of the topics discussed.

Types of Activities

Throughout the curriculum you will find that various types of activities are used in order to engage multiple learners. Get to know some of the activity types you will be facilitating and modify or change the activity type based on the learners in your workshops.

Agree/Disagree: Use this activity to generate debate. You can also use it to gauge how much a group knows about a topic. In this activity, learners move from one side of the room to the other depending on whether they agree or disagree with a statement. Learners start in the middle of the room and come back to the middle between statements.

Implementation Suggestions *Continued*

This is also a great activity to use if your learners have been sitting for a long time, or if you want to kick off your Career Conversation to get the energy moving.



FACILITATOR TIP: *You can also use Agree/Disagree as a pre- and post-assessment to gauge learners' knowledge before and after your Career Conversation. Read the same statements at the beginning and the end of the career conversation to find out whether learners are selecting a different answer as a result of participating in your activities.*

All Around the World: This is a variation of a facilitation technique called World Café. For this strategy, put one piece of chart paper on each table. Have learners respond to a prompt (one per table) for a period of time. Then, have one person stay at the table while everyone else moves to a new table. The person who stays is the host and gets people up to speed on the conversation that took place. The new guests add to the conversation. Record all ideas on the chart paper. They can include drawings, scribbles, notes, etc. Rotate a few times so people get to contribute to more than one prompt. For more details on how to facilitate a “World Café,” try this resource: <http://www.theworldcafe.com/overview.html>.

Brainstorming: The purpose of brainstorming is to generate ideas. Everything should be written. Nothing should be edited. In a brainstorming activity, it is important to capture and write things as people say them. Use paraphrasing (restating what you heard in your own words) to clarify or if you feel you need to modify what was said. Most importantly, do not make judgment statements such as, “Good idea” or “Really? Does that fit?”

Case Studies or Scenarios: A case study or scenario is similar to a story that has a problem to be solved. This activity can be done in groups or individually. Either way, it can be an effective activity to help with creative problem solving, which is a desired workplace skill. When done in groups, it can help with communication and/or teamwork.

Collage: A collage is a visual brainstorm or visual representation of an idea. Tap into the visual and creative learners in your group and ask learners to create a collage in response to a task or question. It might be helpful to make a collage of professional vs. casual attire or to create a collage of images that represent the skills they might need to be successful in the workplace. The collage could also include goals learners have set for themselves and the steps they will need to take to achieve them. This activity can be time consuming and requires materials such as magazines, glue, scissors, and paper.



FACILITATOR TIP: *When doing this activity, make sure you have a variety of magazines (fashion, sports, ethnic, etc.) so they represent the Center for Literacy's learners that you are working with. If you are doing a collage about children, be sure to have some children/teen-focused magazines too. To save money, you can ask colleagues and learners to donate magazines. This can also help to ensure a diverse range of magazines.*

Implementation Suggestions *Continued*

Graffiti Wall: In this strategy, learners either work independently, in pairs, or small groups to write their ideas on Flipchart paper. This can be useful for brainstorming and for capturing ideas. You can also use this Graffiti Wall to find out how much a group knows about a topic. Graffiti walls can include drawings and images in addition to words. Encourage your learners who do best when doodling or drawing to do that instead of or in addition to generating words.

Gallery Walk or Walk About: This can work as an extension of a Graffiti Wall during which learners walk around the room looking at what other people or groups have written or drawn. This can be a way to generate additional ideas and can provide an opportunity to provide feedback.

Interviews: This is a great strategy to help develop listening skills. It can also help people practice public speaking. Use this as a strategy to help break up large and medium sized group discussions. This technique is also useful when asking learners to respond to sensitive or personal topics.



FACILITATOR TIP: *Set ground rules for sharing out after an interview. For example, remind people to check with their partners about what is OK to share with the large group.*

Large Group Discussion: This is a traditional strategy during which you address the entire group and call on people to respond to questions or comments by other learners. In this strategy, it is easy for one or two people to dominate, so be sure to call on various people. It's OK to pause while people collect their thoughts. You don't have to call on the first person that raises a hand. This tends to be the style that people use most often, so be sure to switch up and use other strategies to include all types of learners.

Mini-Lecture: This should be the facilitation technique you use the least and should typically make up the smallest percentage of any workshop. Even if using a mini-lecture style, try to keep it engaging through your delivery, pacing, and tone. Use mini-lectures to impart key ideas or to give context. Mini-lectures can also be used, but sparingly, when you are short on time. If you conduct a mini-lecture, try to incorporate visuals like a PowerPoint presentation or other media to keep your group engaged.

Mix and Match: In this type of activity, learners take information you have printed and cut it up into various sections. They work independently or in a group to put it back together in the correct order. This works well if you are doing something chronological and learners create a timeline along a wall. If you are doing a résumé workshop, you can cut up the parts of a résumé and have learners reorganize it into the proper format. This can also be a vocabulary exercise during which learners match words and definitions.

Implementation Suggestions *Continued*

Role-Plays and Skits: During role-plays and skits, learners either act out a given scenario or come up with their own scenarios based on prompts, questions, or ideas. Sometimes, these can take longer than expected so be prepared to modify your timing for the rest of the workshop if necessary. Let learners know how long they have to prepare the skit (e.g, 15 minutes to work on developing their skit/role-play) and how long the skit itself should last (e.g. 3 minutes to present or show their skit). It also helps to give learners an idea of what you expect to see in the skit, so consider having a check list like: 1. Must use at least one vocabulary word from the workshop; 2. Demonstrate at least one 21st Century Skill; and 3. Give one recommendation for the audience.



FACILITATOR TIP: *Keep learners who are observing the skits involved by having them make note of whether or not the skit met the required elements and have them provide specific examples they saw in the skit.*

Scavenger Hunt: This can be done in a variety of ways from super simple (a few clues on a piece of paper) to super complex (trading clues at different locations). People can complete them individually or in pairs. Use your Scavenger Hunt to provide clues or questions that learners must answer. They may do this by interviewing someone, by conducting research, or by following other clues. A “Human Scavenger Hunt” is often used as a get-to-know-you activity during which learners use clues and questions to learn about their peers.

Think, Pair, Share: This strategy can be used when you want learners to think about their answers before they share out. They may even write answers first, then pair with another person and share their answers. You can also have pairs find another pair to double their group, and then share with each other.

Trading Cards: This is a sorting activity and can be used to generate ideas and make decisions. Give everyone strips of paper and something to write with. Have them write one idea per strip of paper in response to a question you pose. For example: What topics do you want to explore for our next project? Have everyone write five to ten ideas, one per line per piece of paper. Then have learners write responses to the opposites of the questions. What topics do you NOT want to explore for our next project? Take all of their ideas, put them into a hat or container, and ask people to choose five pieces of paper. Learners then have three minutes to trade their cards with other people until they get a card or cards with the types of projects they would want to do. In trading their cards, they must try to convince people why they want their cards. People can trade as many cards as they wish.

Over time, you will get to know your group and their preferred learning styles. The activities in the sessions can often be modified with just a little work. Here are some common strategies used in the workshops. Try some of these tips to modify activities to address multiple learning styles. Read more about multiple learning styles on pages 20-21.

Implementation Suggestions *Continued*

Get Learners Moving: If you find that energy is low, you can ramp up learners' energy with a quick activity. You can do this a few ways. Stop and encourage people to get up and stretch. After they have stretched, tell them to walk around and find at least three other people to give a high five. Or, identify three to five things in the room that learners should touch by the time you count down from 10.

Large Group Discussion: If you find that you are relying a lot on large group discussions, break the group up and have them talk amongst themselves. Have one person from each group report on the key ideas from the small group. You may also have small groups write their ideas on chart paper, and have people move around the room to read people's ideas. You can go one step further and have them build off of or add to the ideas.

Read Aloud: If you have a lot of material to read, consider breaking the reading into smaller parts and having a participant or group be responsible for understanding that section. When they have finished reading, each participant or group should report what they learned about the reading. This is sometimes called jigsaw style. When they've finished reading, each participant or group will report what they learned about from the reading.



FACILITATOR TIP: *If you use jigsaw style for a read-aloud, be sure to have learners report sequentially in the order of the reading. Otherwise, it will be confusing for them. You may want to consider having some questions for learners to respond to. You can use this as a way to pull the reading together and to make sure nothing gets lost.*

Turn Something into a Debate: Many people enjoy talking to each other and find it to be a useful way to learn. Use debates to create healthy dialogue. Have learners take sides on an issue, and debate with their peers. Alternately, have people represent the other side of the issue to make the activity more challenging.

Asking Questions

There are many different ways to use questions as tools to gauge understanding and interest, as well as, to further provoke conversation. Below are a few different types of questions with corresponding answers or responses they may elicit.

Follow-Up Questions: Help learners explore and expand their ideas and feelings by asking follow-up questions. Follow-up questions can prompt learners to tell personal stories, compare and connect ideas, or simply say more about the topic. Sample follow-up questions include:

- What makes you say that?
- How did you come to that solution?
- How do you feel about what he or she said?

Implementation Suggestions *Continued*

Open-Ended Questions: Ask questions that don't have yes/no or right/wrong answers. Open-ended questions ask students to explore their thoughts and don't lead to specific answers. For example:

- Open-Ended: What careers are you interested in?
- Closed: Do you want to be a lawyer?

Stacking: When several learners wish to speak at the same time, stack them by calling on one participant, saying who will speak next, and who will speak after that. When learners know that their desire to participate has been acknowledged, they can relax and listen while they wait for their turns. For example, "Thomas, then we'll hear from Marcus, then Jamila."

Wait Time: After asking a question of the group, wait three to five seconds before accepting answers. This eliminates competition to be first with an answer and allows learners to absorb the question and consider responses. For those times when learners are reluctant to speak, waiting patiently is more useful than filling the silence with the sound of your own voice.

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Troubleshooting Participation

Strong facilitation skills include your ability to troubleshoot when the group is getting off-track to help learners move back to the topic. The following chart provides some ideas about what to do in these situations.

PROBLEM	ASK YOURSELF . . .	TRY . . .
Everyone is talking	<ul style="list-style-type: none"> • Are participants very interested in the topic? • Are participants not interested in the topic? • Did participants hear the topic? 	<ul style="list-style-type: none"> ✓ Ask participants to tell their ideas to partners. ✓ Rephrase the question, add something of interest to the topic, or drop it. ✓ Get participants' attention, review the ground rules, and repeat the question.
No one is talking	<ul style="list-style-type: none"> • Do participants understand? • Are participants interested? • Do participants need to think to formulate their ideas? • Are participants comfortable? 	<ul style="list-style-type: none"> ✓ Rephrase the question and provide more information. ✓ Clarify the topic or question and challenge participants to consider it. ✓ Wait! Give participants time to think. You may also invite participants to discuss the question with partners or write individually about it. ✓ If it is appropriate, break from the plan and help participants get to know you and each other better by playing icebreaker games.
Shocking or funny statements	<ul style="list-style-type: none"> • Are participants trying to get attention? Are students trying to cover up for feeling embarrassed? • Are participants unable to express themselves clearly? 	<ul style="list-style-type: none"> ✓ Deal with this directly. Keep your sense of humor! Sometimes you may decide to have a private talk with individuals, particularly if this is a pattern. ✓ Rephrase the statement or ask the participant to rephrase it.
Someone too disruptive to stay in the group	<ul style="list-style-type: none"> • How can I stop the behavior and not build resentment? • How can I help the participant take responsibility for his or her own behavior? 	<ul style="list-style-type: none"> ✓ Speak to the participant in front of the group. Let him or her know the impact of his or her actions. ✓ Redirect the participant by giving him or her a leadership role. ✓ Ask the participant to leave the group until he or she is able to return without being disruptive.

Part of this section is adapted from *Ways We Want Our Class To Be*, a publication of the Developmental Studies Center (Oakland, CA, 1996).

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Supporting Multiple Learning Styles

Dr. Howard Gardner was a psychologist and professor of neuroscience from Harvard University and developed the theory of Multiple Intelligences (MI) in 1983.

According to Gardner, humans have nine kinds of intelligence that reflect different ways of interacting with the world. Each person has a unique combination or profile. Although, we each have all nine intelligences, no two individuals have them in the same configuration.

For Gardner, intelligence is:

- The ability to create an effective product or offer a service that is valued in a culture
- A set of skills that make it possible for a person to solve problems in life
- The potential for finding or creating solutions for problems that involves gathering new knowledge

Each of us has a dominant and/or preferred learning style. Because you will probably have 15 or more learners in your Career Conversation, aim to incorporate activities that address at least two different learning styles in each conversation. Be mindful of how many group activities you do (interpersonal) versus individual reflection (intrapersonal) activities. Try to have at least one get up and move around activity for those who need a break in between topics or who learn better through movement (bodily/kinesthetic).

Following is the description of Gardner's Multiple Intelligences:

Howard Gardner's nine Multiple Intelligences

1. Linguistic Intelligence: the capacity to use language to express what's on your mind and to understand other people. Any kind of writer, orator, speaker, lawyer, or other person for whom language is important has great linguistic intelligence.
2. Logical/Mathematical Intelligence: the capacity to understand the underlying principles of some kind of causal system, the way a scientist or a logician does; or to manipulate numbers, quantities, and operations, the way a mathematician does.
3. Musical Rhythmic Intelligence: the capacity to think in music; to be able to hear patterns, recognize them, and perhaps manipulate them. People who have strong musical intelligence don't just remember music easily; they can't get it out of their minds.
4. Bodily/Kinesthetic Intelligence: the capacity to use your whole body or parts of your body (your hands, your fingers, your arms) to solve a problem, make something, or put on some kind of production. The most evident examples are people in athletics or the performing arts, particularly dancing or acting.

5. *Spatial Intelligence*: the ability to represent the spatial world internally in your mind the way a sailor or airplane pilot navigates the large spatial world, or the way a chess player or sculptor represents a more circumscribed spatial world. Spatial intelligence can be used in the arts or in the sciences.

6. *Naturalist Intelligence*: the ability to discriminate among living things (plants, animals) and sensitivity to other features of the natural world (clouds, rock configurations). This ability was clearly of value in our evolutionary past as hunters, gatherers, and farmers; it continues to be central in such roles as a botanist or chef.

7. *Intrapersonal Intelligence*: having an understanding of yourself; knowing who you are, what you can do, what you want to do, how you react to things, which things to avoid, and which things to gravitate toward. We are drawn to people who have a good understanding of themselves. They tend to know what they can and can't do, and to know where to go if they need help.

8. *Interpersonal Intelligence*: the ability to understand other people. It's an ability we all need, but is especially important for teachers, clinicians, salespersons, or politicians, anyone who deals with other people.

9. *Existential Intelligence*: the ability and proclivity to pose (and ponder) questions about life, death, and ultimate realities.

Here are some additional resources about Multiple Intelligences and various learning styles:
From Edutopia.org <http://www.edutopia.org/multiple-intelligences-learning-styles-quiz>

Another online assessment to determine preferred/dominant-learning style:
<http://www.2learn.org/learningstyles.html>

Career Conversation learners can take these online assessments to help them identify their preferred or dominant learning style. They will need a computer. Have them think about strategies they need to develop for how these styles play out in the workplace. Have them bring results in for discussion at the next Career Conversation.

Evaluation and Assessment 101: What, Why, When, How:

What is assessment?

Assessment is a process for collecting information (data) that is often used to make programmatic improvements. This process usually includes the following steps:

- Identify objectives (what you want to measure or assess)
- Design or choose assessment tools
- Collect data
- Analyze the data
- Report results
- Use the data to make changes

In facilitation work, when conducting an assessment (sometimes also known as an evaluation, and often looks like a survey), you are generally looking to understand whether what you are doing impacts a person's **current knowledge (K), skills (S) or attitude/approach (A)**. This is sometimes also referred to as KSA and is based on Bloom's Taxonomy. Bloom's Taxonomy is a classification of the learning objectives that educators set for students. It helps us determine what we want learners to know, be able to do, or consider when thinking about something.

When you are developing a lesson, creating an activity, or planning an opportunity for your Career Conversation Learners, ask yourself, **"By the end of this experience, what do I want my participants to know (K), to be able to do (S,) or to think about differently (A)?"** Then, state your objectives by stating, **"At the end of this lesson/workshop, participants will be able to ____."** Create a list of things participants should know, be able to do, or think about differently. This can help you create an appropriate experience for participants and assess whether you were successful in what you set out to do.

When should you assess?

You want to be very thoughtful about not only what to assess, but also **when** and **how often** to assess. This goes back to knowing what you want to achieve and what you want Community Connector participants to achieve. Remember, assessment is a way of gathering information. Often, facilitators conduct a pre- and post-assessment, and that is usually somewhat formal (using a form). But you can also assess participants before and after each workshop. You can even assess during the workshop. Be careful not to overdo it and accidentally create a culture in which participants are trying to perform because they think they are being judged.

Assessment 101: What, Why, When, How *Continued*:

Selecting the right assessment tool: Formal vs. Informal

A formal assessment tool will likely be a form or worksheet that participants fill out. Other formal assessments often include interviews. But assessments can also be done within the context of a workshop by simply starting with an agree or disagree statement. This could be an informal way to assess participants' knowledge or attitude toward something. If you want to learn about Learners' attitudes toward attendance in the workplace, you can start a workshop with the following "Agree/Disagree" activity: Tell Learners if they agree with this statement, move to the left. If they disagree, move to the right, "It's OK not to call ahead if you will be late for work." Depending on where participants move, you must either adjust your workshop to spend more time discussing why it is important to be on time and to call if they will be late. If everyone moves to the right/disagrees then you don't have to spend much time reviewing the concept. After you have introduced or reviewed a set of concepts, you can redo this activity to find out whether there are changes in where participants move.

Remember, after you have collected your data, you have to do something with it. Use your data to do the following:

- Find out what participants already know and where they may have knowledge or skill gaps.
- Make adjustments to how long you spend on a topic/concept/skill. Move more slowly/quickly through a lesson.
- Find ways to include more experienced participants in your workshops.
- Set goals for participants.
- Measure increase (or decrease, depending on your objectives) in Knowledge, Skill, and/or Attitude (KSA).

Overview of Modules

Each of the five modules represents a topic that is broken out into 1 – 4 (90 min.) Career Conversations for the instructor to initiate with the learner. There is a series of suggested activities to be completed during each 90-minute session and tips for facilitation, materials to bring, and key terms to review. There will be references to the Learner Portfolio, found throughout the Facilitator’s Guide. The Learner Portfolio is what participants will have to reference, take notes in, and house their handouts.

Module 1: Introduction to Career Conversations. The purpose of this module is to orient learners to the concept of a Community of Practice or Professional Learning Communities (COP or PLC) and then, as a group form them to identify and set the goals/purpose, and expectations for this group – including expectations for the facilitator/participant relationship. Learners will also explore the concept of mentorship and specifically how to seek out professional mentors.

- Career Conversation #1: Introduction to Communities of Practice & Peer Learning
 - ✓ GOAL: To introduce learners to group and peer learning processes and review the objectives of their time together for the next 13 weeks.
 - ✓ OBJECTIVES: At the end of this session, all learners will be able to define key elements of a Professional Learning Community (PLC) and will have created a list of Community Agreements that will help govern their meetings and ways of interacting when together in the PLC.
- Career Conversation #2: Mentorship
 - ✓ GOAL: To review the different types of mentors there are and how to discuss the value of professional mentors.
 - ✓ OBJECTIVES: At the end of this session, learners will be able to define key elements of a mentor/mentee relationship they’ve experienced and will be able to seek out professional mentors.

Module 2: Goal Identification. The purpose of this module is to enhance skills that will help the participants narrow down career and educational goals in measurable and attainable ways to support both long and short term planning.

- Career Conversation #1: Goal Setting
 - ✓ GOAL: Learners will explore the concept of setting goals, keeping them, and how to do so successfully.
 - ✓ OBJECTIVES: At the end of this session learners will be able to identify components of successful goal setting and identify their own short and long-term goal setting experiences.
- Career Conversation #2: SMART Goals
 - ✓ GOAL: Learners will learn what a SMART goal is, how to write SMART goals and how to develop a few of their own.

- ✓ OBJECTIVES: At the end of this session learners will be able to identify components of a SMART goal and write SMART goals for themselves – both short and long-term

Module 3: The purpose of this module is for learners to get a sense of what their strengths are and where their primary interests lie; with the idea of exploring careers and opportunities that best match both.

- Career Conversation #1: Skills & Interest Inventories
 - ✓ GOAL: To help learners identify professional strengths and interests using a variety of skill assessments and discuss which of them contribute to their goals.
 - ✓ OBJECTIVES: At the end of this session learners will be able to identify personal and professional strengths, identify areas of interest that match individual skills, and will be able to describe how to align their skills/interests with their SMART goals.
- Career Conversation # 2: Career Exploration & Planning
 - ✓ GOAL: Identify careers that match interests and requirements to enter each given field.
 - ✓ OBJECTIVES: At the end of this session, learners will have researched a minimum of two different careers that match their interests and their corresponding career and educational paths. In addition, learners will identify a current place of employment to shadow and/or a person with whom to do an informational interview.
- Career Conversation #3: Site Visit Prep
 - ✓ GOAL: To give learners real world opportunities to see professionals, from their chosen career interests, in action and to develop important questions to ensure that they are on the right career path.
 - ✓ OBJECTIVES: At the end of this session, learners will plan and coordinate an informational interview, develop interview questions and identify key components as it relates to professionalism.
- Career Conversation #4: Site Visit/Informational Interview
 - ✓ GOAL: To experience an actual site visit that the group has planned.
 - ✓ OBJECTIVES: At the end of this session, learners will have interviewed employees in a field of interest or professionals in an educational/training setting. Learners will also be able to demonstrate professionalism.

Module 4: Job/Educational Interview Preparation: In this module, the conversations will focus on skill development such as: job searching, interview preparation, resume writing, cover letter writing, developing an elevator pitch and an electronic profile.

- Career Conversation #1: Online Job/Educational Searches and the development of electronic profiles
 - ✓ GOAL: Learners will identify networks to tap into and how to use the internet to find jobs. Learners will also be introduced to online tools and begin an electronic profile.
 - ✓ OBJECTIVES: At the end of this session learners will be able to list three online search engines to use for job searches and will have signed up for LinkedIn to begin to develop their own profile.
- Career Conversation #2: Building a Resume
 - ✓ GOAL: Learners will be introduced to current trends in resume writing and will either begin to create or update a resume.
 - ✓ OBJECTIVES: At the end of this session learners will have completed or updated their resume and will also be able to list the key components of a resume.
- Career Conversation #3: Communication Skills – writing a cover letter, creating a personal statement, and interview skills
 - ✓ GOAL: Learners will review the basics of writing a cover letter, know how to develop their personal elevator pitches, and practice interview skills.
 - ✓ OBJECTIVES: At the end of this conversation, learners will be able to write a sample cover letter, develop a personal elevator pitch, and demonstrate basic knowledge of interview skills.

Module 5: Life Skills Strategies. The purpose of this module is to make sure learners know where to find additional resources that will best equip them to meet their career and educational goals, including City programs and offerings. This module will also serve as a review for all that's been accomplished to date and will involve the development of a Goal Plan.

- Career Conversation #1: Existing Resources
 - ✓ GOAL: In this session learners will learn how to access and use the Free Library of Philadelphia and other City resources as they relate to Education, Financial Literacy and Public Transportation.
 - ✓ OBJECTIVE: At the end of this session, learners will be able to identify at least three City resources they can utilize to help actualize their action plans
- Career Conversation #2: Skills Review, Action Plan Creation & Next Steps...
 - ✓ GOAL: Learners will review topics discussed and create an Action Plan for next steps
 - ✓ OBJECTIVES: At the end of this session, learners will review all topics discussed in the CAREER CONVERSATIONS and will create a personal Action Plan.

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SUMMARY: MODULE ONE

Introduction to Professional Learning Communities (PLC)

The purpose of this module is to orient learners to the concepts of a Professional Learning Community (PLC) and then, as a group, to identify and set the goals and expectations for this group. The learners will engage in a series of facilitated activities to help them get to know one another and also to get a sense of what to expect throughout the entire process.

Learners will also explore the topic of mentorship and specifically how to seek out professional mentors.

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COVER PAGE: MODULE ONE

CAREER CONVERSATION # 1: Introduction to Career Conversations

Summary: The first conversation is a crucial one, as you, the Instructor will set the tone with the Learners and make sure that roles and expectations are clear. There are interactive activities throughout so that you and the learners can get to know one another and become familiar with the material you will be engaging in over the next 12 weeks.

Objectives: Participants will be able to...

- Define key elements of a Professional Learning Community (PLC)
- Create a list of Community Agreements that will help govern their meetings and ways of interacting when together in the PLC

Activity Notes

Vocabulary Words to Review with Learners

- **Professional Learning Community (PLC)** –Professional development framework for learning among professional peers.
- **Community Agreements** –Rules or group norms people will agree to for the purpose of a high-functioning, respectful learning environment.

Materials:

- Flip chart paper
- Markers
- Tape

Handouts for Participants Found in Their Portfolio:

- Human Bingo Activity..... Pg. 7
- Characteristics of Professional Learning Communities.....Pg. 8
- Professional Learning Community Agreements.....Pg. 9

Activity Preparation:

- Make sure the room is set up in a way that is conducive to conversation and less like a classroom. Perhaps, move the chairs and/or tables in a circle or square configuration so that everyone is facing one another.
- Think about how you'd like to introduce yourself to the group, what you'd like to share in terms of what you hope to get out of the experience.

COVER PAGE: MODULE ONE

CAREER CONVERSATION # 1: Introduction to Career Conversations (*continued*)

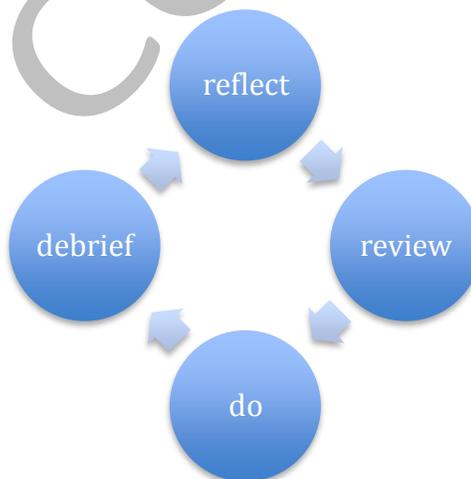
- Write the Quote of the Day in a highly visible place in the room to begin the conversation:
 - “Coming together is a beginning; keeping together is progress; working together is success.” – Henry Ford (American Industrialist, the founder of Ford Motor Company and the sponsor of the development of the assembly technique of mass production¹)



FACILITATOR TIP: *You could also write it on both sides of an index card and make a ‘tent’ and place it in the middle of the table if you have limited space to hang pieces of paper.*

Remember the Four Parts to each Conversation (RRDD):

1. **REFLECT:** Reflect on previous sessions with the learners, what parts were most helpful from the previous session that you’ve used or thought about since and discuss any homework assignments completed.
2. **REVIEW:** Review & summarize the purpose of the present conversation and review goals/objectives.
3. **DO:** Start the activity, in pairs, individually, etc. in the time allotted.
4. **DEBRIEF:** Discuss how it went, what went well, what could be done better and review key points and/or assignments for next time.



¹(6/29/15) last accessed online https://en.wikipedia.org/wiki/Henry_Ford
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MODULE ONE

CAREER CONVERSATION #1: Introduction to CAREER CONVERSATIONS

Activity #1

Welcome and Introductions (20 minutes)

What You'll Need:

- Flip chart
- Markers
- Tape

1. **WELCOME THE GROUP AND INTRODUCE YOURSELF:** Tell them a little about yourself, how long you've been at CFL; what you did before coming to CFL and a workforce skill that you use every day in your work at CFL.
2. **ASK** participants to go around the room and say their name, how long they've been at CFL, and one thing they are looking forward to about this experience.
3. **RESPOND** to some common themes and assure participants it is okay if they don't know what to expect because that's what today's conversation is about.
4. **SAY** each time we meet, you will notice a quote on the board or chart paper to help get to common themes of the conversation we are about to have and how it might tie into other conversations we will have, or will have had.
5. **ASK** someone to read the quote out loud.

“Coming together is a beginning; keeping together is progress; working together is success.” – Henry Ford (American Industrialist, the founder of Ford Motor Company and the sponsor of the development of the assembly technique of mass production²)

6. **ASK** if any one has any thoughts on why I choose that quote or what it might mean?
7. **SAY** I realize this is day one and I haven't told you a whole lot yet about what CAREER CONVERSATIONS is, but it would be great to hear your initial thoughts or reactions.
8. **EXPLAIN** this quote represents a process of coming together and being able to achieve more together than as individuals. Part of what we are going to talk about today is our roles together as a learning community and the successes we intend to achieve by coming

²(6/29/15) last accessed online https://en.wikipedia.org/wiki/Henry_Ford
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together. This is also a powerful quote from the person who invented the assembly line, which is by definition, a team effort!

9. **SAY** each week we will review a quote or two so if you see one or hear of one you like, please write it down and bring it in to share!

REVIEW:

1. **TELL** participants this is the first session of 13 Career Conversations we are about to experience together to help prepare for what's next after you achieve your immediate goals here at CFL.
2. **EXPLAIN** everyone's future goals will be different and some of what we plan to do is help one another think about career options and educational plans that interest you most. We'll do this through experiential opportunities like: site visits, interviews with people in various fields, and a few types of interest self-assessments. The reason these sessions are called Career Conversations is that we hope the informality of our time together as Instructors and Learners will allow us all to learn from each other's experiences and ideas, in addition to the tips I'll share along the way. In a minute we are going to dive deeper into this concept of Professional Learning Communities, that I briefly made reference to, but first let's get a sense of who is in the room!

DO:

1. **ASK** learners to raise their hand if they've played Bingo before?
2. **ASK** someone in the room to explain how the game works. **Answer:** One person calls out a number and everyone looks at their BINGO cards to see if you have that number. If you do, you put a marker on the number to indicate that you have it. Typically the middle box is always free. When you are the first to get numbers that fall into a straight vertical, horizontal or diagonal line, you call out BINGO!
3. **EXPLAIN** Human Bingo is an activity that is very similar, but instead of numbers in our bingo card we have statements that pertain to work-readiness! This will require us to walk around the room and ask someone else if they have done something that is written in one of the Bingo boxes on your sheet. If they have, please have them sign their initials in your box and when you get a vertical (up and down, horizontal (across) or diagonal (corner to corner)) line of answers you can call out BINGO!
4. **INSTRUCT** participants to go to page 7 in their Learner Portfolio and to find people in the room who have each of the experiences written in each of the boxes.
5. **TELL** participants they have 5 minutes to complete the activity, and should continue even if someone calls out BINGO before the time limit is up!



FACILITATOR TIP: Take note of who gets BINGO first, second, and third and ask them to share their responses so we can all learn about who has done what. Encourage those who finish to help others get BINGO, too.

DEBRIEF:

- ✓ **ASK** the person who got BINGO first to share which way they got it (horizontal, vertical or diagonally), and who in the room filled in each box for them.
- ✓ **ASK** the second and third person who got BINGO to share also only if there is time.
- ✓ **ASK** what the human bingo experience was like?
- ✓ **ASK** what themes from the bingo board most interest them?
- ✓ **ASK** if there are terms or concepts they'd like to know more about? –Take time to review if learners have questions.

Activity #2

Introduction to the Learner Portfolio (20 minutes)

What You'll Need

- Learner Portfolio
- Pens

DO:

1. **SAY** please pull out your Learner Portfolio, if it's not already out. This booklet is a compilation of tools and resources you'll be using over the next 12 weeks as you develop your career and post-secondary education readiness skills. You can refer back to it for job interview preparation, resume writing, developing your reference list and in many other ways to demonstrate your professionalism and to show the work you've completed in these sessions.
2. **INSTRUCT** learners to find a partner and take 3 – 5 minutes to go through the portfolio and find an example of a SMART Goal, Resume Template, an article on elevator speeches and a Career Inventory Assessment. Put a Star on those pages and raise your hand when you are done.

DEBRIEF:

- ✓ **ASK** what else did you see in the Portfolio that piqued your interest (are you excited about)?
- ✓ **ASK** what things might be familiar to you? What items might be new?
- ✓ **ASK** if there are terms/topics they'd like to know more about?
- ✓ **REVIEW** the conversation topics and some information about what will be covered in each.
- ✓ **SHARE** some pieces of information about what learners should expect over the next 12 weeks. For example, you can **SAY** you'll notice in Module 3 we are going to plan our own job shadowing or college visit trip. We are also going to develop a series of professional

products where we work on creating resumes, cover letters, an elevator pitch and even an electronic profile.

Activity #3

Introduction to Professional Learning Community (PLC) (20 minutes)

What You'll Need:

- Flip chart paper
- Markers
- Tape
- Learner Portfolio

DO:

1. **ASK** learners what comes to mind when they hear the term “Professional Learning Community?”
2. **WRITE** answers down on chart paper.
3. **REVIEW** answers given and come up with common themes.
4. **ASK** participants to turn to the page 8 in their Portfolio and ask for a volunteer to read the definition & characteristics out loud.



FACILITATOR TIP: See definition & characteristics below and be sure to read along and help any learners with pronunciation of any words and/or definitions if it seems unclear to the reader. Clarify or give additional examples if any of the concepts seem confusing.

Professional Learning Community (PLC): Professional development framework for learning among professional peers.

Some Characteristics of PLC's:

They are typically convened by **audience** or by **topic**.

- For example, the **audience** could be: Students (of any role) or nursing students, youth, or peer-mentors (specific role).
 - Or people could be convened around a specific **topic**, such as: Community Empowerment or Violence Prevention.
 - They can range in size.
 - Typically a group would have an active core group of about 10-15 participants, though this sometimes varies.
 - They often meet regularly over an agreed-upon, extended period of time.
 - **For our group it will be once a week for 13 weeks.**
5. **ASK** another learner to read the Roles and Responsibilities out loud to the group.



FACILITATOR TIP: See below and be sure to read along and help any learners with pronunciation of any words and/or definitions if it seems unclear to the reader.

Role of convener – Center for Literacy

- Communicate the goals/purpose of the PLC as well as expectations for participation;
- Identify appropriate resources aligned with the chosen topic;
- Serve as the ‘hub’ that is actively facilitating connections among the group.
- Administrative coordination & communication

Role of instructor

- Establish community agreements/expectations;
- Set a tone for sharing & for confidentiality;
- Prepare and facilitate the meetings such that they promote active participation

Role of participants

- Help to establish and uphold a set of ‘community agreements’ regarding their participation;
- Think of their sites as a laboratory and be willing to test out new ideas, skills, approaches they are learning about in the PLC
- Be willing to be self-reflective;
- Commit to some outside work if necessary (e.g., read an article, watch a video, etc.)

DEBRIEF:

- ✓ **ASK** the group if anyone can summarize what a PLC is or describe it in their own words?
- ✓ **ASK** the group what they think the value is in creating a PLC?
- ✓ **ASK** if they ever participated in something like a PLC?
- ✓ **ASK** what might be different about this than a ‘regular’ workshop or series of workshops?

Activity #4

Think, Pair, Share – Defining Community Agreements (20 minutes)

What You’ll Need:

- Flip chart paper
- Markers

- Tape
- Learner Portfolio

DO:

1. **ASK** who has heard of the term “ground rules” before/who has set “ground rules” as part of a group before? **Answer:** Norms or expectations for how to act/engage during time together.
2. **EXPLAIN** rather than use the term “Rules” we are going to establish “Agreements”- community agreements. What do you think the difference is between rules and agreements? **Answer:** Rules are from a deficit or negative perspective and agreements are things that we can hold each other to and are more positive.
3. **SAY** in groups of 2 or 3 please come up with a list of 3 things you think should be a part of our community agreements during the course of our PLC, so that it is productive and helpful, and discuss why. After you’ve had a chance to discuss your agreements, please present them to the rest of the group and we’ll vote on what we all agree fits best. There is no limit to the number of agreements we come up with but we do want to make sure they reflect the nature of this specific PLC.
4. After 5 minutes of working with their partners, ask the groups to share what they came up with and write answers down on chart paper. Put a star or check mark next to something on the list that may have been mentioned by another group, already.
5. After the group is finished sharing out, read out each community agreement and ask for a show of hands of folks that would like to keep each one. If somebody does not raise their hand, ask them if there is something they’d like to change about it, if it’s the wording or why they might not want to agree to that one. Play the role of a neutral facilitator and see if you can help the group find consensus.
6. Based on what the group comes up with, you can fill in with any of the below suggested agreements if they are not expressed already:
 - One person speaks at a time.
 - Show up on time, and stay until the end.
 - Be open to others’ opinions and ideas.
 - Have a sense of curiosity.
 - Keep cell phones off until the end.

7. As previously noted, allow for discussion about how many there should be, which ones are repetitive and/or how to narrow down the list.
8. **ASK** everyone to open their Portfolio and go to page 9 and write in the agreed upon community agreements.

Activity # 5

Debrief & Wrap-Up (10 minutes)

What You'll Need:

- Flip chart paper
- Markers
- Tape
- Learner Portfolio

REVIEW:

1. **SAY** we did a lot, in 90 minutes, to set the stage for what we are about to engage in together over the next several weeks. Good job for staying focused and for asking great questions. Each time we get together, please come prepared to share and learn. Remember to bring your Portfolios. Remember that part of being in a Professional Learning Community is thinking about your time outside of our meetings as a laboratory and that starts this week! Think about something you learned today that you could use in your life outside of this PLC. Maybe it is in your other CFL classes, on your job, or with your family. Can someone give an example?
2. **ASK** everyone to go around in a circle and mention one thing they liked best about today's conversation and one thing they'd suggest to change for next time.



FACILITATOR TIP: As a facilitator take note of any changes you can make to accommodate their suggestions or things they liked to do again. **If you can't meet a request, be honest about that so you don't set unclear expectations.**

DO:

1. **REMIND** Learners that you'll look forward to seeing them at the same time and place next week and to bring back their Portfolios.
2. **ASK** the group, as a small homework assignment, to bring in old magazines they wouldn't mind cutting up for an activity next week.

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COVER PAGE: MODULE ONE

CAREER CONVERSATION #2: Mentorship

Summary: The role of the instructor and participant is an important one to review with the Learners so it's clear what everyone's role will be. Mentors are important to seek out professionally and personally so this conversation will focus on the values and attributes of mentorship.

Objectives: Participants will be able to...

- Define key elements of a mentor/mentee relationship they've experienced
- Understand the value of and how to seek out professional mentors

Activity Notes

Vocabulary Words to Review with Learners

- **Mentor** – an experienced and trusted advisor
- **Professional Mentor** – to serve as a trusted counselor or teacher especially in occupational settings.

Materials:

- Flip chart paper
- Markers
- Tape
- Magazines
- Art supplies (i.e. Glue, tape, scissors, stickers etc.)
- Index Cards
- Computer Access and/or internet through phones, tablets or computers

Handouts for Participants Found in Their Portfolio:

- Mentor QuotesPg. 11
- Mentor Definition & Visual Page..... Pg. 12

Activity Preparation:

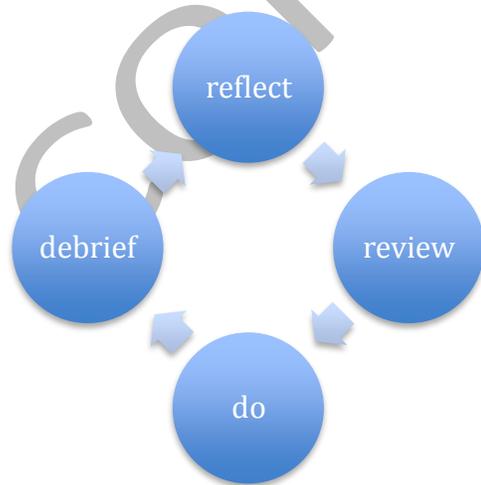
- Make sure there will be a room with computers and Internet access
- Bring in some extra magazines and some art supplies (i.e. Glue, tape, scissors, stickers etc.) Even though you've asked participants to also bring magazines in – the more to choose from the better!
- Photocopy, print and cut out Mentor Quotes on page 11 of the portfolio or if a printer/photocopier is not available handwrite them each neatly on index cards.

COVER PAGE: MODULE ONE
CAREER CONVERSATION# 2: Mentorship (*continued*)

- Remember to write the quote of the day somewhere visible: “In learning you will teach and in teaching you will learn.” Phil Collins (An English singer, songwriter, multi-instrumentalist, music producer and actor.³)
- If possible, hold this session in a room with Computers and Internet - be sure to set up and check the Internet connection BEFORE the group arrives.

Remember the Four Parts to each Conversation (RRDD):

1. **REFLECT:** Reflect on previous sessions with the learners, what parts were most helpful from the previous session that you’ve used or thought about since and discuss any homework assignments completed.
2. **REVIEW:** Review & summarize the purpose of the present conversation and review goals/objectives.
3. **DO:** Start the activity, in pairs, individually, etc. in the time allotted.
4. **DEBRIEF:** Discuss how it went, what went well, what could be done better and review key points and/or assignments for next time.



³ (June 28, 2015) Last accessed Online https://en.wikipedia.org/wiki/Phil_Collins
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MODULE ONE

CAREER CONVERSATION #2: Mentorship

Welcome & Overview (15 minutes)

What You'll Need:

- Learner Portfolio
- Pens

REFLECT:

1. **WELCOME** everyone back to week 2 of CAREER CONVERSATIONS Career Conversations.
2. **ASK** someone to read the quote in the front of the room and share their thoughts on how it relates to today's career conversation topic; Mentoring.

"In learning you will teach and in teaching you will learn." -Phil Collins.

3. **TAKE** responses from the group, and depending on what the group says, add "Mentoring is a process where you are teaching and learning at the same time – often times the mentor learns just as much from the mentee and his/her experiences as the mentee learns from the mentor!" Does anyone recognize the name Phil Collins? He's a musician from the 80's early 90's...anyone know the song, "In the air tonight"? Or "Another day in Paradise"? We'll that's who we are talking about – a musical lyricist!
4. **SAY** before we jump into today's conversation, I'd like to reflect on what we discussed last week. Who remembers the main points of last week's session? **Possible Answers:** Introductions, PLC, Community Agreements, etc.
5. **REMIND** everyone that the community agreements should all be written in their Portfolios and that it's everyone's role to hold one another accountable to what was agreed upon.

REVIEW:

1. **SAY** although we briefly spoke about mentoring in the context of the daily quote, by a show of hands who has heard of the term 'mentor'? Can someone tell me what a definition might be?
2. **ACKNOWLEDGE** all the answers in the room, if nobody responds you can say, we are going to explore this concept a little further today and how it can support you in your future educational or career goals.

Activity #1

What is a Mentor? (40 minutes)

What You'll Need

- Flip chart paper
- Markers
- Tape
- Magazines
- Art supplies (i.e. Glue, tape, scissors, stickers etc.)
- Computer Access and/or Internet through phones, tablets or computers

DO:

1. **SAY** some of you mentioned what you thought a definition for a mentor could be. Why don't we take a few minutes to look them up and see what we find?
2. **INSTRUCT** Learners to go to the nearest computer or to use a smartphone or tablet in pairs to look up a few definitions of the word mentor.
3. **ASK** Learners to share a few definitions out loud and write key words or definitions on flip chart paper.



FACILITATOR TIP: *It is likely that Learners will find some definitions that mention a purely professional context, acknowledge the variety of settings in which people can have mentors and share a few personal examples.*

4. After you have formal definitions on a piece of chart paper, **SAY** I'd like to share a few additional quotes on mentorship to give some more context to the definitions.



FACILITATOR TIP: *Photocopy and cut out each of these quotes for distribution on computer paper OR simply handwrite them onto index cards. As a last resort if you are short on prep time you can ask Learners to turn to page 11 in their portfolios to look at one of the 6 quotes.*

5. **SHUFFLE** the cards or pieces of paper and hand them out to each individual or in pairs depending on how many people are in the room that day.



FACILITATOR TIP: *There are a total of 6 quotes. If there are 5 people you may want to ask some people to partner up and review two quotes. If there are 10 people you may want everyone to get one, with the exception of two groups of pairs that will review the quote with a partner. You can also choose to only use 4 quotes if you are short on time or want everyone to work with a partner.*

6. **ASK** everyone to read their quote to themselves or out loud with a partner and think about the meaning of the quote.
7. After 3 – 5 minutes, **ASK** each person or pair to read their quote out loud and share the meaning.



FACILITATOR TIP: Use people’s answers to generate conversation if there is agreement, disagreement, general like or dislike for that particular quote.

QUOTES ABOUT MENTORING:

“Spoon feeding in the long run teaches us nothing but the shape of the spoon.” E.M. Forster (An English novelist, short story writer, essayist and librettist⁴.)

“Mentoring is a two way street – you get out what you put in” – Steve Washington

“The mind is not a vessel to be filled but a fire to be kindled.” Plutarch (Was a Greek historian, biographer and essayist.⁵)

“A mentor empowers a person to see a possible future and believe it can be obtained” - Shawn Hitchcock

“Mentoring is a brain to pick, an ear to listen and a push in the right direction.” John C. Crosby (An American politician from the U.S. state of Massachusetts.⁶)

“Mentoring. Successful people never reach their goals alone.” – Anonymous

DO:

1. As the participants are talking about their quotes, **WRITE** themes on chart paper for everyone to see.
2. After everyone has read their quote out loud and discussed its meaning, **SAY** think about the quotes and definitions we just discussed. Close your eyes for a minute if you’d like, and think about a mentor you’ve had in your life. OR a time when you have been a mentor to someone. When you have that person in mind, please turn to Page 12 in your learner portfolio and write down the definition that you think best fits this particular mentor relationship and the quote you like best. You can write down more than one quote or definition if you’d like!

⁴ (June 27, 2015) Last accessed Online https://en.wikipedia.org/wiki/E._M._Forster

⁵ (June 27, 2015) Last accessed Online <https://en.wikipedia.org/wiki/Plutarch>

⁶ (June 27, 2015) Last accessed Online https://en.wikipedia.org/wiki/John_Crawford_Crosby



FACILITATOR TIP: *if someone says they've never had a mentor or been a mentor, ask them to imagine the qualities they would look for if they could pick a mentor.*

3. **SAY** once you have that person or people in mind and the definitions and quotes that best fit, please use all the materials we've brought in to write about, draw, use images or whatever way feels most appropriate to you to demonstrate what the mentor relationship has been to you. You will have 15 minutes to create your image.

4. **ASK** each person to stand up and share their mentor definition and depiction.



FACILITATOR TIP: *As an Instructor, if time allows, it's nice to do one for yourself as well, to share a piece of yourself with the group and to show that you are an active member of the PLC as well.*

Leave time for feedback, questions and reflections on each person's presentation, which should be approx. 2 – 3 min. Perhaps allow for 5 minutes per person.

5. **SAY** For those of us not presenting, remember that as members of a PLC, we should be listening, thinking of follow-up questions and/or feedback to share.

DEBRIEF:

- ✓ **ASK** the group what common themes came out of everyone's presentations? **WRITE** them down on the flip chart paper.
- ✓ **REMIND** the group that your role as a facilitator of Career Conversations is also to support the Leaders in some of the ways described and that if there are other questions that come up that you'd be happy to make yourself available to talk them through it, and/or help them find the right resource to best support.

Activity #2:

Professional Mentors (25 minutes)

What You'll Need

- Learner Portfolio
- Pens
- Tape

DO:

1. **SAY** some of us spoke about mentors we know personally and others of us mentioned folks we've met in work settings. Let's discuss how to know when someone could be a mentor for you and/or when you can take that role on for others.

2. **SAY** let's look at the chart of characteristics we initially discussed about mentors, and some of the definitions and key terms, found posted around the room. Which words do you think pop out as specific to an employment setting?
3. **ASK** Learners to shout out words they think match/describe professional mentoring.
Possible answers: If not mentioned, suggest: helps prepare for difficult conversations, gives good/honest feedback, gives opportunities, teaches new skills, and takes time to connect about my personal interests and goals, supportive.
4. **SAY** we've been sitting a lot today so I'd like everyone to get in the middle of the room for a quick round of a game we call "Agree/Disagree."
5. **SAY** I'd like everyone to stand in the middle of the room. When I read a statement if you agree with it, please walk to the right side of the room and if you disagree walk to the left. Please try to pick a side, but if you are really un-decided you can stay in the middle.



FACILITATOR TIP: Show everyone which side is agree and which side is disagree since your right may be the group's left depending on which way you are facing. Sometimes if you write the words Agree on one piece of paper and Disagree on another and tape them on separate sides of the room this can help avoid confusion.

6. **ASK** all participants to stand in the middle of the room. After you read each statement and the groups decide where to stand, ask someone in each group why they decided to stand on that side. Share the answer below and then ask everyone to come back to the middle of the room.

AGREE/DISAGREE STATEMENTS (to be read aloud to the group):

A professional mentor must be in the same field as you are (Answer: Disagree) – It is often helpful when you have particular questions about your field to get advice from someone in that field, but a good professional mentor can help talk you through a variety of employment related scenarios and give advice and feedback that will be helpful regardless of their professional area of expertise.

A professional mentor values professional growth and advancement. (Answer: Agree) – although sometimes the best advice can be to keep doing what you are doing well, a good mentor might ask you what your next steps and future goals are so that you are setting the bar high for yourself and able to decide where your end goals or limits are.

A professional mentor gives constructive, but sometimes hard to hear, feedback (Answer: Agree) – although some feedback is hard to hear, if its delivered in a constructive way (meaning with tangible suggestions for improvement) from someone you trust and whose professional advise you value based on how they conduct themselves ...its most helpful to try and hear what

they are saying even if it feels like it might be something insulting...that's likely not the purpose of the feedback.

A professional mentor should tell you what your next steps should be (Answer: Disagree) – a professional mentor should be a guide and support to you in determining your next steps, but the steps and thoughts should really come from you and then the mentor can support whatever you decide. Remember, they will always be a sounding board and share advice, but make sure your goals are your own.

A professional mentor should be a close friend or family member who knows you well. (Answer – disagree) – while this can be the case, if you have a close friend or family member who is also someone you look up to professionally, its sometimes best to seek someone out who has a less “biased” opinion of you. This does not mean that a close friend or family member cannot be a mentor to you – by definition if that person is someone you look up to and who supports you openly than they qualify, but the distinction with professional mentors is that they are most invested in you being successful in meeting your career goals. Sometimes for jobs, you will be asked for a personal reference and two professional references for this reason. Employers want to know someone who knows you personally and someone else who can speak to your professional skills).

7. **THANK** everyone for their participation and ask the group to return to their seats.

DEBRIEF:

- ✓ **ASK** did anything about that discussion surprise you?
- ✓ **ASK** are there other questions about professional mentors that we did not get a chance to discuss?

Activity #3:

Debrief & Wrap-up (10 minutes)

What You'll Need:

- Learner Portfolio

REFLECT:

1. **ASK** the group for feedback about what stood out to them most from the day's conversation about Mentorship?
2. **REVIEW** key terms and definitions. Make sure everyone got a chance to write them down.
3. **ASK** the group if there are any final thoughts from today's conversation or other topics they'd like to explore?

SUMMARY: MODULE TWO

Goal Identification

The purpose of this module is to help learners think about goal setting, what makes it hard, and how to best set goals so they can be achieved. This module will also introduce the concept of a “SMART” goal, which will help the participant think about career and educational goals in order to support both long and short-term planning.

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COVER PAGE: MODULE TWO

Career Conversation #1: Goal Setting

Summary: Learners will explore the concept of setting goals, keeping them, and how to do so successfully.

Objectives: Participants will be able to...

- Identify components of successful goal setting
- Reflect intentionally about their own short and long-term goal setting experiences

Activity Notes

Vocabulary Words to Review with Learners

- **TED Talks** – TED stands for Technology, Entertainment & Design and is a nonprofit devoted to spreading ideas, usually in the form of short, powerful talks in 18 minutes or less.

Materials:

- Flip chart paper
- Markers
- Tape
- Computer, projector, speakers (depending on sound quality of your laptop) and internet access

Handouts for Participants Found In Their Portfolio:

- Goal Setting Qualities and Conditions.....Pg. 15

Activity Preparation:

- Make sure the computer set up works and that the Internet link works and the volume can go loud enough so the group can hear.
- Watch the TEDTalk before you show it to the group so you are comfortable answering questions that may come up.
- Write out the Quotes of the Day in a highly visible place
 - “A Goal without a plan is just a wish” - Antoine de Saint-Exuperys (A French aristocrat, writer, poet, and pioneering aviator.⁷)
 - “Setting goals is the first step turning the invisible into the visible” – Tony Robbins (An American motivational speaker, personal finance instructor, life coach and self-help author.⁸)

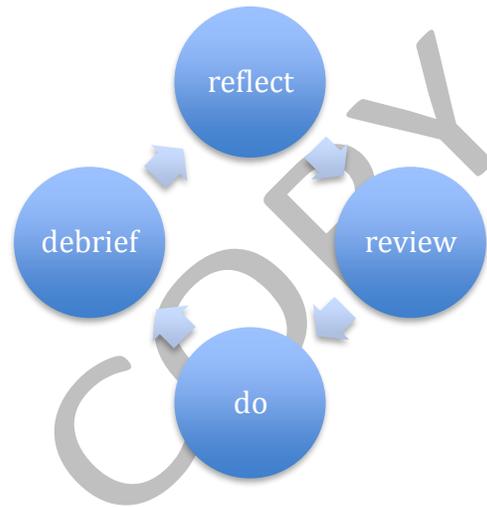
⁷ (June 28, 2015) Last accessed Online https://en.wikipedia.org/wiki/Antoine_de_Saint-Exup%C3%A9ry

⁸ (June 28, 2015) Last accessed Online https://en.wikipedia.org/wiki/Tony_Robbins

COVER PAGE: MODULE TWO
Career Conversation #1: Goal Setting (*continued*)

Remember the Four Parts to each Conversation (RRDD):

1. **REFLECT:** Reflect on previous sessions with the learners, what parts were most helpful from the previous session that you've used or thought about since and discuss any homework assignments completed.
2. **REVIEW:** Review & summarize the purpose of the present conversation and review goals/objectives.
3. **DO:** Start the activity, in pairs, individually, etc. in the time allotted.
4. **DEBRIEF:** Discuss how it went, what went well, what could be done better and review key points and/or assignments for next time.



MODULE TWO

CAREER CONVERSATION #1: Goal Setting

Welcome & Overview (10 minutes)

What You'll Need:

- Flip chart paper
- Markers
- Tape

REFLECT:

1. **WELCOME** everyone back to week 3 of CAREER CONVERSATIONS Career Conversations.
2. **ASK** who would like to take a stab at explaining one or both of the quotes for today?
“A Goal without a plan is just a wish” - Antione Saint-Exupery
“Setting goals is the first step turning the invisible into the visible” – Tony Robbins
3. Depending on the responses you get, **SAY** both of these quotes bring up the idea of actualizing dreams and making thoughts come to life by moving ahead with them!
4. **ASK** if anyone knows either of the two authors of the quotes?
 - i. Depending on responses, **SAY** Antione Saint-Exupery was a French aristocrat, writer, poet and pioneering aviator who was born in 1900 and died in 1944. Tony Robbins is a current American motivational speaker, personal finance instructor, and life coach and self-help author.
5. **SAY** before we jump into today's conversation, I'd like to reflect on what we discussed last week.
6. **ASK** if anyone shared their collage of their mentor or mentor quotes/definitions with their mentor or with anyone else? If so what responses did you get?
7. **SAY** one of the things we discussed from last time that mentors are good at supporting us with, is goal setting. Although it can be a little more challenging than it may seem. Today we are going to talk about successful elements of goal setting before setting our own. Remember we are going to make the invisible visible!

Activity #1

Review Concept Of Goals (30 minutes)

What You'll Need:

- Learner Portfolios
- Pens
- Computer, projector, speakers and internet access
- Get the link for the TED Talk on the screen ready to go to:
https://www.ted.com/talks/derek_sivers_keep_your_goals_to_yourself

DO:

1. **ASK** if anyone has ever heard of a TED Talk? If so, what was it about? *If so, have them explain to the rest of the group what they typically are.*
2. If nobody has seen one before SAY, **TED** stands for Technology, Entertainment & Design, and is a nonprofit devoted to spreading ideas, usually in the form of short, powerful **talks** (18 minutes or less). And we are going to watch one now, so please turn your attention to the screen as we are going to watch a quick TED Talk about Goal Setting.

Go to this link: https://www.ted.com/talks/derek_sivers_keep_your_goals_to_yourself

DEBRIEF:

- ✓ **ASK** can anyone share their initial reaction to this video?
- ✓ Did anything Derek Sivers said resonate with you?
- ✓ Has anyone experienced telling everyone a goal and then not having completed it?
- ✓ Has anyone experienced the opposite?
- ✓ **SAY** I found what he said at the end about the marathon training interesting and helpful: If you are going to have a goal that you share, tell people what specifically to hold you accountable to.
- ✓ **SAY** it's also important to note that when working in a PLC, we may share goals as part of how we've decided to work together as a community, but that doesn't mean we should feel by saying it out loud the work is done!

Activity #2:

Identifying Positive Goal Setting Qualities (35 minutes)

What You'll Need:

- Learner Portfolio
- Chart paper
- Markers
- Tape

DO:

1. **ASK** everyone to turn to Page 15 in their Learner Portfolios and think about a time when they were successful in setting and meeting a goal. Instruct the learners to think about

what was happening that made it successful and to write it down in the designated space in their portfolio.

2. **ASK** learners to also reflect on a time when they had challenges setting or meeting a goal they've set. Ask them to think about what was happening that made it feel challenging and ask them to write it down in the designated space in their portfolio.
3. After 5 – 10 minutes of writing on their own, **ASK** Learners to pair up and share their experiences. Have them also fill out the chart on Page 15 with qualities they think make for successful and challenging goal setting experiences.
4. After another 5 – 10 minutes **ASK** groups to share what they came up with on their charts.
5. **CREATE** a table on chart paper that mirrors the one in the Portfolio and write the groups' answers down. The Chart should look like this:

Qualities and conditions of successful goal setting	Qualities and conditions of unsuccessful goal setting

DEBRIEF:

- ✓ **REVIEW** the groups' answers together and add any conditions that you've experienced that may not have been on their list for successful conditions. For example: setting milestones, prioritizing the goal by minimizing the number of goals you are trying to achieve at the same time, working with one other person who you feel accountable to.
- ✓ **SAY** some examples of less successful settings could be that goals were too lofty and not specific; I didn't have anyone to check in with; I felt more accomplished just by saying that I'd done it than actually doing it; Steps weren't specific.

Activity # 3:

Debrief & Wrap -up (15 minutes)

What You'll Need:

- Learner Portfolio
- Pens

REFLECT:

1. **ASK** the group for feedback about what stood out to them most from the day's conversation about goals and goal setting?

REVIEW:

2. **REVIEW** the chart with the group and ask folks to think about future goals they'd like to set in preparation for next week's conversation about SMART Goals.

DEBRIEF:

- ✓ **ASK** the group if there are any final thoughts from today's conversation
- ✓ **REVIEW** a brief homework assignment, which is to think about a professional and/or educational goal and write down both a short term (1-3 weeks) and long term (1-3 months) version of the goal.

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COVER PAGE: MODULE TWO

CAREER #2: SMART Goals

Summary: Learners will learn what a SMART goal is, how to write SMART goals and will develop a few of their own.

Objectives: Participants will be able to...

- Identify the components of a SMART goal
- Write SMART goals for themselves – both short and long-term

Activity Notes

Vocabulary Words to Review with Learners

- **SMART Goal** - (*Specific, Measureable, Attainable, Realistic, Timely*)

Materials:

- Flip chart paper
- Markers
- Tape

Handouts for Participants Found in Their Portfolio:

- Creating SMART goals.....Pgs. 17 - 19
- Words that represent the SMART of S.M.A.R.T. goals.....Pg. 20
- Writing my own SMART Goals.....Pgs. 21- 23

Activity Preparation:

- Write the quote of the day in a highly visible place “If you don’t know where you are going, you will end up someplace else.” – Yogi Berra (A retired American Major League Baseball (MLB) catcher, manager, and coach.⁹)

Remember the Four Parts to each Conversation (RRDD):

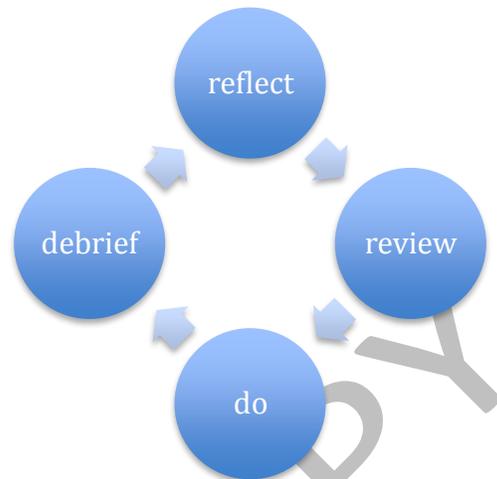
⁹ (June 28, 2015) Last accessed Online https://en.wikipedia.org/wiki/Yogi_Berra
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REFLECT: Reflect on previous sessions with the learners, what parts were most helpful from the previous session that you've used or thought about since and discuss any homework assignments completed.

1. **REVIEW:** Review & summarize the purpose of the present conversation and review goals/objectives.

2. **DO:** Start the activity, in pairs, individually, etc. in the time allotted.

3. **DEBRIEF:** Discuss how it went, what went well, what could be done better and review key points and/or assignments for next time.



MODULE TWO

Career Conversation #2: SMART Goals

Welcome & Overview (10 minutes)

What You'll Need:

- Flip chart
- Markers
- Learner Portfolio

REFLECT:

1. **WELCOME** everyone back to week 4 of Career Conversations with a quote about goal setting.
2. **SAY** "If you don't know where you are going, you will end up someplace else" - Does anyone want to take a guess of who said that? Let people guess and then tell them it's: Yogi Berra! (former baseball player and manager of the NY Yankees)
3. **SAY** I hope everyone had a good week and had some productive initial thoughts about a goal setting.
4. **ASK** what are some of the short and long-term goals that you all wrote down as part of your homework assignment?
5. **SAY** today we are going to use those goals and take them one step further by holding them to the SMART Goal standards!

Activity #1:

Understanding and Writing SMART Goals (20 minutes)

What You'll Need:

- Portfolio with SMART goal handout on page

DO:

1. **ASK** without looking in your portfolios, does anyone know what SMART stands for?
2. Allow the group to respond. **SAY** that SMART is an acronym (where each letter is the first letter of the word it stands for.) If they get some of the letters right, but not all, help them with the final acronym. If they get it right away, congratulate them!
3. **INSTRUCT** the group to turn to pages 17 - 19 in their portfolios for more details and then break the group into pairs and **ASK** them to focus on one letter of SMART and write down as many OTHER words or phrases that they think could be used to describe the word (also

called synonyms). For example, if my partner and I were given letter “S,” for “specific”, we’d come up with a list of words that might include detailed, start and end time, steps identified, etc.

4. **ASK** each group to share out their descriptive words, write them up on chart paper and encourage learners to write them down in their booklets on the smart goal handout page 20.

DEBRIEF:

- ✓ **SAY** now that we are familiar with the SMART goal components let’s see if we can identify them!

Activity #2:

Is this a SMART goal? (20 minutes)

What you’ll Need:

- Chart paper
- Markers
- Tape

REVIEW:

1. **ASK** the group if they remember the Agree/Disagree Game played previously. If not remind, them that they all stood in the middle of the room and when you read a statement they moved to the side of the room that had a sign that said Agree or Disagree based on what they thought.
2. **SAY** today we are going to play the same game but with a different topic.
3. **SAY** I’d like for everyone to stand in the middle of the room, again, and when I read a goal, if you think it meets the criteria to be a SMART goal, go to the Agree side. If you do not think it’s a SMART goal go to the Disagree side of the room.

Agree/Disagree for SMART Goals:

- I’m going to train for a marathon (**Answer: Disagree**) There is nothing specific about when the goal will take place, how to get prepared, or where it will be.
- I am going to write a draft of my college essay by the end of July for my applications that are due on September 1st. (**Answer: Agree**) It is specific, measurable, realistic, and timely.

- I am going to lose 10 pounds by summer. (**Answer: Disagree** – there is no description of how to lose 10 pounds; it is measurable, but it is not specific as to when summer is.)
- I am going to improve my standardized test score by studying with a friend once a week and by taking a practice test once a month. (**Answer: Agree** – measurable, specific, realistic and timely)

4. **TELL** everyone they did a great job, thank them for their participation and ask them to return to their seats.

DEBRIEF:

- ✓ **ASK** if they thought that was difficult or easy? How come?
- ✓ **SAY** it can be confusing when some elements are there but not all.... just remember the more details and parameters you have, the more likely you are to be successful!

Activity # 3:

Writing SMART Goals (30 minutes)

What You'll Need:

- Learner Portfolio
- Pens

DO:

1. **SAY** now that we've reviewed the components of SMART goals, I'd like us all to try and write our own.
2. **ASK** everyone to write out two short-term and two long-term SMART professional or education goals in their portfolio. Tell them they have 15 minutes to write them out pages 21-23 of their portfolio.
3. After the 15 minutes have the learners share one goal with a partner and get feedback.

DEBRIEF:

- ✓ **ASK** the group how that experience was for them?
- ✓ **ASK** the group if feedback from a partner was helpful?

Activity #4:

Debrief & Wrap up (10 minutes)

What You'll Need:

- Learner Portfolio
- Pens

REFLECT:

1. **ASK** the group to hold up their hands with 1, 2, 3, 4, or 5 fingers based on how comfortable they feel about writing SMART goals. 1 is the least and 5 is the most comfortable. Call out one number at a time to get a sense of where everyone stands. Encourage them that it will get easier with practice and remind them of the Yogi Berra quote from the beginning “If you don’t know where you are going, you will end up someplace else”.



FACILITATOR TIP: *If people aren’t comfortable, ask them to explain why and where they are feeling stuck or unsure. Encourage others to offer suggestions or ideas.*

DEBRIEF:

- ✓ Tell the group that next week they’ll be starting a new module focusing on skills and interest assessments that will help them fill out the goals they’ve just started to set for themselves.

SUMMARY: MODULE THREE

Skills & Interest Assessment

(What am I good at? What do I like to do?)

In this module, it's important that participants start to get a sense for how their SMART goals match with their skills and interests. The Learners will complete a series of career and interest assessments, in addition to engaging in career exploration planning and an actual site visit to a career location of interest with the opportunity to interview current employees. The group could also select to go on a college visit.

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COVER PAGE: MODULE THREE

CAREER CONVERSATION #1: Skills & Interest Inventories

Summary: The goal of this conversation is to help Learners identify professional strengths and interests using a variety of skill assessments and discuss which of them contribute to their goals.

Objectives: Participants will be able to...

- Identify personal and professional strengths
- Identify areas of interest that match individual skills
- Describe how to align their skills/interests with their SMART goals

Activity Notes

Vocabulary Words to Review with Learners

- **Interpersonal skills** - the skills a person uses to interact and communicate with others
- **Professional skills** – the skills a person uses to complete a professional task completely and correctly.
- **21st Century Skills** – a set of skills or abilities that were created to measure what someone would need to master to be competitive in the 21st Century, information age. The partnership for 21st Century skills has categorized them in three areas: Learning Skills, Literacy Skills and Life Skills. 21st Century skills are a combination of interpersonal and professional skills/abilities.
- **Assessment** - the evaluation or estimation of the nature, quality or ability of someone or something.

Materials:

- Flip chart paper
- Markers
- Tape
- Computers with Internet access
- Sticky notes in two different colors

Handouts for Participants Found In Their Portfolio:

- Strengths and areas for improvement worksheet.....Pg. 25
- Soft Skill and Career Assessment worksheet.....Pg. 26

Activity Preparation:

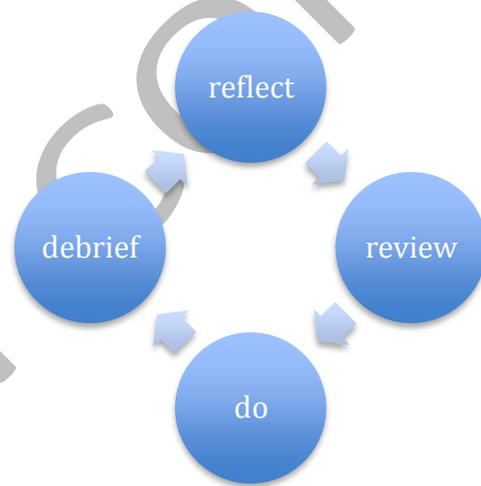
- Make sure there will be a room with computers and internet access

COVER PAGE: MODULE THREE
CAREER CONVERSATION #1: Skills & Interest Inventories (*continued*)

- Write the quote of the day in a highly visible place “If today were the last day of your life, would you want to do what you are about to do today?” – Steve Jobs (Co-founder of the company Apple. Considered the entrepreneur, marketer, and inventor, who “revolutionized six industries: personal computers, animated movies, music, phones, tablet computing, and digital publishing.”¹⁰

Remember the Four Parts to each Conversation (RRDD):

1. **REFLECT:** Reflect on previous sessions with the learners, what parts were most helpful from the previous session that you’ve used or thought about since and discuss any homework assignments completed.
2. **REVIEW:** Review & summarize the purpose of the present conversation and review goals/objectives.
3. **DO:** Start the activity, in pairs, individually, etc. in the time allotted.
4. **DEBRIEF:** Discuss how it went, what went well, what could be done better and review key points and/or assignments for next time.



¹⁰ (June 28, 2015) Last accessed Online https://en.wikipedia.org/wiki/Steve_Jobs

MODULE THREE

CAREER CONVERSATION #1: Skills & Interest Inventories

Welcome & Overview (25 minutes)

What You'll Need:

- Flip chart
- Markers
- Sticky notes
- Computers with Internet access

REFLECT:

1. **WELCOME** the group back and review the Quote of the Day: "If today were the last day of your life, would you want to do what you are about to do today?" – Steve Jobs.
2. **SAY** this one can sound a bit intense, but what do folks think Steve Jobs is getting at?
Possible answer: try to figure out what you love to do and if you can make that your job or part of what you do every day you'll be happier in the long run. This quote makes a real case for the importance of career exploration!
3. **ASK** does anyone know who Steve Jobs is? Answer: Co-founder of Apple Company. When he passed away in 2011 at the age of 56 he was considered an entrepreneur, marketer, and investor who revolutionized 6 major industries: personal computers, animated movies, music, phones, tablet computing, and digital publishing.
4. **ASK** did anyone find that the process of writing out short and long-term goals helped them realize they may need to know more specifics about a certain career or education opportunity?
5. **ASK** the group to share, out loud, specific skills, credentials, or processes they discovered they may want to further explore.
6. **SAY** sometimes identifying the goal is one of the first steps to figuring out the "how" or what's next. In the next few modules we are going to get a better sense of the types of careers that might interest us most and also what specific steps we may need to take to help get us there.

REVIEW:

1. **ASK** the group if they know the difference between interpersonal and professional skills?
2. **ASK** a few people to share their definitions?

3. Confirm/correct the definitions:

- **Interpersonal skills** - the skills a person uses to interact and communicate with others.
- **Professional skills** – the skills a person uses to complete a professional task completely and correctly.

DO:

1. **DIVIDE** the group up into two small groups.
2. **TELL** one group their job is to create a short role play of someone exhibiting bad interpersonal skills (for example: customer service – in person or on the phone, ability to work as a team, supervision, etc.) After that skit, **ASK** them to re-do the skit showing strong interpersonal skills.
3. **ASK** the second group to do the same thing with Professional skills (For example: computer skills, following directions on an assembly line, or organizing files and charts.)
4. Give each group 10 minutes to complete their role-play and then ask the groups to perform their skits for the other groups.

DEBRIEF:

- ✓ **ASK** the audience (i.e. non-performers) to share what they saw being demonstrated in the role-plays and what were the specific skills the actors were using?
- ✓ **ASK** if there are additional interpersonal skills and professional skills not used in the role plays that are also important.
- ✓ **WRITE** down answers on a piece of chart paper. **Answers** for interpersonal skills could be: customer service skills, politeness, professional behavior, conflict resolution skills. **Answers** for professional skills could be: ability to use PowerPoint, typing skills, use of excel or basic math skills, writing skills or presentation skills.

Activity #1

Discussion about Self-Assessment (20 minutes)

What You'll Need:

- Learner portfolio
- Markers
- Flip chart paper

REFLECT:

1. **ASK** the group if anyone has ever done a self-evaluation before? And if so what kind?

2. **PROVIDE** an example of a self-evaluation, for example say in some women’s magazines like Glamour or Elle or Essence there are sometimes self “evaluations” about hair type, skin type or body type that could be a list of questions you fill out that tell you what category you fall into.
3. **SAY** think about being at work and having to assess yourself for your job, to see what kind of skills you have, need to develop, etc. **ASK** has anyone ever had that experience?
4. **SHARE** the definition of assessment: “the evaluation or estimation of the nature, quality or ability of someone or something. In other words, it’s basically seeing if something is what it says it is or isn’t.”
5. After having discussed interpersonal, and professional skills, in addition to some talk about self-assessments **ASK** participants to turn to page 25 in their participant manual and take 5-10 minutes to fill out their top 3 personal and professional skills and then 3 skills for each that they’d like to improve.
6. **SAY** as a reminder nobody is grading this - it’s only going to be as good of a tool/guide for them the more honest they are. And remember don’t be shy about your strengths and skills! Nobody will know what they are in an interview unless you tell them what to expect from you.

REVIEW

1. **ASK** if that was easy or hard and why?
2. **WRITE** answers on chart paper.
3. **SAY** sometimes it’s hard to praise and critique ourselves. It’s easier to do for other people but harder to do for ourselves! With that said it’s important to know these things about yourself so you can come up with the best career plans and figure out what types of professional development are best for you. Something that might help is to think about what a friend, family member, or employer would say about you. Are your answers the same or different? How come?

Activity #2:

Complete Soft Skills-Assessment /Career Inventory (30 minutes)

What You’ll Need:

- Computers with Internet access
- Make sure everyone has an email address since one of the assessments requires you to put in your email address to receive the results. If anyone does not have an email address, you can work with them to set one up on Gmail, Hotmail or Yahoo while the others get started.

DO:

1. **ASK** participants to go to the web address below and to complete the soft skills assessment: http://www.quintcareers.com/employability_skills_assessment.html
2. **ASK** participants to go to the web address below to complete the interest survey assessment: <http://www.mynextmove.org/explore/ip>
3. **INFORM** participants that there are several sections to the interest survey, and that for the purposes of this activity, it is best just to get to the phase where they explore which “category” of employment they like best. Tell them to read the definition and to write how they scored with each type of work in their Portfolios on page 26. If you write the scores down, you can go back into the interest survey and fill in your scores to continue with the other components, without having to complete the survey again.

FACILITATOR NOTE: Both website addresses are also listed in their portfolios on Page 26

DEBRIEF:

- ✓ **INSTRUCT** Learners to review their results from both assessments and get together with a partner to answer the following three questions for themselves, then share their answers with a partner. After 3 minutes of sharing, switch so that the other person gets a chance to share:
- ✓ **ASK** how accurate were the assessments?
- ✓ **ASK** were they helpful in discovering new information about yourself or the type of career you may be interested in?
- ✓ **ASK** what surprised you most?

Activity #3:

Debrief & Wrap-up (15 minutes)

What You'll Need:

- Sticky Notes (in two different colors)
- Pens for everyone

REVIEW:

1. **ASK** everyone to take the color #1 sticky notes and write three things they found useful about the self-evaluation process. Have them do the same with your second color, and write three things they found challenging about it/ and or suggestions for how it might get easier or more comfortable to do. Instruct Learners not to put their names on the sticky notes and that they can pass them to you face down when they are finished.

2. **COLLECT & READ** the answers on the sticky notes, starting with all things folks found useful, then going through things that were challenging.

DEBRIEF:

- ✓ **ASK** what are some common themes and suggestions that you noticed from the group about this process?
- ✓ **TELL** the group for homework, there are a variety of other free online assessments on those same two websites that they can try out if they'd like to between now and next week.
 - <http://www.onetonline.org/>
 - <http://www.quintcareers.com/>

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CAREER CONVERSATION #2: Career Exploration & Planning

Summary: The goal of this conversation is to support Learners in identifying careers that match their interests and to learn about the requirements to enter each given field.

Objectives: Participants will be able to...

- Identify a minimum of two different career types that match their interests and the corresponding career and education paths
- Identify a place or person to shadow at work and/or find someone in this career area with whom to do an informational interview.

Activity Notes

Vocabulary Words to Review with Learners

- **Informational Interview** - is an informal conversation with someone working in an area of interest to you who will give you information and advice. It is an effective research tool in addition to reading books, exploring the Internet and examining job descriptions.

Materials:

- Flip chart paper
- Markers
- Tape
- Computer & Internet Access

Handouts for Participants Found in Their Portfolio:

- Career Exploration Characteristics Worksheet..... Pages 29-30
- Types of Job Zones.....Pages 31-33
- Site visit planning worksheet.....Page 34
- Sample Script for making the call.....Page 35

Activity Preparation:

- Make sure there will be a room with computers and Internet access
- Write the quote of the day somewhere highly visible “Passion is the difference between having a job and having a career.” – Anonymous
- Go Online and make sure you know how to access the career inventory assessment so you can walk Learners through using the tool beyond the phase, which identifies what type of jobs they may be interested in. When you go to this website <http://www.mynextmove.org/explore/ip> You should see in the bottom left corner of the box (on the grey side) it says “enter scores” where Learners can enter their scores to get to the next components without having to do the entire survey over again.

COVER PAGE: MODULE THREE

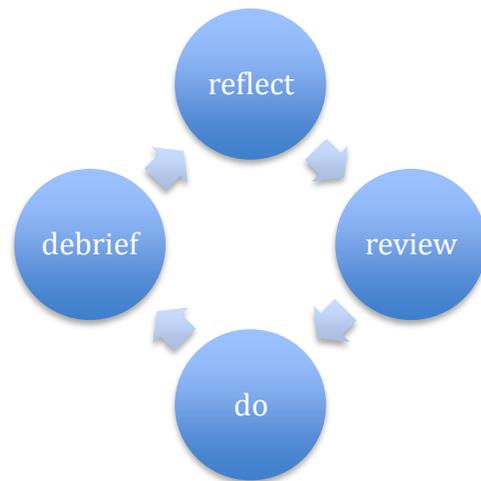
CAREER CONVERSATION #2: Career Exploration & Planning *(continued)*



FACILITATOR TIP: Consider completing the inventory so you can share your results, too. This will help Learners understand a little about how career choices and career paths evolve.

Remember the Four Parts to each Conversation (RRDD):

- 1. REFLECT:** Reflect on previous sessions with the learners, what parts were most helpful from the previous session that you've used or thought about since and discuss any homework assignments completed.
- 2. REVIEW:** Review & summarize the purpose of the present conversation and review goals/objectives.
- 3. DO:** Start the activity, in pairs, individually, etc. in the time allotted.
- 4. DEBRIEF:** Discuss how it went, what went well, what could be done better and review key points and/or assignments for next time.



MODULE THREE

CAREER CONVERSATION #2: Career Exploration & Planning

Welcome & Overview (10 minutes)

What You'll Need:

- Learner Portfolio
- Flip chart
- Markers
- Sticky notes
- Computers with Internet Access

REFLECT:

1. **WELCOME** the group back!
2. **Share** the quote of the day with the group:

“Passion is the difference between having a job or having a career.” – Anonymous.
3. **ASK** the group what they think the quote means.
4. **SAY** it's similar to last week's quote about finding out what you love to do. If you are passionate about your work, you are more likely to stay in that line of work for the entirety of your career - a job may come and go but to stay in a long lasting career, you'll likely be passionate about what you do.

REVIEW:

1. **REVIEW** assessments and evaluations completed in last session.
2. **ASK** participants to share if they completed any additional assessments they found on either of those two websites and/or if they've had any other thoughts about their assessments since last week.

DO:

1. **ASK** everyone to turn to pages 29 - 30 in their learner portfolio to review the Career Interest Inventory Categories.
2. **ASK** everyone to raise their hands to see who scored the highest in each of the of the categories below on the Career Interest Inventory:
 - Realistic
 - Investigative
 - Artistic
 - Social
 - Enterprising

- Conventional
3. **ASK** if anyone had a tied high score between two categories? **ASK** what strikes them about this.
 4. **ASK** everyone to get into groups with people who matched with their same category (if they are stuck between two, please have them choose the one they are most interested in.)
 5. **ASK** the group to share what specific careers they know interest them the most.



FACILITATOR TIP: *Every group will have a different ratio of people in each category. There may only be two categories dominated, or there could be one person in each. This variance is normal and interesting! If there is only one person in a category, see if you can match them with someone else who may be the only person in their category.*

Activity #1

Career Exploration (35 minutes)

What You'll Need:

- Learner Portfolio
- Flip chart
- Markers
- Computers with Internet access – ideally with a printer.

DO:

1. **SAY** now we are going to get back on the computers and take our interest inventories a few steps further. BEFORE asking everyone to go back to the computers explain that you'd like them to go back to the website: <http://www.mynextmove.org/explore/ip> and enter their scores in the inventory, by looking for the box on the bottom left that says "enter scores."
2. **ASK** them to read the Job Zones in detail (note that they are also in the Portfolios on Pages 31 -33) and then to choose a Job Zone, and hit NEXT to see the list of careers that match both their interests and career levels.
3. **TELL** the group that a list will populate and when they click on each one a whole profile will pop up with a list of: the skills, abilities, personality traits, technology components, education requirements, job outlook and links to many other resources.
4. **SAY** these profiles have a lot of information, so please take your time when reading through them. Go through a few profiles of jobs that seem most interesting to you and print out 3 profiles for careers you are most interested in.

5. Give the learners 25 - 30 minutes to go through this process and tell them to let you know when they've found and printed out their top three, by going back to their original seat.
6. When everyone has their top 3, go around the room and ask the group what factors influenced their decision most?
7. **ASK** everyone to walk around the room for 3 minutes and see if they can find anyone who has a match for the same or similar profession.
8. After 3 minutes, see what groupings you have and ask the learners to share what their common career is.

REVIEW:

1. **ASK** the groups to sit down with partners that share similar interests, in order to prepare for the next activity!

Activity #2:

Researching Local Employers (35 minutes)

What You'll Need:

- Learner Portfolio
- Flip chart
- Markers
- Computers Internet Access

DO:

1. **SAY** the next step in this career exploration process is to plan for an actual site visit. In your small groups, I'd like everyone to decide if they think it would be most beneficial to visit an actual employer or an education provider that trains people in a given field.
2. **SAY** once you've decided if you are more interested in visiting an employer or an education provider, take some time to look online for local providers where we may be able to visit. And mark them down in page 34 of your portfolio.
3. **ASK** if anyone knows the term "informational interview?" Tell them that the definition is: *an informal conversation with someone working in an area of interest to you who will give you information and advice. It is an effective research tool in addition to reading books, exploring the Internet and examining job descriptions.*
4. **ASK** if anyone has ever set one up? And if so, what did they say? What was the experience like? What tips do they have for others?

5. In the same groups, **ASK** everyone to go their portfolio on page 35 and use the script to write their own Informational Interview that they would use when calling Human Resources (also known as HR) or a college to schedule a tour and/or visit.

DEBRIEF:

- ✓ **ASK** the groups to read their scripts out loud.
- ✓ **HAVE** everyone give feedback to one another and also to mention if they know someone in a particular field that another group mentions. For example, someone could say “my aunt is a nurse at Temple University hospital, I can give you her name and number and see if she might be able to help coordinate a site visit for us!?”

Activity # 3:

Debrief & Wrap-up (10 min)

- ✓ **ASK** the group what they thought of the information they found on the online assessment tool? Was it useful?
 - ✓ **ASK** did anyone find a new career that they matched with that they hadn’t thought of before?
 - ✓ **INSTRUCT** the group that their homework for next time is to do some more research and “networking” by asking friends and colleagues to see if they have ideas for a site visit. At the next week’s meeting, the group will decide on and make plans for the site visit.
-  **FACILITATOR TIP:** If you know anyone through your networks that might be able to help host a site visit of interest to the group, keep this contact person in your back pocket for next week’s Career Conversation.

COVER PAGE: MODULE THREE

CAREER CONVERSATION #3: Site Visit Prep

Summary: The purpose of this activity is to give Learners real world opportunities to see professionals in careers that interest them in action and to ask important questions to ensure this is the right career path for them. Learners will help plan and coordinate the site visits and will also develop sample interview questions for the site visit.

Objectives: Participants will be able to...

- Plan and coordinate an informational interview
- Develop interview questions
- Identify key components as it relates to professionalism (appropriate attire, punctuality, etc.)

Activity Notes

Vocabulary Words to Review with Learners

- **Site Visit** - a visit in an official capacity to examine a site to determine its suitability for some enterprise

Materials:

- Learner Portfolio
- Flip chart
- Markers
- Computers with Internet Access
- Cell phones/or land line from CFL
- Computer with Internet access, projector and speakers

Handouts for Participants Found In Their Portfolio:

- Interview Questions.....Pages 37-38
- Reviewing Site Details.....Page 39

Activity Preparation:

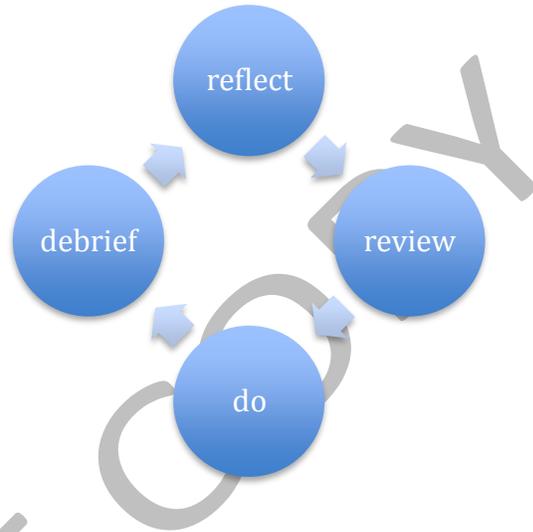
- Make sure there will be a room with computers and Internet access
- Write the quote of the day somewhere highly visible “If we all did the things we are capable of doing, we would literally astound ourselves.” – *Thomas Edison* (an American inventor and businessman. He developed many devices that greatly influenced life around the world, including the phonograph, the motion picture camera, and a long-lasting, practical electric light bulb¹¹)
- Have a few contacts prepared for the site visit, in case Learners do not.

¹¹ (6/29/15) last viewed online https://en.wikipedia.org/wiki/Thomas_Edison
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COVER PAGE: MODULE THREE
CAREER CONVERSATION #3: Site Visit Prep (*continued*)

Remember the Four Parts to each Conversation (RRDD):

1. **REFLECT:** Reflect on previous sessions with the learners, what parts were most helpful from the previous session that you've used or thought about since and discuss any homework assignments completed.
2. **REVIEW:** Review & summarize the purpose of the present conversation and review goals/objectives.
3. **DO:** Start the activity, in pairs, individually, etc. in the time allotted.
4. **DEBRIEF:** Discuss how it went, what went well, what could be done better and review key points and/or assignments for next time.



Module THREE

CAREER CONVERSATION #3: Site Visit Prep

Welcome and Overview (25 Minutes)

What You'll Need:

- Learner Portfolio
- Flip chart
- Markers
- Computers with Internet Access
- Cell phones or landline from CFL

REFLECT:

1. **WELCOME** everyone back!
2. **REVIEW** Quote of the Day:
"If we all did the things we are capable of doing, we would literally astound ourselves." –
Thomas Edison
3. **ASK** the group what they think of today's quote and ask who knows who Thomas Edison is?
4. Depending on responses, say, the quote inspires us to remember how much ability we have to meet our goals! Which means a lot coming from the man who invented the Light Bulb!
5. **ASK** the group how their networking went? Specifically ask if anyone identified a new contact they are going to reach out to?
6. **ASK** if they could turn the steps of contacting this person into a SMART goal? Have the group work together to give this a try.
7. Depending on the responses from the group – if there are 5 people who have leads, you can have 5 groups, if only two people have leads you can have two groups.



FACILITATOR TIP– share a contact of yours if you have one that the group can reach out to, depending on how many contacts already exist.

DO:

1. **SAY** we are about to reach out to these contacts and see what we can plan. Does everyone have their scripts and contact information pages ready to go?
2. Please take a minute to regroup with you partner(s) to make sure you have all the information you need before calling.

DEBRIEF:

- ✓ After 20 minutes of calls, regroup and see who has a lead?



FACILITATOR TIP: *This may be a challenge to pull off in a 20 minute period, so if nobody can find a contact, please be prepared to instruct groups to look up a few extra resources like the website for Community College of Philadelphia <http://www.ccp.edu/> to see about how to coordinate a group tour. Or Temple University <http://www.temple.edu/>.*

- ✓ If there are a number of people who have leads, decide as a group, which visit you are going to do as a group and encourage learners to schedule other ones for themselves and anyone else who is interested!

Activity #2:

Preparing Interview Questions (30 minutes)

What You'll Need:

- Learner Portfolio
- Flip chart
- Markers
- Internet Access

REVIEW:

1. **REVIEW** the type of visit the group has decided to go on, professional career visit, college visit, etc.
2. **ASK** participants to refer back to their printed career profiles from O-NET and to use the categories of:
 - Skills
 - Abilities
 - Personality traits
 - Technology components
 - Education requirements
 - Job outlook
3. **TELL** participants to think about a question they might develop for each category.
4. **ENCOURAGE** learners to think about additional experiences they've had at workplaces that are also important, things like hours/shifts, workplace culture, etc.
5. **SAY** In a university setting, you may have questions that have to do with campus culture, availability of teachers/professors for help, support with finding jobs after training is complete etc.

6. **SAY** remember the main purpose of an informational interview is to find out information that is not advertised online or that you don't already know.

DO:

1. **ASK** participants to turn to pages 37-38 in their portfolios to develop a set of sample interview questions. This can be done individually or in pairs, depending on time.
2. **GIVE** the Learners 10 minutes to complete their list of questions.

DEBRIEF:

- ✓ **ASK** participants to share out loud their top 2 questions that they don't think anyone else came up with!
- ✓ **WRITE** down participants' questions and encourage them to write down each other's questions.
- ✓ **Create** a list of all questions the group wants to ask on the visit, knowing that the first 10 are most likely to be asked, depending on time.

Activity #3:

Professionalism & Site Visit Expectations (20 minutes)

What You'll Need:

- Learner Portfolios
- Computer with internet access, projector and speakers

DO:

1. **SAY** what comes to mind when you hear the term professionalism?
Possible answers could be: dress professionally, be polite, be on time, meet deadlines, etc. **SAY** let's watch a brief video about professionalism. Note although the speaker is referring to people going through a career change, think about what professional messages are behind what he's saying.
2. **CUE** up the video to this website: <https://www.youtube.com/watch?v=3li4SUHs2CA>

DEBRIEF:

- ✓ **ASK** what themes came up in the video and how can we apply them to our site visits?
- ✓ **WRITE** answers on chart paper
- ✓ If nobody mentions the following, please share these extra tips:
 - Dress for Success – It's better to be over dressed than underdressed. Professional dress can send an image about the seriousness with which you take your work.

- Communicate clearly – Make sure you are prepared with your interview questions and can ask follow-ups based on the response.
- Make sure you meet deadlines – Be punctual – if the interview starts at 9:00am be there at 8:45 just to be sure you have the correct location and are not late.
- Be an expert in your field – Do your research, make sure you know current events, trends and again have relevant questions that demonstrate you have done your homework and are very genuinely interested in this field.

Activity #4:

Wrap-Up & Confirming Plans for Site Visit (15 minutes)

REVIEW:

1. **SAY** let's review the details for our site visit. As we discuss them, please write them down in your portfolio on page 39

2.



FACILITATOR TIP: *In the portfolio on page 39, there is a space for learners to write down:*

- Date,
- Time –(Note: plan to meet the group a half hour before the scheduled appointment so you can make sure everyone is prepared and accounted for!)
- Location
- Meet up place
- How to get there on public transportation
- What to wear
- What to bring (Note: instruct Learners to bring their participant manuals and ID's in case they are required)
- How long to expect to be there
- Phone numbers of people in the group, just in case (Note: remind everyone to keep their cell phones on vibrate or off during the actual visit.)



FACILITATOR TIP: *If anyone does not know how to get there on public transportation, direct them to <http://www.septa.org/>. Encourage them to do this before they leave and write down the directions/steps to the location in their Portfolio; also encourage people to travel in teams.*

COVER PAGE: MODULE THREE

CAREER CONVERSATION #4: Site Visit/Informational Interview

Summary: The purpose of this conversation is to experience an actual site visit that the group has planned.

Objectives: Participants will be able to...

- Interview employees in a field of interest to them or professionals in an education/training setting
- Demonstrate professionalism (appropriate attire, punctuality, etc.)

Activity Notes

Vocabulary Words to Review with Learners

- **Professionalism** – the competence or skill expected of a professional

Materials:

- Learning Portfolios
- Pens

Handouts for Participants Found in Their Portfolio:

- Notes and observations from Site Visit Form.....Page 41

Activity Preparation:

- Make sure to arrive at the site first and early. Make sure to have all Learners' phone numbers so that you can communicate with the group if someone is late or cannot attend.

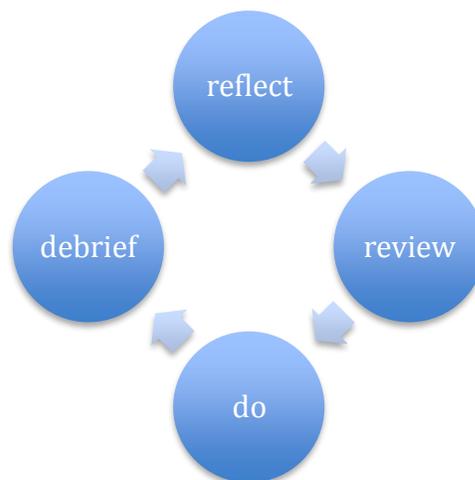
Remember the Four Parts to each Conversation (RRDD):

1. REFLECT: Reflect on previous sessions with the learners, what parts were most helpful from the previous session that you've used or thought about since and discuss any homework assignments completed.

2. REVIEW: Review & summarize the purpose of the present conversation and review goals/objectives.

3. DO: Start the activity, in pairs, individually, etc. in the time allotted.

4. DEBRIEF: Discuss how it went, what went well, what could be done better and review key points and/or assignments for next time.



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Module THREE

CAREER CONVERSATION #4: Site Visit/Informational Interview

Welcome & Overview (15 minutes)

What You'll Need:

- Learning Portfolios
- Pens

REFLECT:

1. **WELCOME** the group and make sure everyone is accounted for at the agreed upon meet up spot.
2. Make sure everyone has their copy of interview questions.
3. **SAY** the quote of the day is, "If it doesn't challenge you, it won't change you" – Anonymous.
 - a. **ASK** for thoughts on that one? Can someone share a time they changed something about themselves or about the things they do as a result of a challenging situation?
 - b. **SAY** I chose this one for today since some of you may be nervous or less comfortable asking your interview questions, but remember the practice with these public speaking skills will increase your confidence and abilities moving forward!

REVIEW:

1. **SAY** be prepared for things not to go completely as scheduled. Sometimes emergencies come up or people have other meetings that are running late, make the most of the situation and we will hopefully get the opportunity to make it a great learning opportunity no matter what!
2. **REMIND** participants to take notes on page 41 of their portfolio as it relates to interview answers and general observations.

DEBRIEF:

- ✓ **ASK** if anyone has any last minute questions or concerns – enter site location.
- ✓ **REMIND** the group to turn cell phones off.

Activity #1

Site Visit (30 – 60 min minutes)

What You'll Need:

- Learner Portfolios
- Pens



FACILITATOR TIP: *Actively participate on the tour and make sure everyone is accounted for. ASK where the bathrooms are if it is not mentioned so that the Learners are aware if they need to step out. When the interview portion comes up, make sure the Learners are prepared to ask their questions. Be prepared to jump in if anyone gets nervous or forgets what to say and make sure you have a copy of all the interview questions.*

DEBRIEF:

- ✓ Offer the employees an opportunity to ask the group any questions or for Learners to ask any follow up questions.
- ✓ Thank them very much for their time.



FACILITATOR TIP: *If it seems appropriate, see if the employer would be interested in taking a picture with the group OR if they seem busy or it does not seem appropriate to ask, take a group photo outside the building so you can send it to the employer in a card with a “thank you” note.*

Activity #2:

Debrief & Wrap-up (15 minutes)



FACILITATOR TIP: *Depending on everyone's time and availability – if there is no time to debrief after the visit, this can be done at the beginning of the next conversation. But if the group does have time, try to find a coffee shop or nice place to sit and chat about the experience and answer any questions they have; share observations.*

What You'll Need:

- Learner Portfolio

REFLECT:

1. **ASK** Learners to share what their first impressions were of the place or the employee(s) they met.
2. **ASK** Learners if anything surprised them or was unexpected about the answers they got or observations they made?

REVIEW:

1. **ASK** Learners to go back to their notes and prep plans and reflect on how much of it went as planned and what didn't go as planned? **Use** that conversation as an opportunity to talk about the value in being flexible and prepared!
2. **SAY** the value in being prepared is that there was no question we knew where to be, and what our role would be. When there is a question, it could make us seem unprofessional or unappreciative for the time the employer or university is giving us.

DEBRIEF:

- ✓ **ASK** if anyone changed his or her mind about this particular career? If so, why?
- ✓ **ASK** if participants felt it was a valuable experience?
- ✓ **ASK** participants how would they go about setting up an experience like this at another place of employment or training/education facility?

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SUMMARY: MODULE FOUR

Job/Educational Search Tools & Interview Preparation

In this module the conversations will focus on skill development, such as: job searching, interview preparation, resume writing, cover letter writing, developing an elevator pitch, and an electronic professional profile.

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COVER PAGE: MODULE FOUR
**CAREER CONVERSATION #1: Online Job/Educational Searches and the
Development of Electronic Profiles**

Summary: In this session, Learners will identify networks to tap into and how to use the Internet to find jobs. Learners will also be introduced to online tools where they can begin to develop an online profile.

Objectives: Participants will be able to...

- List three Online search engines to use for job searches
- Sign up for LinkedIn to begin to develop an electronic profile

Activity Notes

Vocabulary Words to Review with Learners

- **Electronic Profile** – a collection of electronic information about a person, sometimes used for professional job searches
- **LinkedIn** – a social networking platform designed for business professionals. It allows you to share work-related information with other users and keep an online list of professional contacts

Materials:

- Flip chart paper
- Markers
- Tape
- Computers with Internet access

Handouts for Participants Found in Their Portfolio:

- Education/Job Search Engine.....Pages 43-44
- Electronic Profile.....Page 45

Activity Preparation:

- Make sure there will be a room with computers and Internet access.
- Become familiar with all websites to be discussed in this Conversation if you are not already
- Write the quote of the day in a highly visible place: ““There are no shortcuts to places worth going.” – Anonymous

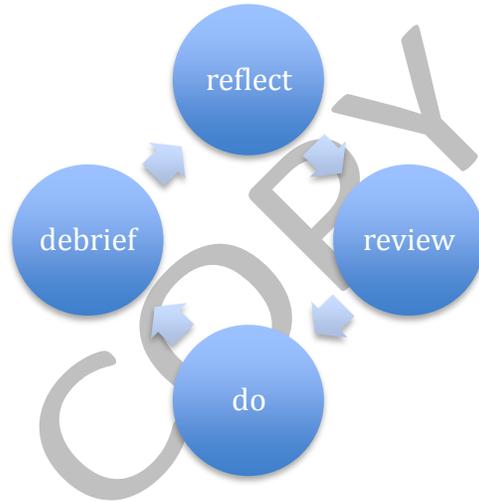


FACILITATOR TIP: *If you have a LinkedIn profile, consider sharing it with Learners. If you do NOT have one, consider creating one so you can walk them through the various sections and have a sense of how long it will take, etc.*

COVER PAGE: MODULE FOUR
**CAREER CONVERSATION #1: Online Job/Educational Searches and the
Development of Electronic Profiles (*continued*)**

Remember the Four Parts to each Conversation (RRDD):

1. **REFLECT:** Reflect on previous sessions with the learners, what parts were most helpful from the previous session that you've used or thought about since and discuss any homework assignments completed.
2. **REVIEW:** Review & summarize the purpose of the present conversation and review goals/objectives.
3. **DO:** Start the activity, in pairs, individually, etc. in the time allotted.
4. **DEBRIEF:** Discuss how it went, what went well, what could be done better and review key points and/or assignments for next time.



MODULE FOUR
**CAREER CONVERSATION #1 Online Job/Educational Searches and the
Development of Electronic Profiles**

Welcome & Overview (10 minutes)

What You'll Need:

- Learners Portfolio
- Computers and Internet access

REFLECT:

1. **WELCOME** the group!
2. **REVIEW** the Quote of the Day “There are no shortcuts to places worth going.” – Anonymous
3. **SAY** who would like to share their thoughts about this quote?
4. **ASK** the group how this quote relates to our career conversations?
5. **SAY** the meaning to me is that sometimes we have to put in a lot of work to get to the good places!” And that’s okay. The easy places to go aren’t as exciting!
6. **SAY** today we are going to work on something that may be new to a lot of you. It will require some work, but hopefully will feel worth it in the end! So now that we’ve had a chance to think about types of jobs and careers that might interest us most, let’s focus on trying to find the ones that are available and open!

REVIEW:

1. **SAY** today we are going to be working mostly online so that we can become familiar with useful online resources that will help connect us to employment or educational opportunities.
2. **ASK** has anyone ever done an online job search before? If so which sites did they use? What was the experience like?

Activity #1

Education/Online Job Searches (45 minutes)

What You'll Need:

- Learner Portfolio
- Computers with internet access

REVIEW:

1. **ASK** participants to go to pages 43 - 44, in their portfolio, to read instructions for the online job searches. Remind them that the questions are a guide and that if they see other tabs of interest that they should search each website with as much detail as they can in the time allotted.

DO:

1. Have each Learner get on a computer and start their searches.

DEBRIEF:

- ✓ **ASK** if everyone got through visiting all three websites?
- ✓ **ASK** the group what they found most interesting/useful?
- ✓ **ASK** the group what they found most confusing/unhelpful?
- ✓ **ASK** the group if they'll continue to use these websites outside of the Career Conversations?

Activity #2:

Developing an Online Portfolio (20 minutes)

What You'll Need:

- Learner portfolio
- Computers with Internet access

DO:

1. **SAY** we have one more online tool for you to check out today that will be a helpful part of your career search. It's called LinkedIn.
2. **ASK** who has ever heard of or used LinkedIn before?



FACILITATOR TIP: review the definition: **LinkedIn** is a social networking platform, designed for business professionals. It allows you to share work-related information with other users and keep an online list of professional contacts.

3. **ASK** does anyone know what an online portfolio is?

Answer: An online portfolio is where you can share information about your education, experience and career goals so that employers can find you and you can find them. LinkedIn has several purposes aside from just job searches, so I'd like to encourage you to explore the entire site before signing up and starting to work on your profile which the website will help you do step by step.

4. **SAY** spend approximately 20 minutes on this site to see what you can learn about it and also how far you can get in your profile. Turn to page 45 in your learner portfolio to see the website and guiding questions.



FACILITATOR TIP: *If you have a LinkedIn profile, show it now (be sure to check with CFL Social Media policy that it's okay to share a professional profile like one on LinkedIn.)*

DEBRIEF:

- ✓ **ASK** what did you find most useful about LinkedIn?
- ✓ **ASK** if anyone was able to set up his or her electronic profile? If so, what was the experience like? User friendly? Hard to use?
- ✓ **SAY** I'd like everyone to try and finish their profiles before the next Career Conversation. Many of the questions you'll need to answer will lead us to the next Conversation, which will be around Resume prep and which has a lot to do with much of the information you will need for your LinkedIn profile.

Activity # 4:

Debrief & Wrap-up (15 minutes)

What You'll Need:

- Learner portfolios
- Flip chart
- Markers

DO:

1. **SAY** that may have been a lot of new information for some of you. As a result, I want to try and get a better sense of where you all are with it, so we are going to do a debrief activity called Square, Triangle, Circle.
2. **Draw** a square on a piece of paper. **ASK** each person to share a new idea they are squared away with, something they really understood or learned today. Jot down their answers.
3. **Draw** a triangle. **ASK** Learners to share something they are thinking about from a different angle or thinking about differently than before the workshop. Jot down their answers.
4. **Draw** a circle. **ASK** Learners if there are things that are still circling around in their heads that they're thinking about. Jot down their answers.
5. **SAY** it's good to know where folks stand with this content and remind everyone to use their peers who are more squared away with some things than you may be for support! We can discuss any more questions you have at the next session or feel free to email me before then if there's anything I can do to help.

6. **REMIND** everyone to keep working on their electronic profiles and also to bring a copy of any resume template they may have started at any point.

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COVER PAGE: MODULE FOUR
CAREER CONVERSATION #2: Building a Resume

Summary: In this conversation Learners will be introduced to current trends in resumes, and will either begin to create, or update a resume.

Objectives: Participants will be able to...

- Complete a new resume or update a current one
- List the components of a Resume

Activity Notes

Vocabulary Words to Review with Learners

- **Résumé** - A document used to present a person’s background, skills, and employment history
- **Skill** – a particular ability
- **Attribute** - a quality or feature regarded as a characteristic or inherent part of someone or something.
- **Chronological** - arranged in the order of time
- **Functional** – of or having a special activity, purpose, or task

Materials:

- Flip chart paper
- Markers
- Tape
- Learner Portfolio
- Computers with word processing (Microsoft Word)
- Computer with internet/projector and sound to show video
- Flash drives for learner use

Handouts for Participants Found in Their Portfolio:

- Sample Action words.....Pages 47-48
- Sample Resume.....Page 49
- Resume Checklist.....Page 50

Activity Preparation:

- Make sure the room has computers with internet access
- To set up for the group Resume activity, write each one of the words listed below on the top of a piece of chart paper and hang them around the room.
 - Education
 - Special Skills & Experiences
 - Certifications
 - Community Affiliations/Boards
 - Awards

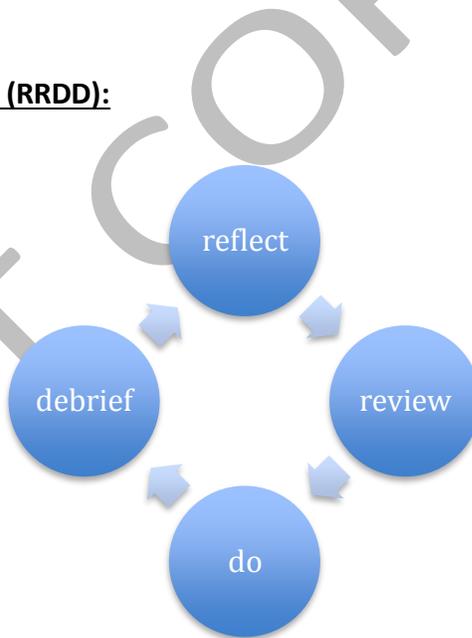
COVER PAGE: MODULE FOUR

CAREER CONVERSATION #2: Building a Resume *(continued)*

- Employment
- See if CFL has flash drives for participant use so they can save their resumes and use at a later date.
- Write the quote of the day in a visible place: “Be yourself, everyone else is already taken” – Oscar Wilde (An Irish author, playwright and poet. After writing in different forms throughout the 1880s, he became one of London's most popular playwrights in the early 1890s¹².)

Remember the Four Parts to each Conversation (RRDD):

1. **REFLECT:** Reflect on previous sessions with the learners, what parts were most helpful from the previous session that you’ve used or thought about since and discuss any homework assignments completed.
2. **REVIEW:** Review & summarize the purpose of the present conversation and review goals/objectives.
3. **DO:** Start the activity, in pairs, individually, etc. in the time allotted.
4. **DEBRIEF:** Discuss how it went, what went well, what could be done better and review key points and/or assignments for next time.



¹² (6/29/15) last viewed online https://en.wikipedia.org/wiki/Oscar_Wilde
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MODULE FOUR

CAREER CONVERSATION #2 Building a Resume

Welcome & Overview (10 minutes)

What You'll Need:

- Flip chart paper
- Markers
- Tape
- Timer or stopwatch
- Portfolios

REFLECT:

1. **WELCOME** the group. “ Be yourself, Everyone else is already taken” – Oscar Wilde
2. **ASK** the group what they think of this quote and how it may relate to resume writing?
3. Depending on the answers **SAY** in resume writing it's really important to let everything about yourself come through. It's the unique things about you that will get you the job more than the things you think employers may want to see. So be honest and true to yourself and what you have accomplished! You may not even realize things you've done that are resume worthy! Oscar Wilde is a famous Irish Author, playwright and poet from the 1890's.
4. **ASK** the group how far they got on their LinkedIn Profiles?
5. **ASK** did anyone connect with each other after setting up their LinkedIn profile?

REVIEW:

1. **SAY** starting that profile is a great first step for what we are going to do today which is to update or create resumes.
2. **ASK** what did you see on LinkedIn that you think will help with today's conversation?"

Possible answers/thoughts to share if they are not mentioned: listing experience, thinking about professional highlights, and thinking about former employers to use as references.

DO:

1. **INSTRUCT** the group to refer back to a lot of the contents already in their portfolios for this conversation. Specifically, the section on their Mentor who they can use as a reference (page 12), their own SMART Goals (pages 21 - 23), the self-assessment and career exploration characteristics, (pages 29-30).

Activity #1

Group Resume Writing Activity (20 minutes)

What You'll Need:

- Flip chart paper
- Markers
- Tape

REFLECT:

1. **ASK** participants, by a show of hands, who has written a resume and remembered to bring a copy in?



FACILITATOR TIP: Depending on the experience level, with this in the room, you may want to give more or less information. Either way it's always helpful to review.

REVIEW:

1. **SAY** before we write our own resumes, we are going to do an activity where we get a sense for the talent and skills we have together as a group!
2. **ASK** can someone tell us what types of things they think would go under each heading?



FACILITATOR TIP: see definitions for each section below.

- Education
 - **(Possible answers:** type of education completed, for example: high school, college, trade school etc.)
- Special Skills & Experiences
 - **(Possible answers:** Microsoft office, written and verbal skills in another language, etc.



FACILITATOR NOTE: This is a great place to mention the participation in a Professional Learning Community. Please take a minute to develop language with the group about how they may phrase that on a resume and remind them to put that language in on their resume drafts.

- Certifications
 - **(Possible answers:** Food Service Certification, Trucking license, certificates of achievement, training certificates)
- Community Affiliations/Boards
 - **(Possible answers:** President of Parent-Teacher Association, Member of the Sisterhood at Church, Alumni Fraternity Chapter, etc.)
- Awards
 - **(Possible answers:** First place prize in young engineer's competition, Dean's List, etc.)
- Employment

- **(Possible answers:** a list of any jobs you've had, they could be internships, volunteer opportunities or formal employment)

3. **SAY** have a look around the room at the resume headings on the chart paper and think about what you would add under each. In a minute I'm going to give everyone a marker and ask them to walk around the room and add key words or themes that relate to their own experiences and expertise.

DO:

1. **SAY** as a group, you have 10 minutes to walk around the room and add your talents on the chart paper. Time starts now!
2. After 10 minutes ask everyone to go back to their seats.

DEBRIEF:

- ✓ **ASK** the group to have a look around the room and make some observations
 - What do you see on the chart paper?
 - What surprises you about what you see?
 - What impresses you about what you see?
 - Was it helpful to see what other people wrote to think of things you could add?
- ✓ If the observation has not been made, **SAY** what I see is a very talented group with a wide variety of skills and assets! As a PLC there is a lot we can draw on from one another's experiences and expertise.

Activity #2

Resume Writing Tips (25 minutes)

What you'll need

- Flip chart paper
- Markers
- Tape
- Learner Portfolio
- Computer with internet/projector, and sound to show video

REVIEW:

1. **SAY** now that we have our combined skills and experiences hung up around the room, I'm wondering if anyone can go up to one of the chart papers and circle all the words you see that are SKILLS. Share the definition of a skill, which is: A particular ability – something you know how to do.
2. **ASK** the group if the volunteer who circled all the words, got them all right or missed any?

3. **CORRECT** any that you see the group got wrong or missed.
4. **ASK** for another volunteer who will get up and circle all the Attributes – which is defined as: a quality or feature regarded as a characteristic or inherent part of someone or something; it's like “who you are” versus “what you do” (skills). Though, there are some things which are both, like being a good listener, is both an attribute and a skill.
5. **ASK** the group if the volunteer who circled all the words, got them all right or missed any?
6. **CORRECT** any that you see the group got wrong or missed.
7. **ASK** the group to circle any VERBs or action words they see. (For Example: Taught a group of...Led a team of...Compiled a....)
8. **ASK** the group if the volunteer who circled all the words, got them all right or missed any?
9. **CORRECT** any that you see the group got wrong or missed.
10. **DIRECT** Learners to pages 47- 48 in their portfolios that list other action words they'll use for reference.

REFLECT:

1. **ASK** the group what the difference is between skills, attributes and action words?
Answer: skills are actual proficiencies you have the ability to do, attributes are personal qualities, and action words describe what you have done.
2. **ASK** the group to raise their hand if they think skills should be listed on a resume?
If “attributes” should be listed on a resume
If “action words” should be listed on a resume
3. **TELL** the group that two out of the three should be in a resume. Skills and Action words that may demonstrate attributes, while attributes are important, they should be kept aside for the cover letter, which we will get to in the next activity.
4. **SAY** think of the resume as a single piece of paper that shows what you know how to do, but not necessarily how you did it. One way to show an attribute, like being a strong leader, is to use an action word, like: I lead a team of 15 youth on a two-week hiking trip.
5. **ASK** Can someone else give an example of using an action word to show an attribute?

DO:

1. **SAY** let's get back to some other components of resume writing. To help give us an overview, I'd like to show a video on the types of resumes: UCCS Writing Center
2. **CUE** video and hit play - <https://www.youtube.com/watch?v=uMFDVHa30Hg>

DEBRIEF:

- ✓ What did you learn from that video?
- ✓ What were some key words that stood out?



FACILITATOR TIP: Review the definitions of these types of resumes:

- Chronological - arranged in the order of time
- Functional – of or having a special activity, purpose, or task

Activity #4

Individual Resume Writing (25 minutes)

What you'll need

- Flip chart paper
- Markers
- Tape
- Learner Portfolio
- Computers with word processing (Microsoft Word)
- Flash drives

REVIEW:

1. **SAY** now that we've talked about many different components of resume writing, please turn to pages 49 - 50 in your portfolio and use the resume template and resume check list tips to take a stab at writing or typing your resume on the computer.



FACILITATOR TIP: Make sure that students who type on the computer can save to a flash drive so they don't lose their work.

2. **EXPLAIN** they will have 15 minutes to draft it after which they'll meet with a partner who will help them edit/improve their resume.

DO:

1. After 15 minutes, ask everyone to pair off and to review the resume editing and tips checklist on page 50 of their portfolios.
2. **ASK** everyone to have a brief look at the checklist and then to go through it with one another's draft.

DEBRIEF:

- ✓ **ASK** what was harder to do, write your own resume or critique someone else's?
- ✓ **SAY** remember resumes are a work in progress and should always be updated with new opportunities, skills and experiences. When saving your resume electronically, always save it with the new date you've added something so you know which version is the most current.

Activity #4**Debrief and Review (10 minutes)****REVIEW:**

1. **SAY** if you did not get to finish your resume or would like to keep working on it, please do and bring it back any time for more edits and peer reviews.
2. **SAY** remember all of the talent in this room that we have highlighted on this group resume; it's important to use each other's skills as supports and ways to learn.
3. **SAY** make sure to bring your resume for next week's conversation as we will work on cover letters and elevator pitches, which will highlight attributes and skills from your resume.
4. **SAY** I'd like to do the Square, Triangle, Circle activity again to get a sense of where everyone is with this content.
5. **Draw** a square on a piece of paper. **ASK** each person to share a new idea they are squared away with, something they really understood or learned today. Jot down their answers.
6. **Draw** a triangle. **ASK** learners to share something they are thinking about from a different angle or thinking about differently than before the workshop. Jot down their answers.
7. **Draw** a circle. **ASK** learners if there are things that are still circling around in their heads that they're thinking about. Jot down their answers.
8. **SAY** it's good to know where folks stand with this content and remind everyone to use their peers who are more squared away with some things than they may be for support!

COVER PAGE: MODULE FOUR
**CAREER CONVERSATION #3: COMMUNICATION - Writing a Cover Letter,
Creating a Personal Statement, and Interview Skills**

Summary: Learners will explore the basics of writing a cover letter, how to develop their personal elevator pitch and discuss the basics of interview skills.

Objectives: Participants will be able to...

- Write a cover letter
- Develop a personal elevator pitch
- Demonstrate interview skills and answer basic questions

Activity Notes

Vocabulary Words to Review with Learners:

- **Elevator Pitch** - An elevator pitch is a brief, persuasive speech that you use to spark interest in what your organization does. You can also use them to create interest in a project, idea, or product – or in yourself. A good elevator pitch should last no longer than a short elevator ride of 20 to 30 seconds, hence the name.

Materials:

- Flip chart paper
- Markers
- Tape
- Learner Portfolio
- Computers with word processing
- Computer with internet, projector and screening capabilities
- Sticky notes or index cards

Handouts for Participants Found in Their Portfolio:

- Cover Letter Writing Tips.....Page 53
- Cover Letter Components.....Pages 54-55
- Cover Letter Template.....Page 56
- Elevator Pitch Article (optional reading).....Pages 57 - 59
- Elevator Pitch Handout.....Page 60
- Elevator Pitch Template.....Page 61
- Interview Skills Article.....Pages 62-64
- Interview Skills – answering the questions.....Pages 65-66

Activity Preparation:

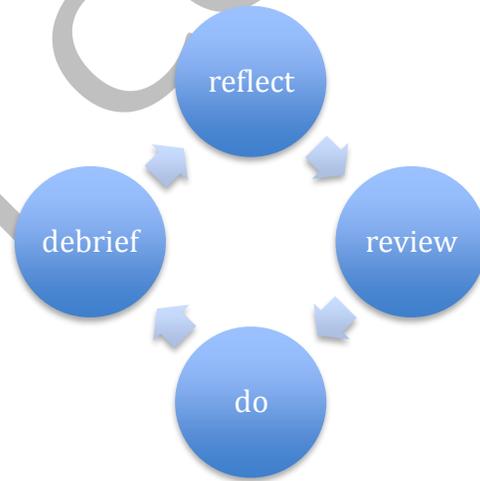
- Make sure there is a room with computers and internet access

COVER PAGE: MODULE FOUR
**CAREER CONVERSATION #3: COMMUNICATION- Writing a Cover Letter,
Creating a Personal Statement, and Interview Skills (continued)**

- Write the quote of the day in a highly visible place “ Effective communication is 20% what you know and 80% how you feel about what you know” – Jim Rohn
- Write each of the 31 most common interview questions (found on pg. of the portfolio) on a separate sticky note or index card.
- Watch the Elevator Pitch videos:
 - <https://www.youtube.com/watch?v=O6U9OGpvV78>
 - <https://www.youtube.com/watch?v=LDpe9StfGTA>
 - https://www.youtube.com/watch?v=5_wc7agBSZA

Remember the Four Parts to each Conversation (RRDD):

1. **REFLECT:** Reflect on previous sessions with the learners, what parts were most helpful from the previous session that you’ve used or thought about since and discuss any homework assignments completed.
2. **REVIEW:** Review & summarize the purpose of the present conversation and review goals/objectives.
3. **DO:** Start the activity, in pairs, individually, etc. in the time allotted.
4. **DEBRIEF:** Discuss how it went, what went well, what could be done better and review key points and/or assignments for next time.



MODULE FOUR

CAREER CONVERSATION #3: Communication - Writing a Cover letter, Personal Statement and Interview Skills

Welcome and Overview (10 minutes)

What You'll Need:

- Flip chart paper
- Markers
- Tape
- Learner Portfolio
- Computers with word processing
- Computer with internet, projector and screening capabilities

REFLECT:

1. **WELCOME** the group back! Share the quote of the day “Effective communication is 20% what you know and 80% how you feel about what you know” – Jim Rohn
2. **ASK** what could that mean?
3. Depending on the groups’ answers, **SAY** it doesn’t necessarily mean you should only know 20% of what you need to, and make the rest up. Rather it means, when you communicate well, it’s not always what you say but how you say it. If you say it with the utmost confidence, it is going to go over better than it might if you have the correct answer but sound like you are second-guessing yourself. Jim Rohn was an American Entrepreneur, author and motivational speaker who used his “rags to riches” story to guide his work and others’. He passed away in 2009¹³.

Activity #1

Cover Letter Writing (25 minutes)

What You'll Need:

- Chart paper
- Markers
- Tape
- Timer or stopwatch

¹³ (6/29/15) last viewed online https://en.wikipedia.org/wiki/Jim_Rohn
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REVIEW:

1. **SAY** today we are going to focus on communication skills. Specifically on writing a cover letter, elevator pitches and email etiquette. All of this has to do with messaging, so let's start with the cover letter since it most closely aligns with the resume you just wrote.
2. **ASK** who has written a cover letter before? What were some main components that you remember?
3. **ASK** learners to go to page 53 in their portfolios and read the Cover Letter Writing Tips page

DO:

1. **ASK** a participant to read each bullet point and check that they understand the meaning of each. Be sure to clarify any point if there are words that seem unfamiliar or concepts that don't seem to go over clearly.
2. **DIVIDE** learners in pairs and ask them to turn to pages 54-55 in their portfolios, to read the sample opening, middle and final cover letter paragraphs. Ask them to put an X or check mark in the box that indicates if it's strong or weak and then to fill in why they think so.
3. **GIVE** the group 5 minutes to complete this activity.
4. After the group has answered all the questions, bring the group back together and review the paragraphs.
5. **REVIEW** the statements one by one and ask for a show of hands for who put strong and who put weak for each statement.
6. **ASK** for a volunteer to share why they put strong or weak and if there is someone who disagrees. Ask them to share why they responded in the opposite way.
7. **REVIEW** each statement using the correct answers listed in the chart below:

FACILITATOR HANDOUT

Part of the letter	Statement	Strong	Weak	Why?
Opening Paragraph	Whether it's helping construct rooms or entire buildings, I love carpentry. Recently, I saw a flyer at Northwood College of Construction, advertising your need for a carpenter. I am a talented carpenter whose experience and skill in residential and commercial building would be an asset to JL & Company Construction. I enjoy a challenging, fast-paced environment and look forward to adding my skills to the JL& Company team.	X		The candidate immediately explains her passion for carpentry, followed by her interest in the position at JL & Company. She also mentions the value she would bring to the company as a carpenter.
Opening paragraph	I am writing to apply for the sales job I saw on career builder. I have good customer service skills that will help fulfill your company's mission.		X	The applicant doesn't specify what the sales job title is, and is vague about their customer service skills. The candidate uses very vague language and doesn't indicate that they know much about the company or the job.
Middle Paragraph	In my position at Hayes Department Store, I've had the opportunity to work closely with customers. To that end, I've streamlined the process by which returns and exchanges are handled, making it much faster and easier for customers. The streamlining has also increased the number of returned items that may be placed immediately back on the sales floor.	X		This candidate provides an example of his commitment to customers through the streamlining of the store's return policy. In doing so he shows how his skills might transfer to a front desk position.

<p>Middle Paragraph</p>	<p>I have had responsibilities that include, direct service, paperwork, data entry, front desk management and supply ordering. I can use these skills in other roles.</p>		<p>X</p>	<p>This candidate, lists experiences, that are random and don't seem to be very specific or relevant. There is no example of how the skills can be transferred and what other "roles" the candidate is referring to. It should be specific to the job he/she is applying for.</p>
<p>Closing Paragraph</p>	<p>I am ready to take the next step in my career and look forward to the opportunity to speak with you, in depth, about the carpenter position. I'm available for an interview at your convenience, either in person or by telephone at the number above. Thank you for your time and consideration.</p>	<p>X</p>		<p>This is a very proactive closing paragraph and the candidate re-states her interest in advancing and readiness to do so. She is specific about her ask and reminds the reader that her contact information is listed.</p>
<p>Closing paragraph</p>	<p>I hope you read my resume and call me for an interview. I have limited availability to meet during the week but can come on a weekend if that's better for you.</p>		<p>X</p>	<p>This is a very generic statement and a little too blunt. It is not advisable to say when you are not available, it doesn't show an eagerness or strong interest in the role. Instead you can leave it open and schedule as needed at that point.</p>

DEBRIEF:

- ✓ **ASK** the group if that activity helped them get a better sense of what cover letter writing entails?
- ✓ **TELL** learners, there is a blank template in their portfolio on page 56 that they can use to draft their own.

Activity #2

Personal Statement/Elevator Pitch Activity (25 minutes)

What You'll Need:

- Chart paper
- Markers
- Tape
- Stop watch or timer
- Computer, with internet access and projector & speakers

REFLECT:

1. **SAY** continuing with the communication theme and making sure to get a point across clearly and convincingly, who has ever heard of the term “elevator pitch”? What is it?
2. **EXPLAIN** an elevator pitch is a brief, persuasive speech that you use to spark interest in what your organization does. You can also use them to create interest in a project, idea, or product – or in yourself. A good elevator pitch should last no longer than a short elevator ride of 20 to 30 seconds, hence the name.
3. **SAY** let’s watch a video on elevator pitches to learn a little more about them. Also, please turn to page 60 in your portfolio to write down tips you learn from each of the videos.
4. **SHOW** the first video clips from YouTube about elevator pitches and ask participants to take notes on what they observe:
 - <https://www.youtube.com/watch?v=O6U9OGpvV78> (college students – acting out dos and don’ts)
5. **ASK** what part of the video stood out to you most?
6. **ASK** what were some key takeaway points? If not mentioned, **SAY** some tips I took away are:
 - Have enthusiasm! Project your voice and make eye contact
 - Sound professional – be clear and less conversational
 - Your body language says a lot, sit up with good posture instead of slouching which could give off an uninterested vibe
 - Focus on strengths, summarize points for the listener, don’t list them
 - Have a strong closing!

7. **SAY** let's watch another one:
 - <https://www.youtube.com/watch?v=LDpe9StfGTA>
8. **ASK** what stood out to you from that video? What were some key take away points?
9. If not mentioned **SAY** some take away points I took away are:
 - Be conscious of cell phone etiquette, and personal conversations in professional spaces
 - If you are too nervous to say anything, by the time you get up the courage it may be too late!
 - Don't be too over enthusiastic, you need to listen and give the other person time to respond.
 - If you highlight your skills and make a clear ask for time to share ideas, it's a good way to maximize the short time on the elevator!
10. This last one does not take place in an elevator per say, but it's a professional sharing his qualifications in 30 seconds on CNN
 - https://www.youtube.com/watch?v=5_wc7agBSZA
11. **ASK** what stood out to you from that video? What were some key take away points?
12. IF not mentioned **SAY** some key take away points for me were:
 - He spoke clearly and slowly even though he only had 30 seconds.
 - Mentioned his passion for the work which was believable
 - Told us very specifically what he could do and gave examples.

DO:

1. **SAY** now I'd like everyone to do their best to write their own 30 second elevator pitch using the tips we just discussed.
2. Take about 10 minutes to work on it and jot down your thoughts on page 61 of your participant manual.
3. When you are done find a partner to practice with. Your partner will have a stopwatch and will call time at 30 seconds no matter how far you get.



FACILITATOR TIP: *It's a good idea to do one yourself and share it with the group. This will show both an example of how to do it, and also the challenges with the 30 second limit!*

REVIEW:

1. **ASK** for a volunteer to do theirs first and also for a timekeeper- this person can use their phone or watch to monitor for 30 seconds.
2. **ASK** Learners to give feedback to the volunteer who shared their elevator pitch by asking “What did (enter name) do well? What could he/she do to make it even better!?”
3. See how much time you have and ask if others want to share theirs as well.

DEBRIEF:

- ✓ What was it like to actually do your own elevator pitch?
 - ✓ What felt challenging about it?
 - ✓ What tips helped you feel most successful?
- Tell Learners they can read the Forbes article on elevator pitches in their portfolio on pages 57- 59 as an optional reading assignment.

Activity #3**Interview Skills (20 minutes)****What You’ll Need:**

- Chart paper
- Markers
- Tape
- Learner Portfolio

REVIEW:

1. **SAY** an interview is as much about presenting your best self as elevator pitches can be. Some of the very same tips we’ve discussed as they relate to cover letter writing and elevator pitches apply here. For example: show enthusiasm; do your research on the company and know the skills you have that meet the job requirements; be your most professional self in terms of appearance and presence; give examples of successful experiences that relate to the job you are applying for; and tell the employer what you can do to add value to his/her team.
2. **ASK** has anyone gone on an interview recently? If so, how did it go? Is there anything you wish you could have done differently?

DO:

1. **ASK** participants to turn to pages 62-64 in their portfolio and reference the article about the most common interview questions.

2. **TAKE OUT** the sticky notes or index cards you've prepared with the most common questions written on each. Shuffle the cards and have them facing downward or fold the sticky notes and put them in a cup or hat so that participants can select 5 questions.
3. **ASK** participants to read the question they got and refer back to the article with tips on how to answer it. In their portfolios on pages 65-66 there is room to answer each of the questions. Please instruct them to write their answers there and to take about 5 – 10 minutes to do so.
4. When they are done writing their answers, have them share their answers with a partner and get some feedback.

DEBRIEF:

- ✓ **ASK** who got a question or questions that felt hard to answer and why?
- ✓ **ASK** who got questions they found easy to answer and why?
- ✓ **ASK** did anyone get a question they'd never heard of before?

Activity #4

Debrief & Wrap-up (10 minutes)

What You'll Need:

- Learner Portfolio
- ✓ **ASK** which of the three sections do they feel most comfortable with? Resume, elevator pitch, interview questions?
- ✓ **ASK** the group what are the similar skills to use in each?
- ✓ **REMINDE** the group that it's optional to read both the elevator speech and the full interview question articles, but encourage them to do so if they think it would be helpful.

SUMMARY: MODULE FIVE

Life Skill Strategies

The purpose of this module is to make sure Learners know where to find additional resources that will best equip them to meet their career and educational goals, including city programs and offerings. This module will also serve as a review for all that's been accomplished to date and will involve the development of a Goal Plan.

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COVER PAGE: MODULE FIVE

CAREER CONVERSATION #1: Existing Resources

Summary: In this session Learners will learn about how to access and use the Free Library and other City resources as they relate to areas such as: Education, Financial Literacy, Public Transportation, etc.

Objectives: Participants will be able to...

- Identify at least three city resources they can utilize to help them actualize their action plan
- Do an online search for new resources they did not previously know about

Activity Notes

Vocabulary Words to Review with Learners

- **Resources** - Something that is available for use or that can be used for support or help

Materials:

- Flip chart paper
- Markers
- Tape
- Computers with internet
- Learner Portfolio

Handouts for Participants Found In Their Portfolio:

- Free Library Scavenger Hunt Form.....Pages 69-71

Activity Preparation:

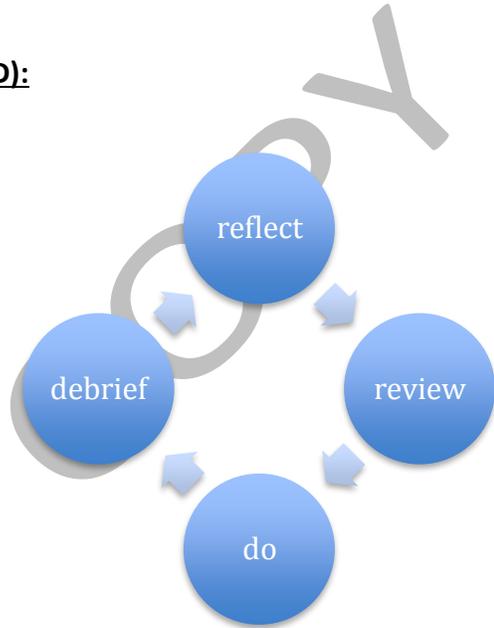
- A suggestion could be to host this session at the Free Library of Philadelphia to learn about what they have to offer, as a major resource hub. Call the free library and see if it's possible to reserve meeting room, space, or if there is an open area where your small group can congregate. When you call, see if it's also possible to set up a tour of the library on the specific date and time you are planning to go. Their availability may vary based on what's happening that day in the library, but it's always a good idea to ask. (215-686-5322)
- If you are in the library, participants will be asked to take some photos on their scavenger hunt, ideally Learners will have smart phones with cameras, but if they do not have them, please ask CFL if they have any digital cameras you could use for this activity.
- If you are not at the library, make sure you are in a room with computers and internet access

COVER PAGE: MODULE FIVE
CAREER CONVERSATION #1: Existing Resources (*continued*)

- **WRITE** or **SAY** quotes of the day depending on where you are: “It’s always the small pieces that make the big picture” – Anonymous
“As a rule, he or she who has the most information will have the greatest success in life.” – Benjamin Disraeli.

Remember the Four Parts to each Conversation (RRDD):

1. **REFLECT:** Reflect on previous sessions with the learners, what parts were most helpful from the previous session that you’ve used or thought about since and discuss any homework assignments completed.
2. **REVIEW:** Review & summarize the purpose of the present conversation and review goals/objectives.
3. **DO:** Start the activity, in pairs, individually, etc. in the time allotted.
4. **DEBRIEF:** Discuss how it went, what went well, what could be done better and review key points and/or assignments for next time.



MODULE FIVE

CAREER CONVERSATION #1 Existing Resources

Welcome & Overview (15 minutes)

What You'll Need:

- Flip chart
- Markers
- Learner Portfolio
- Internet Access

REVIEW:

1. **WELCOME** the group!

NOTE: If you are able to plan this conversation at the Free Library, perhaps someone from the information desk can give you an overview of all the resources in house and/or give you a brief tour. Please call ahead of time to see if this is possible. If so, leave approximately 25 minutes for the overview and/or tour. If you are unable to plan the conversation at the Free Library, it's okay because a lot of the conversation will be focused on resources that can be found on the Free Library's website.

2. **SAY** before we begin today's new module on life skills, I'd like to review what we did in our last session together.
3. **ASK** has anyone tried out their elevator pitch on friends or family? If so, how did it go?
4. **ASK** did anyone read the optional readings? **SAY** if so I'm interested to hear your thoughts on them.
5. **SAY** now that we've worked on those tangible skills, to prepare us for the workplace or to meet our next educational goal, I want to make sure we all know about the other resources that exist to support us in getting there!

DO:

1. **REVIEW** the quotes of the day:
"It's always the small pieces that make the big picture"
"As a rule, he or she who has the most information will have the greatest success in life." – Benjamin Disraeli (A British politician, writer and two time prime minister in the 1800's¹⁴.)
2. **ASK** for thoughts on the two quotes and review their meanings:

¹⁴(6/29/15 last viewed online https://en.wikipedia.org/wiki/Benjamin_Disraeli
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- The first one is to imply that learning about these resources may be small pieces of a bigger goal and ultimate success.
- The second one talks about the power of information and the more you have the more successful you can become!

Activity #1

Resource Scavenger Hunt (30-45 minutes)

What You'll Need:

- Computers with Internet Access
- Learner Portfolios
- Pens

REVIEW:

1. **ASK** participants to go to pages 69-71 in their portfolios and to follow the instructions there to complete the Scavenger hunt.



FACILITATOR TIP: *If you are at the Free Library, this will likely be your only activity, especially if you have a tour of the space beforehand. Also there will be an added component to the scavenger hunt, in that make sure Learners pair up so that at least one person in their group has a smart phone that can take pictures. Tell the group that not only are they to follow the instructions on the scavenger hunt, but that you'd also like them to go to the actual location in the library where the resource exists or program takes place. Tell learners to take a photo of themselves at that location to show they were there!*



FACILITATOR TIP: *If you are in the Classroom at CFL, participants will complete the scavenger hunt online in 30 minutes; if you are in the library, give the group 45 minutes so they can also go around to the locations and snap photos.*

DO:

1. **SET** your timer and walk around to help Learners with the instructions if they have any questions.



FACILITATOR TIP: *The instructions for the scavenger hunt ask Learners to go to various places on the library and City websites, to learn about resources. There are many programs and services that actually take place in the library, but others that do not, so if you see Learners walking around looking for those locations make sure to ask them if it's one in the library!*

DEBRIEF:

- ✓ **ASK** participants if there are more resources than they thought were there?
- ✓ **ASK** participants who took photos of the locations, how many they were able to get?
- ✓ **ASK** did anyone find something new online they want to share with the group?
- ✓ **ASK** did anyone have time to call and set up their financial empowerment appointment?
- ✓ **ASK** Learners who took photos to text or email the photos to you if possible!



FACILITATOR TIP: For final session, if you can print some of the photos that students took during the scavenger hunt to hang around the room or make a slideshow that would be great! Don't tell Learners that's what you plan to do with them, so they can be surprised! But do ask them to text or email you any they have taken. If taken on a CFL camera, perhaps you can borrow it to take the pictures off before the next session.

Activity #2:

Resource Follow-Ups (30 minutes)

What You'll Need:

- Computers with internet Access
- Learner Portfolios
- Pens

REFLECT:

1. **SAY** now that we have a list of resources we found, let's spend some time calling a few to make appointments or to sign up for classes etc.
2. **INSTRUCT** the group to use their scavenger hunt form, on pages 69 - 71 of their portfolio, to go back and do some follow-up calls or emails.

Activity # 3:

Debrief & Wrap-up (15 minutes) – can be shorter if you are in the library

What You'll Need:

- Learner Portfolios
- Pens

REVIEW:

1. **ASK** how receptive were people on the phone? Did you get through to who you were trying to reach?
2. **ASK** for a show of hands of people that have Financial Empowerment Center appointments. Reiterate that this is a FREE service for anyone in the City who wants help thinking about their finances, in any capacity.
3. **SAY** this can help you figure out if you can afford to continue your education; what grants or scholarships you might be eligible for; and other financial solutions that might really support your goals.

DO:

1. Remind everyone as a homework assignment **ASK** everyone to email you song titles or quotes that make them think of this experience so you can make a playlist for the end of class.
2. Also **REMIND** those in the library to text or email you their photos.
3. Try to get a group photo if you can!

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COVER PAGE: MODULE FIVE

CAREER CONVERSATION #2: Skills Review, Action Plan Creation & Next Steps...

Summary: In this final Conversation the Instructor will review topics discussed and support the Learners in the development of an action plan, based on all the work they've completed to date. Learners will review key themes & action items discussed. The instructor may schedule a date, three months out, to check in on how the group is doing. It may be appropriate for everyone to bring a food item (if that's allowed in the meeting rooms) and to have a little celebration as well!

Objectives: Participants will be able to...

- Review all topics discussed throughout the Professional Learning Community
- Write a Personal Action Plan

Activity Notes

Vocabulary Words to Review with Learners

- **Action Plan** - a document that lists what steps must be taken in order to achieve a specific goal. The purpose of an action plan is to clarify what resources are required to reach the goal, formulate a timeline for when specific tasks need to be completed and determine what resources are required.

Materials:

- Flip chart paper
- Markers
- Tape
- Celebratory items as the group sees fit

A	M	Y
B	N	Z
C	O	
D	P	
E	Q	
F	R	
G	S	
H	T	
I	U	
J	V	
K	W	

Handouts for Participants Found In Their Portfolio:

- Action Plan Document.....Pages 73-74
- CAREER CONVERSATIONS Evaluation.....Page 75

Activity Preparation:

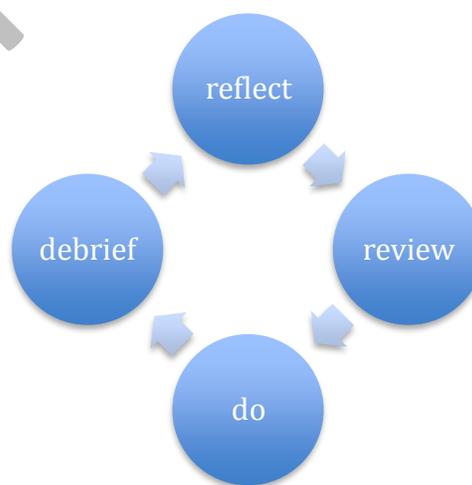
- Print a copy of the group photo for everyone or make a slideshow of the scavenger hunt photos to show the group
- Prepare the A-Z Relay sheets for activity #2 (see example above)

COVER PAGE: MODULE FIVE
CAREER CONVERSATION #2: Skills Review, Action Plan Creation & Next Steps... (Continued)

- Prepare the quotes to be written somewhere highly visible in the room or make sure you have speakers and a computer or smart phone from which to play the music.
- Get a piece of paper and write everyone's name in the middle OR print a more formal certificate of completion for everyone. Either way, please make sure there is lots of white space for writing around the Learner's name.
 - The certificate could say, I'd like to recognize: (enter name) for his/her participation in and completion of the Center for Literacy's CAREER CONVERSATIONS Program and for being an excellent member of our Professional Learning Community. The instructor and someone from CLF should sign and date it.
 - Please also remember to make one for yourself so you can participate in the activity!

Remember the Four Parts to each Conversation (RRDD):

1. **REFLECT:** Reflect on previous sessions with the learners, what parts were most helpful from the previous session that you've used or thought about since and discuss any homework assignments completed.
2. **REVIEW:** Review & summarize the purpose of the present conversation and review goals/objectives.
3. **DO:** Start the activity, in pairs, individually, etc. in the time allotted.
4. **DEBRIEF:** Discuss how it went, what went well, what could be done better and review key points and/or assignments for next time.



MODULE FIVE

CAREER CONVERSATION #2: Skills Review, Action Plan Creation & Next Steps...

Welcome & Overview (10 minutes)

What You'll Need:

- Flip chart
- Markers
- Tape

REFLECT:

1. **WELCOME** the group! Show slideshow of photos, from last week's scavenger hunt and the site visit, play songs that the group sent you and/or have quotes written up that they sent.
2. **REVIEW** quotes, lyrics, and photos as a group.
3. Make some observations about what you have gotten out of the last 12 weeks and that you feel proud of how far the group has come together!

REVIEW:

4. **SAY** today for our final Career Conversation we are going to review the past 12 weeks of content in a fun and interactive way and we are going to develop personal action plans and also celebrate our accomplishments.

Activity #1:

A-Z Relay (15 minutes)

What You'll Need:

- Learner Portfolio
- Pens
- A-Z Relay Race on flipchart paper

DO:

1. **SAY** for this activity, I'd like the group to split into two. Each group will have one of the two pieces of chart paper with the alphabet listed from A to Z. When I say "Go" I'll also say a word, like "summer" and then each team would have to fill in the chart with words that begin with each letter of the alphabet that remind them of summer. For Example, Ice cream for I, Beach for B, sunscreen for S, etc. You can only have one person writing at a time, you can rotate and have everyone fill in a different letter, the go to the back of the line, or shout out words to the person in front of the paper. Just be sure the other team doesn't hear you!

2. **ASK** does everyone understand how this works? If not, clarify the rules, if so, say you will have three minutes to do this as soon as I say “Go!”
3. **SAY** your theme is CAREER CONVERSATIONS – write down as many key words you can remember that we’ve discussed over the past 11 weeks or that come to mind when you think about it – “GO!”

DEBRIEF:

- ✓ Review each teams’ list and see who completed more!
- ✓ Comment on the number of terms people remember vs. the number of adjectives they wrote, like hard, fun, team bonding, etc.

Activity #2:

Commercial Break (25 minutes)

What You’ll Need:

- Learner Portfolio
- Pens

REFLECT/DO:

1. **SAY** we are going to do one more activity that will help us reflect on all the content we’ve covered! It will also help us sharpen our public speaking skills!



FACILITATOR TIP: Depending on how many people are in your group, you can break them into two groups or three. Try to have at least 3 people per group if possible.

2. **SAY** I’d like you all to take 15 minutes to review your portfolios and come up with a 1 minute commercial for the CAREER CONVERSATIONS curriculum. Pretend you are in charge of recruiting the next group of Learners to participate and you will be giving a 60 second commercial on TV describing what it’s about. Be creative, silly, but targeted! Remember those elevator pitch tips? You can use any props you see in the room that you like!
3. **SAY** your time starts now!

DEBRIEF:

- ✓ **ASK** each group to present their commercials to the larger group.
- ✓ **Ask** the non-performers what that group did that they liked and what could make it even better!

Activity #3

Action Plan Writing (20 minutes)

What You'll Need:

- Learner Portfolio
- Pens

REFLECT:

1. **SAY** now that we've reviewed all we've covered over the last 12 weeks, (and had some fun doing it!) I'd like everyone to pull out their portfolios one last time to pages 73-74 and go to the action planning section.
2. **SAY** although you've already written short-term and long-term SMART Goals, now that you have additional resources to help you meet them, I'd like you to take one more stab at writing them out in this action plan format.

DO:

1. **SAY** take 15 minutes to look back at your notes and think about what you think your immediate next step should be using the resources and tools you now have.

DEBRIEF:

- ✓ **ASK** the group if their goals are different, in any way, writing them now than at the beginning of the conversations? If so, in what ways?
- ✓ **ASK** if there are more tangible action items they know of now? If so, ask someone to share one they have on their plan, now, that they didn't have before.
- ✓ **ASK** if the group would be open to meeting again in 3 months to re-visit these goals? If so, select a time and place and tell the group you will email them the details to confirm.

Activity # 4:

Debrief & Wrap-up (10minutes)

What You'll Need:

- Learner Portfolio
- Pens
- Timer or stopwatch

REFLECT:

1. **SAY** before we wrap up our conversations together, it would be great if you could fill out the brief evaluation on the last page of your portfolio (page 75) so we can get a sense of how this process went for you and so that we can continue to improve it and make it better for other Learners! Please rip this page from your portfolio and hand it in before you leave the session today.

DO:

1. **SAY** before you do the evaluation, there is one final activity I'd like us to complete together.
2. **GIVE** everyone their certificate and ask them to pass it to the person on their right.
3. **ASK** everyone to write a positive attribute, skill or quality that they learned about the person whose certificate passes their way. It could be a few words: Positive, Thoughtful, Funny, Punctual, and Excellent Communicator. OR, it could be: I really enjoyed learning about your experiences in college and I'm inspired to take a few classes! Then to keep passing it so that everyone has a chance to write on everyone else's'. **THIS SHOULD BE DONE ANONYMOUSLY-** No one should sign/write their name.



FACILITATOR NOTE: *Please do one for yourself, as well, so that learners can write about you!*

FINAL COMMENTS:

- ✓ **Congratulate everyone on their accomplishments and enjoy each other's company for the remaining time!** Don't forget about our scheduled meet up time in three months and please don't hesitate to reach out to myself or anyone in your professional learning community for help, support, ideas or just to catch up!
- ✓ Thank you so much for your time and active participation – I have learned so much from working with you all and truly value this experience. (OR share whatever sentiments feel most appropriate to you!)
- ✓ Put the music and/or slideshow back on and enjoy each other's company!

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