

Take Charge Series
**Mission: Guiding high school and college students
on a meaningful career path for success!**

www.TakeChargeSeries.com

Take Charge of Your Future: A 1-2-3 Guide to Making Good Career Choices
By Roderick S. Baker

Workshop Leader Guide
Session 1: Where Am I? (40-55 minutes)

HOMEWORK PRIOR TO SESSION 1 (60-75 minutes)

Leader must communicate to participants prior to start of workshop to prepare three items before Session 1. Participants may obtain a hard copy or Kindle version of *Take Charge of Your Future* through www.TakeChargeSeries.com.

- 1) Read *Take Charge of Your Future* Introduction and Step 1: Where Am I?
- 2) Complete the Worksheet for Self-Assessment on page 4.
- 3) Read Step 2: Where Do I Want to Go? Pp. 9-19 (Worksheet completion not required.)

Going the extra mile (minimum 2 hours)

Participants may elect to “go the extra mile” and do the following:

- 4) Take the Myers-Briggs Type Indicator and review results (cost).
Test without one-hour consultation: www.MBTIComplete.com
- 5) Take the Clifton StrengthsFinders test and review the results (cost). www.strengthsfinders.com

DURING SESSION 1 (40-55 minutes)

Part One: Introductions (approx 10 min) Leader introduces self and welcomes participants.

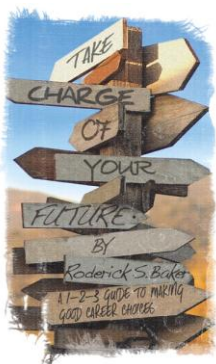
Participants pair up and spend 1 minute getting to know their neighbor and then switch.

Leader provides an overview of “Take Charge of Your Future”

Step 1: Where Am I? Focus is on understanding one’s self.

Step 2: Where Do I Want to Go? Focus is on setting career goals.

Step 3: How Am I Going to Get There? Focus is on step-by-step process to achieve goals.



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DURING SESSION 1 (continued)

Part Two: (10-15 minutes) Leader reviews the “Worksheet for Self-Assessment” on page 4. Asks participants to pair up and share their responses with their partner. Place special emphasis on skills and encourage participants to add to their skills.

Part Three: (10-15 minutes) Leader asks participants to share with the larger group: Leader may want to ask: What was easy? What parts were difficult? How does learning more about yourself help you figure out what you may want to do? What is important about your skills? What additional aspects that were not covered could be helpful to learning more about yourself? For those who took the Myers-Briggs Type Indicator or the Clifton StrengthsFinders, how did either of those help you?

Part Four: (10-15 minutes) Leader introduces the topics for Session 2 which is Step 2: Where Do I Want to Go? and Step 3: How Am I Going to Get There?

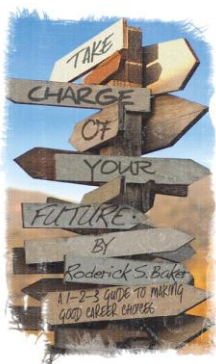
Step 2 covers goal setting both as they can relate to assignments in school, projects outside of school, and career-related. This section also encourages participants to look ahead to the future and to begin envisioning where they would like to be in six months, one year, two years, and five years.

Step 3 covers living one day at a time, dealing with change, networking, and living on your own.

Homework Prior to Session 2

Participant prepares three items prior to Session 2 (90-120 minutes):

- 1) Re-read Step 2: Where Do I Want to Go? and read Step 3: How Am I Going to Get There? Pp. 9-33.
- 2) Choose a school-related or non-school related goal and complete the Worksheet Using SMART Goals on pp. 14-15 on a separate sheet of paper.
- 3) Complete the Worksheet for Where I Want to Go on page 18. Choose one of the goals on page 18 and this time complete the Worksheet Using SMART Goals on pp. 14-15 on a separate sheet of paper with one of these goals.



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Workshop Leader Guide

Session 2: Where Do I Want to Go?

How Am I Going to Get There? (50-70 minutes)

DURING SESSION 2 (50-70 minutes)

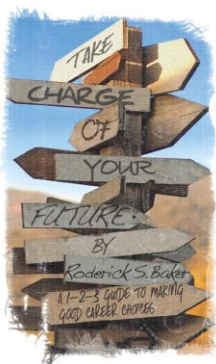
Part One: (5 minutes) Leader recaps Session 1 and asks participants what questions they have.

Part Two: (10 minutes) Leader introduces Step 2: Where Do I Want to Go? and the concept of SMART Goals. In this section it is important to walk through the definition of Specific, Measurable, Attainable, Results-oriented, and Time-framed. Ask if one or two participants would like to share an example of a SMART goal that they defined in their homework. This will help get an understanding of the comprehension level of the participants. Take additional time if needed to clarify the meaning or examples provided.

Part Three: (10-15 minutes) Leader asks participants to pair up. If they are with someone different from Session 1, encourage them to spend a minute getting to know the other person. Ask the participants to share their SMART Goal examples. Their partner can ask questions to help clarify the goal. Once participants finish sharing their two homework SMART goals, encourage them to discuss with their partner their responses to the Worksheet Where I Want to Go on page 18. Ask participants to place this in the context of making good career choices.

Part Four: (10-15 minutes) Leader brings all participants back together and asks participants how the SMART Goals sharing went. The leader can then transition into the Worksheet Where I Want to Go. This is key to the career journey. Ask the participants: Why is this page important? How did they feel answering the questions for the different time frames? Let the participants know it is okay to change their responses over time as they continue through life.

Part Five: (10-15 minutes) Leader transitions to Step 3: How Am I Going to Get There? This section will affect participants differently depending on if they are in high school or college and what year they are. Ask the participants to share what they thought about this section. How can taking things one day at a time help? What does it mean to be prepared for change? What does networking mean and how can it help in relation to making good career choices?



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SESSION 2 (continued)

Part six: (5-10 minutes) Leader wraps up Session 2 by recapping the three steps:

Step 1: Where Am I? Focus is on understanding one's self.

Step 2: Where Do I Want to Go? Focus is on setting career goals.

Step 3: How Am I Going to Get There? Focus is on step-by-step process to achieve goals.

The leader encourages participants to make use of the Quick Guide and Resources on pp. 32-33 as they continue on the journey of making good career choices.

Finally, the leader encourages the participants to complete an evaluation that helps make the workshop better for the next participants. Evaluation questions can include: 1) What went well for you during these sessions? 2) What could be improved about the sessions? 3) What additional comments do you have?

Please encourage the participants to e-mail feedback to the author at rod.s.baker@gmail.com.

Note to Leaders

Please note that this document is meant to be a guideline. Feel free to modify it to your own workshop needs. The two sessions can be split into three or four shorter class periods.

Our young adults have so much potential and ability to succeed and grow. I hope that *Take Charge of Your Future: A 1-2-3 Guide to Making Good Career Choices* will positively influence them on their career journey!

Thank you for making this workshop part of your instructional and guidance materials. Please send me an e-mail at rod.s.baker@gmail.com to let me know how the workshop goes and if there is any way I can help you improve this!!

Most appreciatively,
Rod