

Career **EMPOWERMENT** Curriculum

**Taking Control of
Your Career**

***Getting Started in
Your Career***

Facilitator's Guide



Getting Started in Your Career

Workshop Logistics

Materials

- Facilitator's Guide
- Workbook/Pens
- Flipchart/Markers
- PowerPoint presentation/Computer/Projector/Screen

Outline

Topic	Materials	Time
Introduction	Workbook	15 minutes
Prepare for a Career	Workbook	15 minutes
Understand the Starter Job	Workbook	20 minutes
BREAK		10 minutes
Understand the Impact of Education	Workbook	15 minutes
Choose a Strategy for Your Career	Workbook	35 minutes
Applying the Learning	Workbook	10 minutes
		120 minutes (2 hours)

Preparation Notes on Participants

NAME	NOTES
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11.	
12.	

Getting Started in Your Career

Introduction

<p>TIME 15 minutes</p> <p>MATERIALS Workbook Flipchart Markers</p> <p>NOTES & EXAMPLES</p>	<p>INTRODUCTION</p> <p>Display slide #1 – Getting Started in Your Career.</p> <p>Welcome the participants to the workshop.</p> <p>Introduce yourself, your background, and what you like about leading this particular workshop. Thank them all for being here for this important conversation.</p> <p>Have them introduce themselves with their first names and an answer to a related yet comfortable question. Make sure you answer the question as well.</p> <p>Suggested options include:</p> <ul style="list-style-type: none">• What was your first job?• What was your favorite job?• What was your dream job growing up? <p>Have them turn to the Workbook Page 2 where they will begin working in their workbook.</p> <p>Advance to slide #2 – Introduction.</p> <p>Review the workshop intentions:</p> <p><i>This workshop is designed so that you will leave being able to:</i></p> <ul style="list-style-type: none">• <i>Prepare for a career</i>• <i>Understand the starter job</i>• <i>Understand the impact of education</i>• <i>Choose a strategy for your career</i> <p>State:</p> <p><i>It is important to be clear about what you want to get out of the workshop as well. Take a moment and write down anything that isn't stated in these intentions that you'd like to get out of the workshop.</i></p>
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Pause and let them write. Have them share any other intentions. Confirm whether or not those intentions will be met in the workshop.

[Advance to slide #4 – Introduction.](#)

Review the workshop ground rules:

We want this to be a safe place for you to explore this topic. These ground rules help keep the environment safe:

- *Everything will be kept confidential in this group.*
- *You will be encouraged to participate, but not called upon in class.*
- *Your questions are valid and if they cannot be addressed in class, we will put you in touch with the right resources after class.*

State:

It is important that you feel safe exploring the topic of getting started in your career. Is there anything else you need to feel safe during the workshop?

Pause and let them write. Have them share any other suggested ground rule. Agree to ground rules within reason.

Note:

As a facilitator it's one of your primary accountabilities to ensure the ground rules are followed and the intentions are fulfilled. Agree to those that you can follow. Gently say "no" to any intentions or ground rules that you cannot meet by saying something like:

I hear you want X from this workshop. That's not part of this session, but I will let you know how you can find that out afterwards.

Thank them all in advance for their participation.

Getting Started in Your Career

Prepare for a Career

<p>TIME 15 minutes</p> <p>MATERIALS Workbook Flipchart Markers</p>	<p>YOUR TARGET CAREER</p> <p>Advance to slide #5 – Prepare for a Career.</p> <p>Instruct:</p> <p>Turn to Workbook Page 3.</p> <p>State:</p> <p><i>In order to effectively prepare for the career that you want, you need to know some key pieces of information about your target career.</i></p> <p><i>You want to know:</i></p> <ul style="list-style-type: none">• <i>The skill requirements</i>• <i>Salary</i>• <i>Job description</i>• <i>Working conditions</i>• <i>Employment opportunities</i>• <i>Educational requirements</i> <p>Instruct:</p> <p><i>Take 5 minutes and fill out on the top of the page the information that you currently know about your target career.</i></p> <p><i>If you're not 100% certain about your target career, that's okay. Write down what you currently believe to be your most likely target career. It will still be useful to consider the process of how to best prepare for a target career, even if you can change your mind later about the career you wish to pursue.</i></p> <p>Walk around and make sure participants are able to write something in each blank. Be prepared to give participants examples of how they might complete each blank.</p> <p>WHAT PREPARATION WILL YOU DO?</p>
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State:

If you don't fully know and understand some of these details, then the first step you want to take to prepare for your career is to determine this information.

There are a number of ways that you can prepare.

- *You can conduct research. You can research online. There are website resources listed in the Appendix in your workbook. You can talk to career counselors, teachers, or relatives and friends who work in your desired field.*
- *You can job shadow, which means that you simply observe someone in your target career doing their daily job.*
- *You can volunteer in your field to get a better understanding of the work.*
- *You can conduct informational interviews and talk to people in your field.*
- *You can do an internship.*

All of these are useful ways to find out more details about your target career – to learn exactly what skills and education are needed, to learn what people in the career find to be most challenging and rewarding, to see what the working conditions are and if you'd feel confident and safe in the environment, to see what the job really looks like, etc.

Ask:

What other ways might you prepare?

Acknowledge participants' responses.

Who will read the short paragraph at the bottom of page 3 about Raquel's Target Career and how she'll get there?

Have a volunteer read the short paragraph.

Ask the full group:

What is Raquel's Target Career?

Make sure participants respond with "respiratory

	<p>therapist.”</p> <p><i>How will Raquel prepare for her Target Career?</i></p> <p>Make sure participants mention:</p> <ul style="list-style-type: none">• Take the GED test• Get an associate degree• Gain experience working with patients <p>If there’s time, you can ask: What are different ways Raquel could gain experience working with patients? Possible responses include:</p> <ul style="list-style-type: none">• Volunteer• Internship• Entry level jobs where you’re working with patients
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Getting Started in Your Career

Understand the Starter Job

<p>TIME 20 minutes</p> <p>MATERIALS Workbook Flipchart Markers</p>	<p>THE STARTER JOB</p> <p>Advance to slide #6 – Understand the Starter Job.</p> <p>Instruct:</p> <p>Turn to Workbook Page 4.</p> <p>State:</p> <p><i>A starter job is a job in the same field or same place as your target career. At a starter job, you build contacts, experience, and skills, while working with or near people who have the job you want.</i></p> <p>Ask:</p> <p><i>What is an example of a starter job?</i></p> <p>Have participants share ideas. Make sure a variety of different types of possible starter jobs are mentioned. If necessary, talk about the examples provided in the workbook.</p> <p>Examples:</p> <ul style="list-style-type: none">• If you want to be in the medical field, you can work in a hospital kitchen or as a receptionist for a doctor’s office.• If you want to work in business, you can work as a janitor or security guard in a building with a business in your industry, or even at a store or restaurant in the building where the businesspeople go. <p>Other examples:</p> <table><thead><tr><th><u>Target Career</u></th><th><u>Starter Job</u></th></tr></thead><tbody><tr><td>Registered Nurse</td><td>Medical Assistant</td></tr><tr><td>Real Estate Broker</td><td>Receptionist in a real estate agency</td></tr><tr><td>Computer Technician</td><td>Data Entry Clerk</td></tr><tr><td>Loan Officer</td><td>Bank Teller</td></tr><tr><td>Project Manager</td><td>Administrative Assistant</td></tr></tbody></table> <p>Ask:</p>	<u>Target Career</u>	<u>Starter Job</u>	Registered Nurse	Medical Assistant	Real Estate Broker	Receptionist in a real estate agency	Computer Technician	Data Entry Clerk	Loan Officer	Bank Teller	Project Manager	Administrative Assistant
<u>Target Career</u>	<u>Starter Job</u>												
Registered Nurse	Medical Assistant												
Real Estate Broker	Receptionist in a real estate agency												
Computer Technician	Data Entry Clerk												
Loan Officer	Bank Teller												
Project Manager	Administrative Assistant												

Who will read the paragraph at the bottom of page 4 about Raquel's next career moves?

Have a volunteer read the short paragraph.

Ask the full group:

*Does Raquel have a starter job?
Why or why not?*

Make sure participants respond with "yes" because she is building skills and contacts by working in a hospital, the same type of place where she will be a respiratory therapist.

POSSIBLE STARTER JOBS

[Advance to slide #7 – Possible Starter Jobs.](#)

Instruct:

*Turn to **Workbook Page 5.**
Write down your target career in the line at the top.*

Pause a moment for participants to write.

*Now, pass this page to the person on your right.
Once you receive your neighbor's page, write down any starter job ideas that you have given the person's target career. Take 2 minutes.*

Pause for participants to write.

*Now, pass your neighbor's page to the person on your right.
Once you receive this page, write down any starter job ideas that you have that are different from the ones already written down. Take 2 minutes.*

Pause for participants to write.

Pass the page back to its original owner.

Write down any additional starter job ideas that you have for yourself. Then, circle the possible starter jobs that

	<p><i>most interest you. Take 2 minutes.</i></p> <p>Pause for participants to make their selections.</p> <p>State:</p> <p><i>Now you have some ideas about a starter job that will launch or continue your process of building contacts and relevant skills.</i></p> <p><i>At the same time, you can begin considering and pursuing the education you might need. We'll talk about different types of educational programs after we take a break.</i></p>
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Getting Started in Your Career
Understand the Impact of Education

<p>TIME 10 minutes</p>	<p>BREAK</p>
<p>TIME 15 minutes</p> <p>MATERIALS Workbook Flipchart Markers</p>	<p>TYPES OF EDUCATIONAL PROGRAMS</p> <p>Advance to slide #8 – Educational Programs.</p> <p>Instruct:</p> <p><i>Turn to Workbook Page 6.</i></p> <p>State:</p> <p><i>There are 2 main types of educational programs: educational foundation and career education.</i></p> <p>Ask:</p> <p><i>Who will read what is written about ABE, Adult Basic Education, for us?</i></p> <p>Have a volunteer read the item.</p> <p><i>Who will read what is written about GED for us?</i></p> <p>Have a volunteer read the item.</p> <p><i>Who will read what is written about ESL, English as a Second Language, for us?</i></p> <p>Have a volunteer read the item.</p> <p>Instruct:</p> <p><i>Indicate for yourself whether you think you'll need to attend any educational foundation classes before you move onto a career education program. If you do, write down which ones.</i></p> <p>Pause a few moments for participants to consider and</p>

	<p>write.</p> <p>Walk around and answer any questions participants might have.</p> <p>State:</p> <p><i>The next type of educational program is career education.</i></p> <p>Ask:</p> <p><i>Who will read what is written about Union apprenticeship program for us?</i></p> <p>Have a volunteer read the item.</p> <p><i>Anyone believe that a union apprenticeship program might be appropriate for you?</i> Have participants indicate “yes” by raising their hands.</p> <p><i>Who will read what is written about certificate programs for us?</i></p> <p>Have a volunteer read the item.</p> <p><i>Anyone believe that a certificate program might be appropriate for you?</i> Have participants indicate “yes” by raising their hands.</p> <p><i>Who will read what is written about Associate of Arts and Associate of Science Degrees?</i></p> <p>Have a volunteer read the item.</p> <p><i>Anyone believe that an Associate of Arts or an Associate of Science Degree might be appropriate for you?</i> Have participants indicate “yes” by raising their hands.</p> <p><i>Who will read what is written about Associate of Applied Arts Degrees?</i></p> <p>Have a volunteer read the item.</p> <p><i>Anyone believe that an Associate of Applied Arts Degree might be appropriate for you?</i> Have participants indicate “yes” by raising their hands.</p>
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Who will read what is written about Bachelor's Degrees?

Have a volunteer read the item.

Anyone believe that a Bachelor's Degree might be appropriate for you?

Have participants indicate "yes" by raising their hands.

Any questions about any of these educational programs?

Respond to any questions, as appropriate.

Instruct:

Indicate for yourself which career education program you feel is most applicable for you.

Pause a few moments for participants to consider and write.

Walk around and answer any questions participants might have.

WHY IS EDUCATION IMPORTANT?

Instruct:

*Turn to **Workbook Page 7.***

State:

Obviously furthering your education takes time and money. And, it may not seem like you have a lot of time and money to dedicate to education right now.

Ask:

So, why, even if it's already sometimes a struggle to make ends meet, is it important to identify and begin to pursue your educational goals any way?

Have participants share ideas.

Possible responses include:

- Need more education to make more money in the long-term

- Short-term sacrifices will provide for long-term gain
- This is the best way to provide for your family over time
- It can be important to build your knowledge so you feel comfortable and competent in your target career

LEARN MORE BEFORE YOU ENROLL

[Advance to slide #9 – Learn More Before You Enroll.](#)

State:

Choosing a school or educational program is an important decision. Now, maybe the best-known nursing school in the area is just down the street from you and the choice is easy. If not, you might want to learn more about potential programs before you enroll.

On page 7 are the best ways to get the information you need to make an informed decision about a school or educational program.

- *Ask questions.
Education institutions should be more than happy to help you, answer questions, and even arrange a visit and tour for you.*

*In the Appendix on **Workbook Page 13**, you will find a list of possible questions you might want to ask about a school or program.*

- *Which leads us to the next idea – Visit the school or program.
You won't know how much you like the school or training program – or whether you feel comfortable there – until you take a walk around and ask questions.*
- *Sit in on classes.
Check out the quality of the program and see if they're covering topics in a way that makes sense to you. Call and make arrangements with the admissions office.*
- *Talk with a teacher in your department.
This is a great way to get a better sense of what goes on inside the classroom. Ask about the workload and*

	<p><i>class difficulty. You can also ask if students find work in their field after they graduate.</i></p> <ul style="list-style-type: none">• <i>Talk with students. Students give the best information about what it's like to attend a particular school or program. Ask if they would choose this school/program again and how they feel about their chances of getting a good job when they graduate/complete the program.</i>• <i>Talk to someone in the financial aid office. You can do this in person or over the phone. Ask all the questions you have about whether and how to apply for financial aid or loans.</i> <p><i>If you're still not sure whether it's the right choice for you, visit other schools and programs on your list to find a better match.</i></p> <p><i>It's important you understand all the terms and conditions before you make any commitments to join a school or program – or to make any financial commitments.</i></p> <p>Ask:</p> <p><i>Any questions about researching and choosing an educational institution?</i></p> <p>Respond to any participant questions as appropriate.</p>
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Getting Started in Your Career

Choose a Strategy for Your Career

<p>TIME 35 minutes</p> <p>MATERIALS Workbook Flipchart Markers</p>	<p>HOW WILL YOU GET THERE?</p> <p>State:</p> <p><i>You have some ideas about starter jobs. You've identified education that you'll pursue. Now the question is: How will you get there?</i></p> <p>Instruct:</p> <p>Turn to Workbook Page 8.</p> <p>State:</p> <p><i>People in your network can help you find work in your desired field, help you determine what skills and education you most need, and help you get the word out that you are looking for a job.</i></p> <p><i>And, you don't have to have some big high-powered network to do this. Don't worry. Your network – no matter how big or small – is fine. We all know people who know people. It sometimes only takes one helpful connection to get you going.</i></p> <p>Break participants up into groups of 3 or 4.</p> <p><i>With your Discussion Group, brainstorm the different types of people with whom you can network. As your group is identifying different types of people – like neighbors and your kids' teachers – write down for yourself the names of specific people in your network who you think are most likely to be able to help you.</i></p> <p><i>Take 5 minutes.</i></p> <p>Pause 5 minutes for participants to brainstorm and write.</p> <p><i>You want to network with as many people as possible. And, you want to network with people with whom you feel</i></p>
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safe. You'll want to strike the balance that feels good for you.

There are others ways to move forward besides networking.

Ask:

What are other ways you can move forward getting started in your career?

Have participants share ideas.

Make sure the ones in the workbook are covered:

- Search for jobs online
- Ask help from advisors or other resources
- Call and ask a business directly if they have openings
- Check the newspaper for job openings

Instruct:

Take a minute and place a checkmark next to the strategies that you will use.

Pause a moment for participants to decide.

SHORT-TERM AND LONG-TERM PLANNING

[Advance to slide #10 – Choose a Strategy for Your Career.](#)

Instruct:

Turn to Workbook Page 9.

State:

As you move forward getting started in your career, it's good to have a plan to get you from where you are today to where you ultimately want to be in your career.

You want to engage in both short-term and long-term planning.

Ask:

What is the difference between short-term and long-term

	<p><i>planning?</i></p> <p>Have participants share ideas. Make sure the following is covered:</p> <ul style="list-style-type: none"> • Short-term goals take less than a year to complete and long-term goals take longer than a year • Long-term goals aren't met until after your short-term goals are achieved • Short-term goals are stepping stones to your long-term goals <p>State:</p> <p><i>You want to make sure you do a good job breaking your long-term goals down into short-term goals.</i></p> <p>Ask:</p> <p><i>Why is it important to have short-term goals?</i></p> <p>Have participants share ideas. Possible responses include:</p> <ul style="list-style-type: none"> • To stay on track • To keep motivated • To have a feeling of accomplishment throughout your journey to your target career <p><i>Who will read the paragraph in the middle of the page about Raquel's career goals?</i></p> <p>Have a volunteer read the paragraph.</p> <p><i>What are Raquel's short-term goals?</i></p> <p>Have participants share their ideas. Make sure the following are covered:</p> <ul style="list-style-type: none"> • Pass the GED test • Apply to a college for her associate degree • Volunteer at an asthma association • Talk to a respiratory therapist <p><i>What are Raquel's long-term goals?</i></p> <p>Have participants share their ideas. Make sure the following are covered:</p> <ul style="list-style-type: none"> • Complete her associate degree at a local community
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	<p>college</p> <ul style="list-style-type: none"> • Move into a four-year anniversary • Complete her bachelor's degree in respiratory therapy <p>USING ACTION STEPS</p> <p>State:</p> <p><i>We can further breakdown our short-term goals into specific action steps. Identifying actions steps will keep you on track and help you to not get overwhelmed or confused about what to do next.</i></p> <p><i>Individual action steps help you see your progress.</i></p> <p><i>Let's brainstorm.</i></p> <p>Ask:</p> <p><i>Given Raquel's short-term goals, what are action steps she could take?</i></p> <p>Have participants share their ideas about action steps. If need be, ask participants to identify action steps for each of her short-term goals:</p> <ul style="list-style-type: none"> • Short-term goal: Pass the GED test <ul style="list-style-type: none"> ○ Action step: Sign up for a GED prep class ○ Action step: Study for the GED test ○ Action step: Sign up for the GED test • Short-term goal: Apply to a college for her associate degree <ul style="list-style-type: none"> ○ Action step: Research colleges ○ Action step: Visit her favorite college ○ Action step: Choose a college ○ Action step: Complete the college application • Short-term goal: Volunteer at an asthma association <ul style="list-style-type: none"> ○ Action step: Call the asthma association to find out about opportunities • Short-term goal: Talk to a respiratory therapist <ul style="list-style-type: none"> ○ Action step: Network to find a respiratory therapist to talk with ○ Action step: Call and schedule a time to talk with a respiratory therapist <p>State:</p>
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Now let's do some short-term goal and action planning for ourselves.

YOUR ACTION PLAN

[Advance to slide #11 – Choose a Strategy for Your Career.](#)

Instruct:

*Turn to **Workbook Page 10.***

Write down 3 of your short-term goals in the charts below.

When you're identifying short-term goals, you can consider:

- *any goals you have around fully understanding your target career and identifying the information on the top of page 3*
- *securing a starter job*
- *researching or starting an educational program*
- *using your network or any other ways you identified to move forward on page 8*

Then, after you've identified 3 short-term goals, write out the actions steps it will take to achieve each short-term goal.

Take 10 minutes.

Please call me over if you would like any help crafting your short-term goals and identifying action steps. I'd be happy to help.

Begin!

Pause 10 minutes for participants to write.

Walk around and make sure participants are able to identify goals and action steps. Gently offer help to anyone you notice struggling.

Partner up with someone else and share your action plan. Make sure your partner has specific actions identified with clear due dates. Take 2 minutes each.

	<p>Pause about 4 minutes for participants to share.</p> <p>State:</p> <p><i>Congratulations on having a strategy for your career! This is a huge step. Please appreciate all the reflection and work you've done today.</i></p>
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Getting Started in Your Career

Applying the Learning

<p>TIME 10 minutes</p> <p>MATERIALS Workbook Flipchart Markers</p>	<p>APPLYING THE LEARNING</p> <p>Advance to slide #12 – Applying the Learning.</p> <p>State:</p> <p><i>Thank you so much for your contribution, attention, investment of time, and sharing.</i></p> <p><i>Because we know this is an ongoing process, we've included resources you can reference on an ongoing basis on Workbook Page 12.</i></p> <p><i>Review the resources, ask for additional suggestions from the group, and encourage them to be supported throughout the process.</i></p> <p>Instruct:</p> <p><i>Respond to the 3 questions listed on Workbook Page 11.</i></p> <ul style="list-style-type: none">• <i>What was the most valuable part of this module for you?</i>• <i>What will you do differently as a result of this training?</i>• <i>What is your biggest obstacle to getting started in your desired career and how will you handle it?</i> <p>Facilitate Completion:</p> <p><i>To complete our work together today, let's hear the most valuable thing that you are taking away from this workshop today.</i></p> <p>Hear one thing from each person. Share something yourself.</p> <p>Thank everyone for their participation.</p>
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