



**COLORADO**  
Department of Education

---

# Colorado Career Conversations

Downtown Denver  
March 10, 2020

# Welcome + Agenda

- Welcome and orientation to training and Career Conversations

## Framework (7 STEPS)

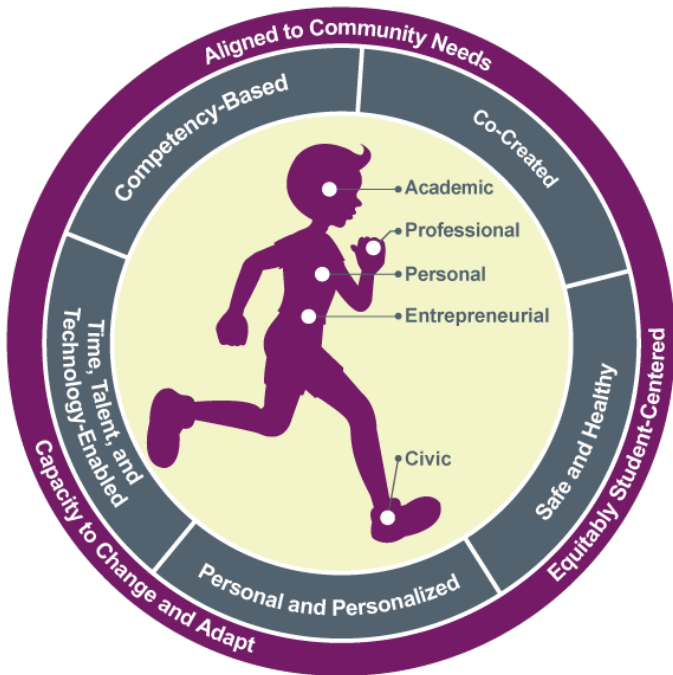
- Steps 1 and 2 introduction, activities, and reflection
- **BREAK**
- Steps 3 and 4 introduction, activities, and reflection
- **BREAK**
- Steps 5 and 6 introduction, activities, and reflection
- Step 7, closing, and survey

# Partners and Project Background



# About CEI

We believe that all students, without exception, deserve an education that serves their academic, personal, professional, entrepreneurial, and civic needs.



## Our Roles in the Colorado Education Landscape

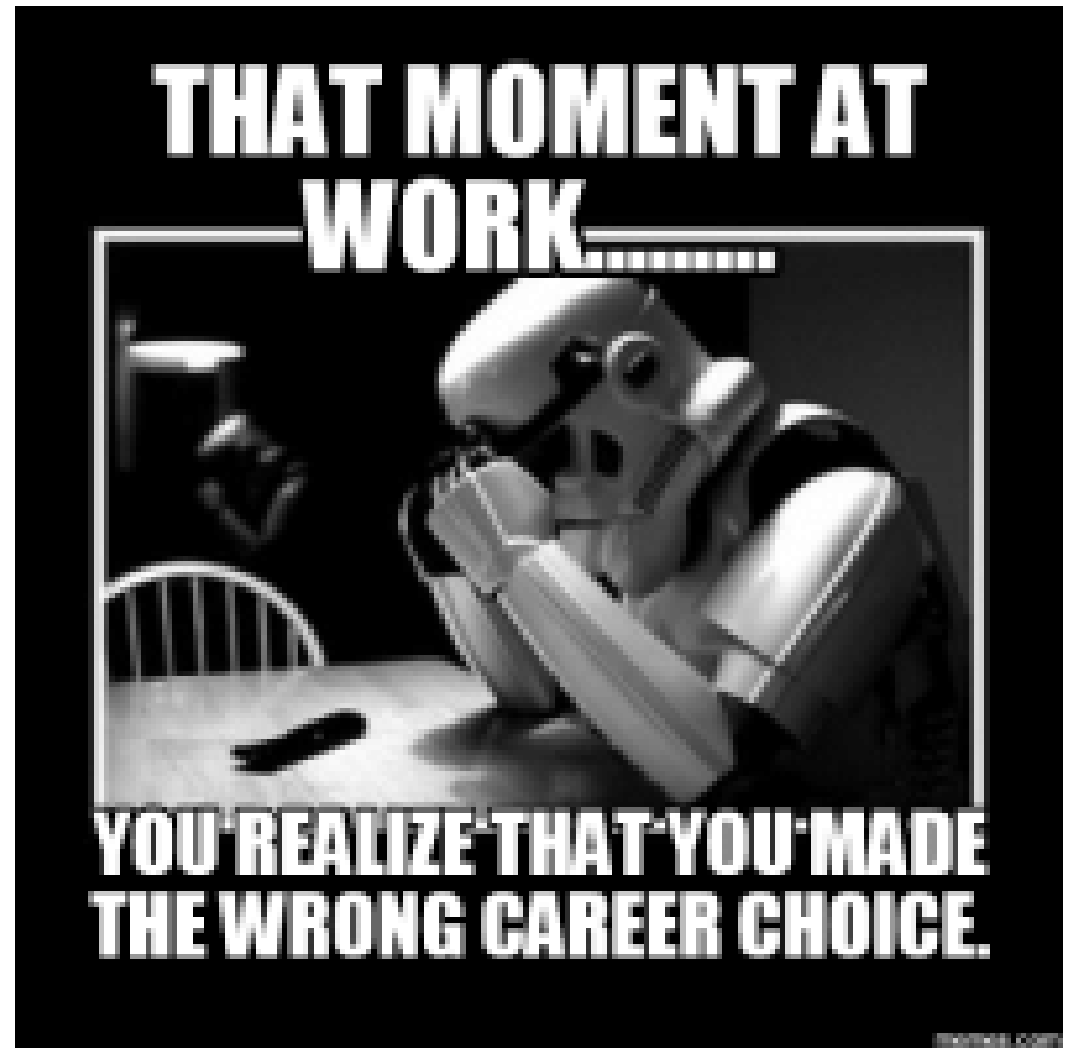
- **Implementation Expert** – We use a data-driven approach to support the conditions needed to scale innovative strategies for improvement.
- **Innovation Thought Partner** – We elevate innovative ideas around critical, systemic issues in education across the state of Colorado.
- **Statewide Convener** – We bring together the right stakeholders to share ideas, solve problems, and achieve district transformation at scale.

What  
difference  
could a good  
career  
conversation  
make?

---

What  
difference  
could a good  
career  
conversation  
make?

---



# What is a Career Conversation?



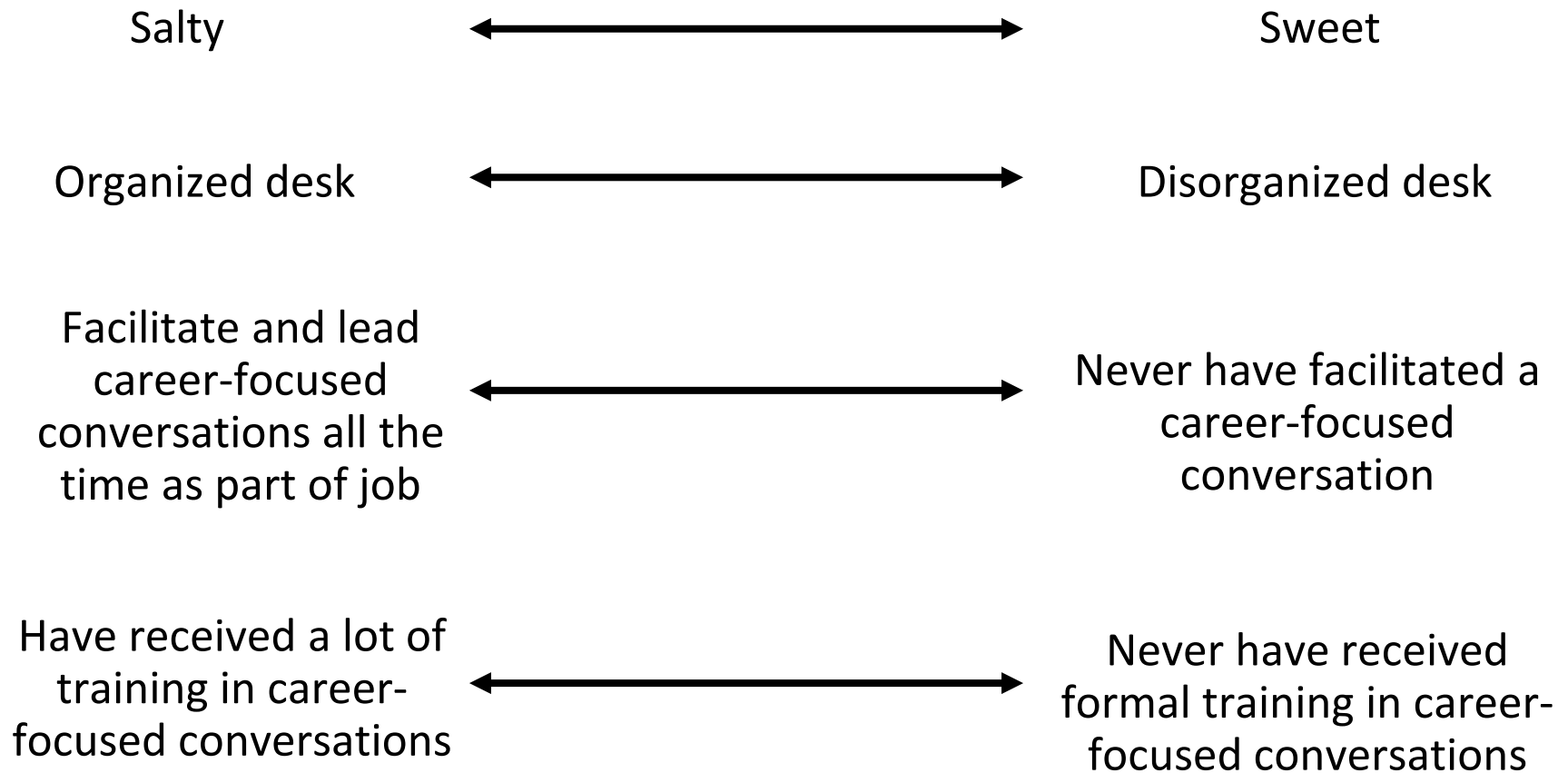
**A career conversation** is the interactive and dynamic process of supporting an individual to identify, prepare for, and pursue a career path that is well suited to their needs and aptitudes.

Possible areas of support:

- Identifying skills, interests, and aptitudes
- Exploring career possibilities and analyzing economic opportunities
- Identifying solutions to challenges
- Preparing for the individualized steps required to enter a job or education program

**A career conversation has no specific duration – it can take place over the course of an hour, months, or a lifetime**

# Who is in the Room? Continuum Activity





# Introductions

- Name
- Role and Organization
- Who have you gone to for career advice in your life?

# The Challenge & Why it Matters

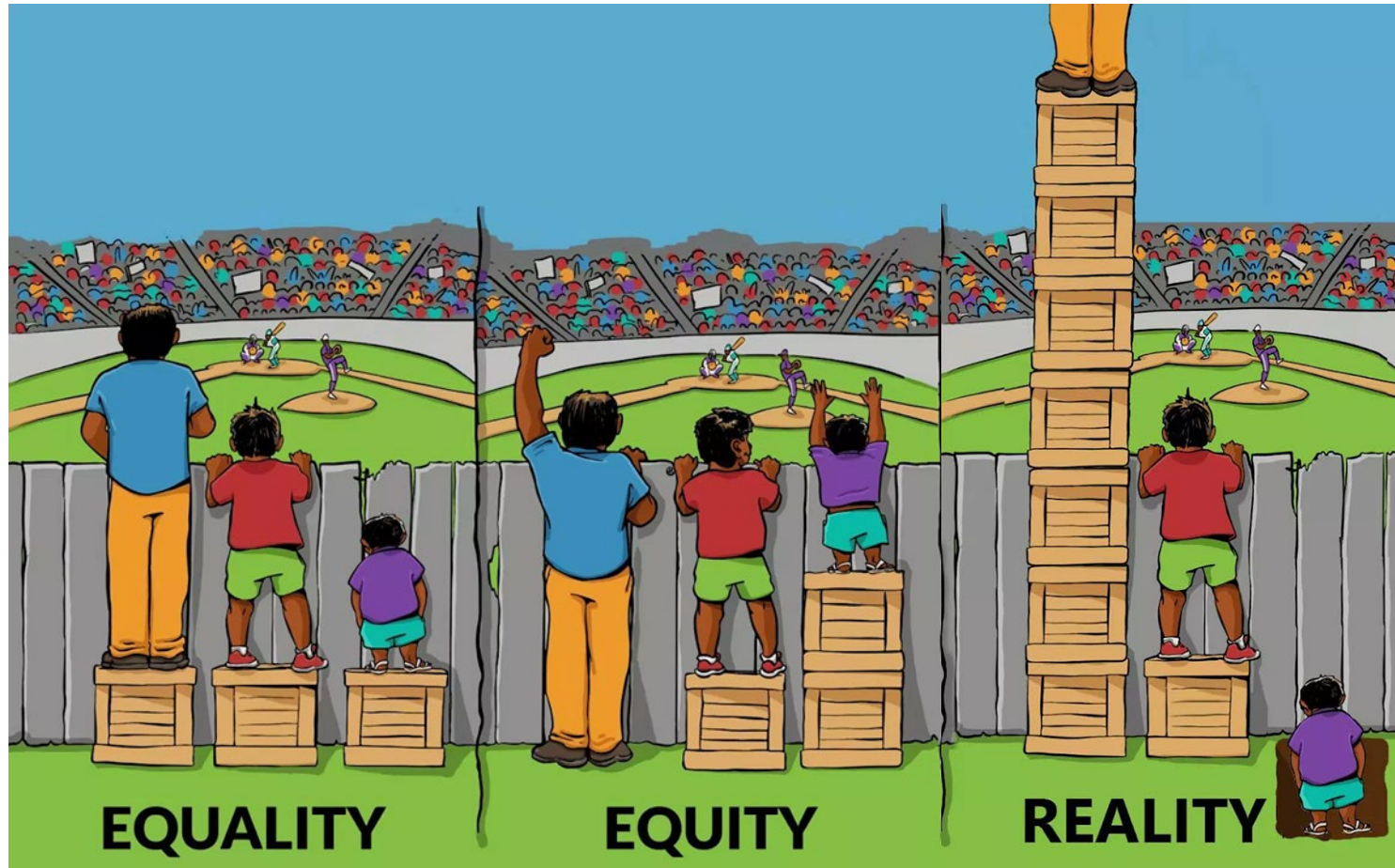
**Challenge:** Students, parents, and adult learners in Colorado often do not have or know where to find the information needed to pursue and secure jobs that are fulfilling and meet their personal and financial needs.

## **Why it matters:**

- Pool of available skills doesn't match pool of available job opportunities
- People are not realizing their fullest financial and/or capability potential
- Lack of direction and/or employment can lead to stress, anxiety, and depression

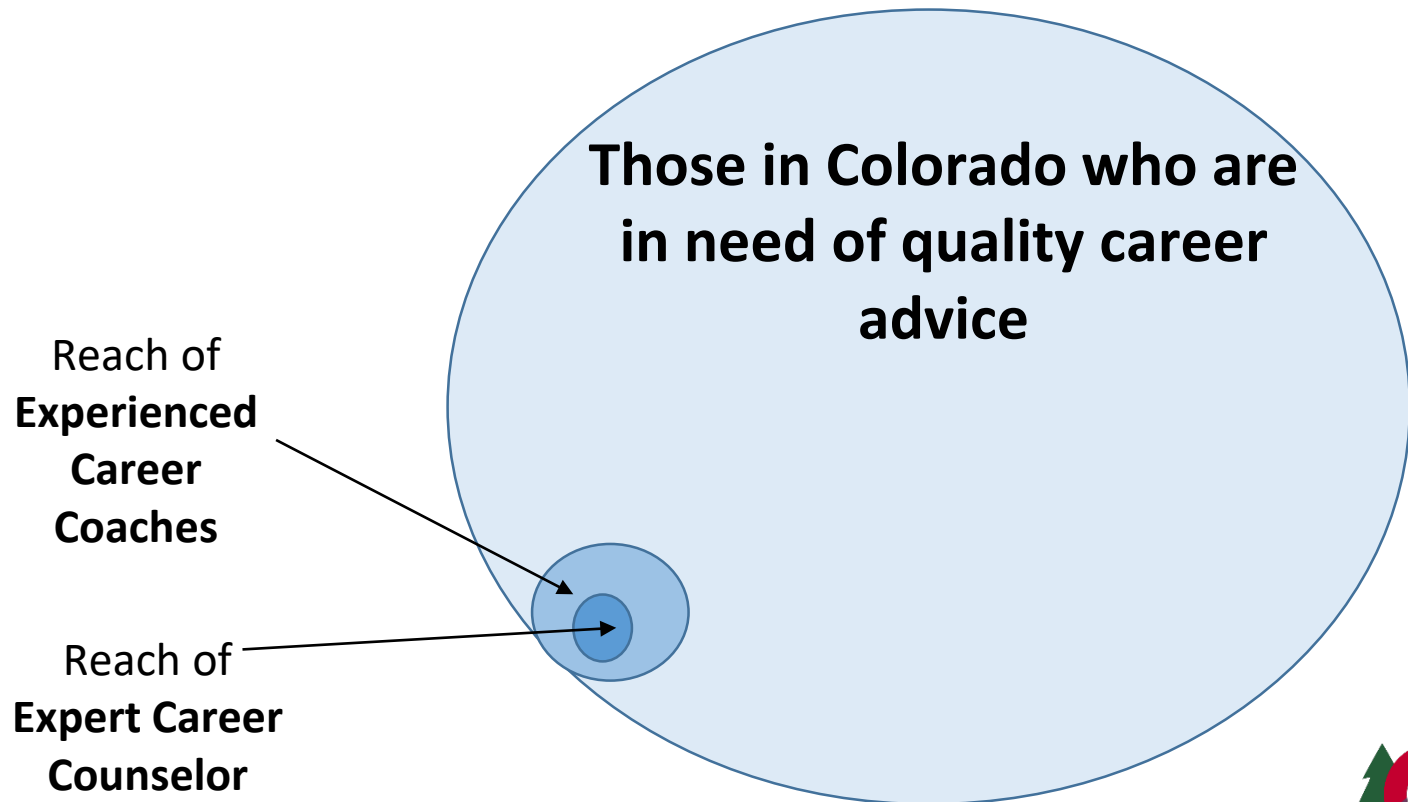
# The Challenge & Why it Matters

Who has access to these conversations also matters...



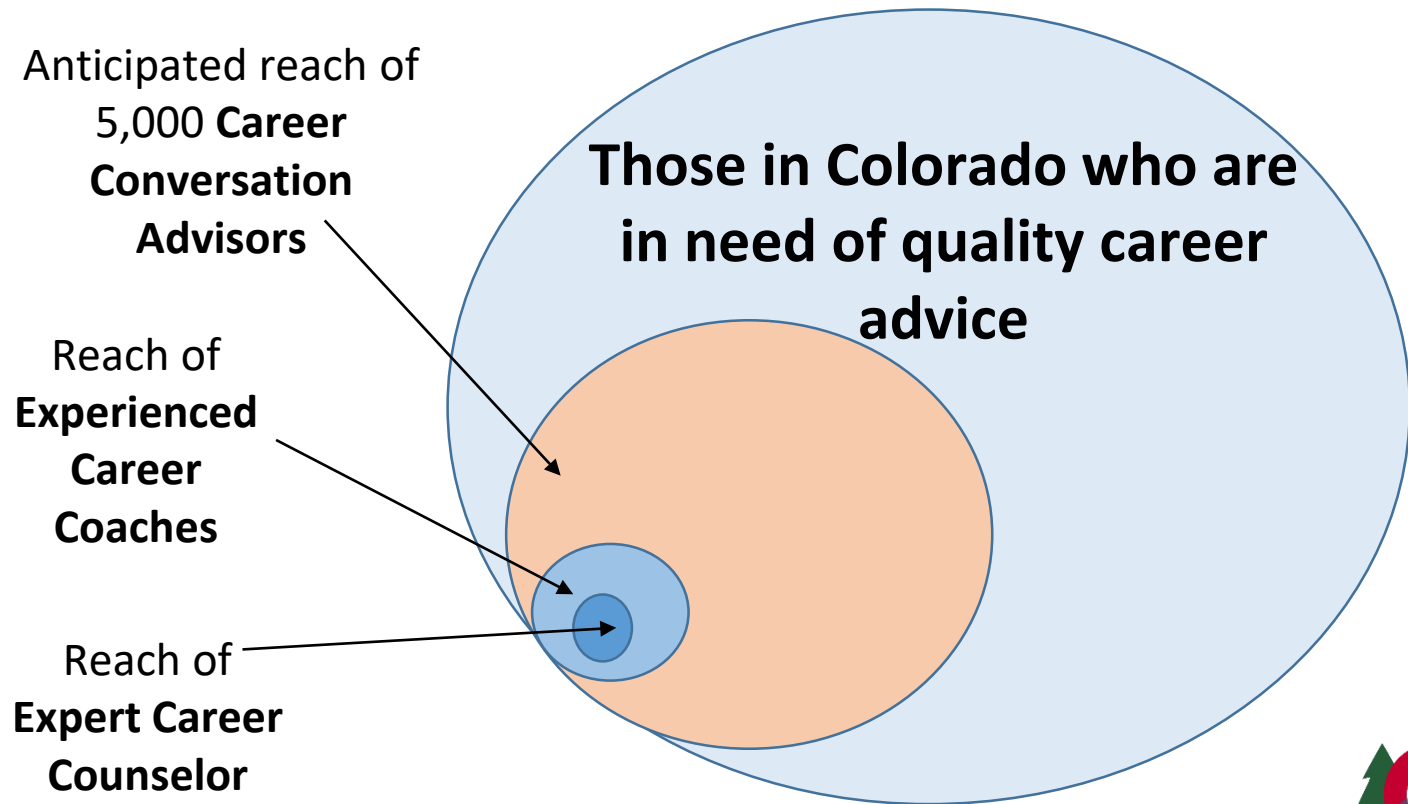
# One Reason for the Problem

Not enough people are trained to use **Colorado's Career Conversation Map** to guide current and future job seekers in understanding how to select a career path and identify the training, credentials, and experience the path requires.



# One Possible Solution

Train more people to use **Colorado's Career Conversation Map** to guide current and future job seekers in understanding how to select a career path and identify the training, credentials, and experience the path requires.



# 7 Steps for Career Conversations



## 1 Understand Your Role

Engage in career conversations to instill confidence and hope by introducing opportunities; recognize your own assumptions and biases.



## 2 Establish Trust & Introduce the Process

Promote hope, define relationship parameters and explain the purpose and direction.



## 3 Focus on the Advisee

Explore their vision, values, and goals; Understand constraints that will influence their choices.



## 4 Explore Interests & Aptitudes

Identify and utilize tools and discuss results; uncover skills, strengths, and interests; recognize personality, work style, and work ethic.



## 5 Envision the Future

Explore the relevant labor market, work environments, and activities to better understand pathways of interest; select a pathway.



## 6 Encourage Action

Define a course of action, help the advisee stay motivated; provide resources, support and accountability.

6



## 7 Celebrate Success!

A career brings new opportunities; repeat steps as needed to support lifelong learning & career development.





# Career Conversation Advisors

## *What is a Career Conversation Advisor?*

A person trained in and prepared to engage advisees in a **Colorado Career Conversation**, and help them learn *the skills* to identify, select, and achieve career goals now and in the future.

### *Who might an **advisor** be?*

- Counselor
- Educator (teachers, professors, administrators, etc.)
- Coach; Club Sponsor; Band Director...
- Other service provider (paraprofessionals, other personnel)
- Parent/guardian
- Colleague; Peer; Near-Peer
- Other, other, other...

### *Who might an **advisee** be?*

- Student (K – 12, higher ed)
- Intern/apprentice
- Team member
- After school program participant
- Extra-curricular program participant
- Veteran
- Retiree returning to work
- Worker working in shrinking field
- Disabled adult learner
- Other, other, other...

**An advisor builds trust and opens the door to conversation.  
Everyone can have a career conversation!**

# Reflection



- Talk to the person next to you.
- Share a story of a meaningful conversation that you've had in this space and what made it meaningful.
- What do you hope to get out of today's training?



# 7 Steps for Career Conversations



## Understand Your Role

Engage in career conversations to instill confidence and hope by introducing opportunities; recognize your own assumptions and biases.



## Establish Trust & Introduce the Process

Promote hope, define relationship parameters and explain the purpose and direction.



## Focus on the Advisee

Explore their vision, values, and goals; Understand constraints that will influence their choices.



## Explore Interests & Aptitudes

Identify and utilize tools and discuss results; uncover skills, strengths, and interests; recognize personality, work style, and work ethic.



## Envision the Future

Explore the relevant labor market, work environments, and activities to better understand pathways of interest; select a pathway.



## Celebrate Success!

A career brings new opportunities; repeat steps as needed to support lifelong learning & career development.



## Encourage Action

Define a course of action, help the advisee stay motivated; provide resources, support and accountability.



# PHASE I: Engage



**Step 1: Understand your role:** Prepare to engage in a career conversation, understanding what an advisor does, and recognizing your own assumptions and filters.

**Step 2: Establish trust and introduce the process:** Promote hope and open mindedness, define relationship parameters, and explain the purpose and direction.

**Step 3: Focus on the advisee:** Explore their vision, values, and goals; Understand constraints that will influence their choices.

# STEP 1:

## Understand Your Role



# Step 1: Understand Your Role



## Overview & Purpose:

Before initiating a career conversation, it is important that you understand the Colorado Career Conversation process and your role as an advisor and identify anything that might get in the way of being open-minded, supportive, positive mindset and active listening to the conversation.

# Step 1: Understand Your Role



## Desired Outcomes:

- The advisor understands the process
- The advisor understands the role(s) they play (and don't play) in a career conversation
- The advisor is aware of assumptions, biases, and cultural disconnects that can influence career conversations

# Step 1: Understand Your Role



## Desired attributes of an advisor:

Compassionate, empathetic, resourceful, dependable, tenacious, active listening, supportive, positive.



Image credit: <https://www.grammarly.com/blog/advisor-vs-adviser/>

# Step 1: Understand Your Role



## What an advisor does

| My role as an advisor is to...   | My role as an advisor is not to...   |
|--|--|
| <ul style="list-style-type: none"><li>• Actively listen</li><li>• Ask open-ended questions</li><li>• Empower</li><li>• Build confidence</li><li>• Guide</li><li>• Expand possibilities</li><li>• Help problem solve around obstacles and navigate systems</li><li>• Build relationships</li><li>• Support, no matter how resistant</li><li>• Develop planning skills and promote long-term thinking</li><li>• Provide accountability</li><li>• Incorporate the advisee's reality into the decision process</li></ul> | <ul style="list-style-type: none"><li>• Be the expert</li><li>• Make decisions for the advisee</li><li>• Tell the advisee what to do</li><li>• Paint a negative or limiting picture based on personal beliefs</li><li>• Fix problems / take control</li><li>• Get the person a job / into a program</li><li>• Take responsibility for the advisee's actions</li><li>• Promote false hope</li></ul> |



# Step 1: Understand Your Role

1



## Examining Personal Beliefs/Self Reflection

Everyone has their own **filter** for how they see and interact with the world. These filters affect the way we show up in conversations and impact our ability to coach effectively because they can:

- Prevent us from seeing possibility
- Influence the advisee's thinking
- Drive the conversation in a specific direction/toward a specific result





# Step 1: Understand Your Role



## Activity:

### Exploring Your Own Experience and Perspectives

## Self Reflection:

- How did your own experience with career advisement benefit you? Where was it lacking?
- What would you want from a career advisor today?
- How do you feel about stepping into the role of a career advisor?
- What traits do you feel you currently have that are best suited to be a successful career advisor?
- What traits will you need to practice/continue to develop?
- What “filters” will you need to be aware of as you play the role of career advisor?

# Resources



## Cognitive Bias Cheat Sheet:

<https://medium.com/thinking-is-hard/4-conundrums-of-intelligence-2ab78d90740f>



# Step 1: Understand Your Role

## Questions to determine readiness to move to the next step:

- Do you understand your role in the conversation - what the role of an advisor is & isn't?
- Are you bringing a positive mindset with the intention of opening doors to possibilities?
- Do you understand your own assumptions, biases, and cultural disconnects?

Celebrate

YEE HAW  
\* Y'ALL \*

# STEP 2:

## Establish Trust and Introduce the Process



# Step 2: Establish Trust and Introduce the Process



## Overview & Purpose:

To set a foundation for successful career conversations, the advisor must establish trust with the advisee, actively orient the career conversation toward hope and positivity, and define the parameters of the relationship.



# Step 2: Establish Trust and Introduce the Process



## Desired Outcomes:

- The advisor establishes/affirms a trusting relationship with the advisee
- The advisor leads career conversations designed to instill confidence and hope, and open the door to exploring many possibilities
- The advisor defines roles and relationship expectations with the advisee



# Step 2: Establish Trust and Introduce the Process

2

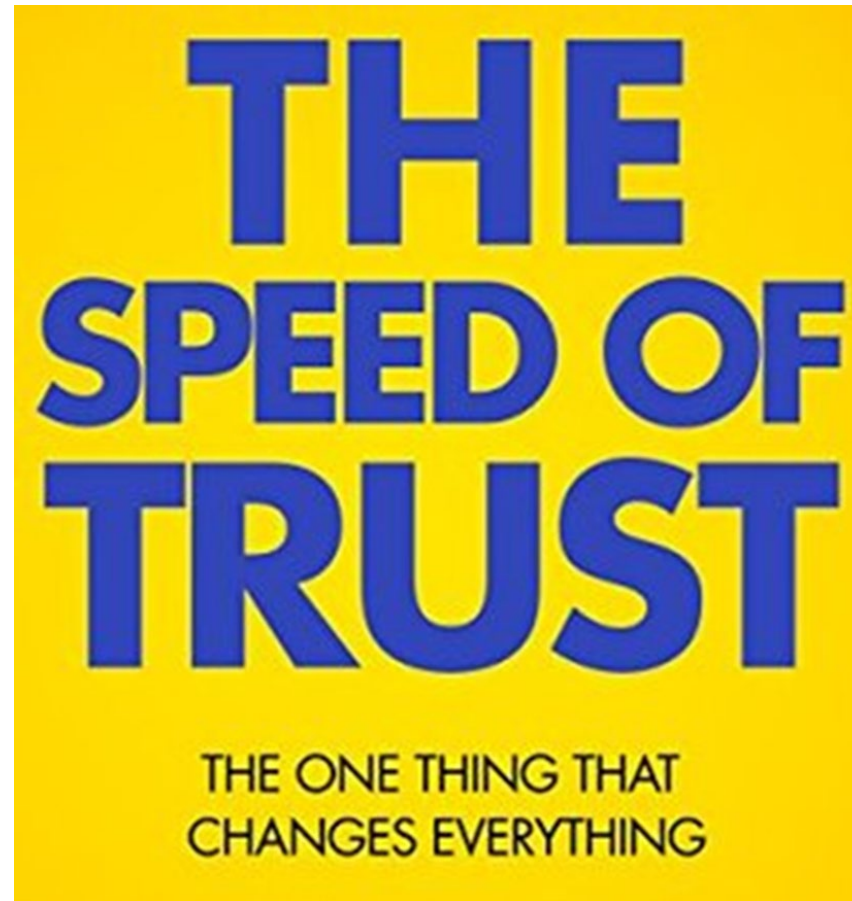


Image credit: <https://www.goodreads.com/book/show/23835231-the-topline-summary-of-stephen-m-r-covey-and-rebecca-merrill-s-the-spee>



# Step 2: Establish Trust and Introduce the Process

2



**Able** Demonstrates Competence



**Believable** Acts with Integrity



**Connected** Cares about Others



**Dependable** Honors Commitments

# Step 2: Establish Trust and Introduce the Process

2



## Best Practices

What are your best practices for *building trust*?







hope

# Hope

Hopeful students believe that the future will be better than the present and that they have the power to make it so. BUT:

- A Gallup poll of more than 900,000 students in grades five through 12 found that **less than half of students (48%) are hopeful**, meaning they have the necessary ideas and energy for the future.
- This leaves room for improvement, as 34% are categorized as "stuck" and another 18% "discouraged."

Source: <https://news.gallup.com/opinion/gallup/195248/student-hope-engagement-important-graduation-rates.aspx>

# Hope matters



## GALLUP Student Poll



Engagement



Hope



Entrepreneurial  
Aspiration



Career/Financial  
Literacy

### MEASURE WHAT MATTERS FOR STUDENT SUCCESS

FALL 2017 SURVEY DATES: SEPT. 25-OCT. 27

The Gallup poll research suggests that **HOPE** is a greater predictor to student success than test scores and GPA.

Students demonstrate **HOPE** in a learning environment that supports cultivation of their ideas, energy, and excitement about their goals.

Clarity around student pathways supports an environment rich in **HOPE**.



# Step 2: Establish Trust and Introduce the Process



## Promote Hope, Positivity, and Growth

- Engage them where they are - help them think bigger, with a “can do” attitude.
- Motivation comes from within - they need to tell you why and how they want to change or take action.

# Step 2: Establish Trust and Introduce the Process

2



## Cues to a possible advising opportunity:

- Confusion or frustration about what to do
- Excitement about a particular subject or field
- Desire to pick a path or a new path but unsure how



## MINDSET IS EVERYTHING

Failure is an  
opportunity to grow.

I can learn to do anything I want.

Challenges help me to grow.

*My effort and attitude determine my abilities.*

Feedback is constructive.

*I am inspired by the success of others.*

I like to try new things.

**GROWTH  
MINDSET**

Failure is  
the limit of my abilities.

*I'm either good at it or I'm not.*

My abilities are unchanging.

*I don't like to be challenged.*

My potential is predetermined.

*When I'm frustrated, I give up.*

Feedback and criticism are personal.

*I stick to what I know.*

**FIXED  
MINDSET**

# Step 2: Establish Trust and Introduce the Process

2



**Keys to promoting a positive and hopeful relationship and conversation**

**Focus on the positive:** What is going well/what does the person want more of?

**Turn failures/mistakes into lessons:** What can the person learn from what hasn't gone well?

**Focus on the present:** What are the possibilities this new coaching relationship brings?

# Step 2: Establish Trust and Introduce the Process



## **Example negative statements an advisor might hear an advisee make:**

- “I can’t hold a job longer than 6 months.”
- “My grades aren’t good enough to go to college.”
- “No one in my family goes to college.”
- “I’ve never been good at interviewing.”
- “I don’t have as much education/experience as others.”

# Step 2: Establish Trust and Introduce the Process

2



## Define Roles and Relationship Expectations

Review advisor role and set boundaries

| My role as an advisor is to...   | My role as an advisor is not to...   |
|--|--|
| <ul style="list-style-type: none"><li>• Actively listen</li><li>• Ask open-ended questions</li><li>• Empower</li><li>• Build confidence</li><li>• Guide</li><li>• Expand possibilities</li><li>• Help problem solve around obstacles and navigate systems</li><li>• Build relationships</li><li>• Support, no matter how resistant</li><li>• Develop planning skills and promote long-term thinking</li><li>• Provide accountability</li><li>• Incorporate the advisee's reality into the decision process</li></ul> | <ul style="list-style-type: none"><li>• Be the expert</li><li>• Make decisions for the advisee</li><li>• Tell the advisee what to do</li><li>• Paint a negative or limiting picture based on personal beliefs</li><li>• Fix problems / take control</li><li>• Get the person a job / into a program</li><li>• Take responsibility for the advisee's actions</li><li>• Promote false hope</li></ul> |

# Step 2: Establish Trust and Introduce the Process

2



## Define Roles and Relationship Expectations

Empower advisee to take charge of their own destiny

### Your role as an advisee is to...

- Ask lots of questions - get curious!
- Be open to possibilities and new ideas
- Take action - do your research, put in the time, make decisions
- Advocate for yourself
- Ask for help where needed
- Be honest and forthcoming
- Take responsibility for actions
- Keep your commitments

# Step 2: Establish Trust and Introduce the Process



## Define Roles and Relationship Expectations

Expectations of how we will work together: “If I don’t have the answer, I will help you find it”

- Share and help make sense of resources
- Guide advisee to research/go deeper
- Hand off to an expert

# Step 2: Establish Trust and Introduce the Process

2



## Activity:

### Getting the Colorado Career Conversation Started **Role Play**

This activity is designed to help you practice engaging potential advisees in a Colorado Career Conversation. It will allow you to practice these things:

- **Take action** when the 'door has opened' for a potential career conversation
- **Practice** identifying where your potential advisee is relative to entering a conversation with you as a career adviser and encourage them to join you in this conversation.
- Begin to **build trust** and comfort with this new role.
- **Orient** the advisee to the Colorado Career Conversation process.

# Step 2: Establish Trust and Introduce the Process

2



## Activity: Getting the Colorado Career Conversation Started **Role Play**

- Each **3-minute** role play will begin with the potential advisee providing a “cue” or “opening” for a career conversation.
  - **Step 1** = Encourage the potential advisee to consider engaging in a career conversation with you.
  - **Step 2** = Explain the process of a Colorado Career Conversation. (You can use your map.)
  - **Step 3** = Explain the role you will play in this process, and what you will expect of your advisee. (You can refer to page 4 in your workbook).

If this takes less than 5 minutes, reflect upon how it felt and receive feedback from your role play partner.

**After 4 minutes**, we will switch roles and begin the next conversation.



# Starter cues/openings for the advisee

- “I’m graduating in May. What am I going to do??”
- “Hey, how did you know you wanted to be a \_\_\_\_\_ [teacher, counselor, etc.]?”
- “Everyone in my family is a teacher. I guess I should be one too.”
- “I don’t need to go to college. I’m going to play professional baseball.”
- “I don’t really care what I do. It doesn’t matter.”

...or make up your own!



How to have an advisory conversation:

<https://www.ccl.org/articles/leading-effectively-articles/how-to-have-a-coaching-conversation/>



## Follow These 3 Steps to Coach Your People Through a Conversation

The ability to start — and hold — a coaching conversation is a transformational

leadership skill. Through coaching, you help people become more self-aware. You turn experiences into learning opportunities. You reinforce strengths and explore challenges. You help people take responsibility for their actions and their development.

# Step 2: Establish Trust and Introduce the Process



## Questions to determine readiness to move to the next step:

- Have you built a trusting relationship with the advisee?
- Does the advisee understand the Colorado Career Conversation process and the roles both the advisor and the advisee will play?

Celebrate



# BREAK

Remember to sign in if you  
haven't already!



# STEP 3:

## Focus on the Advisee





# Step 3: Focus on the Advisee



## Overview & Purpose:

Connecting with who the advisee is at the core is a critical piece of the career conversation.

- Discover your advisee's ***history and perspective on life.***
- Focus on the advisee's ***core values, vision, and goals.***
- Balance all of this with the ***reality of the advisee's situation.***

# Step 3: Focus on the Advisee



## Desired Outcomes:

- The advisor and the advisee examine the advisee's personal vision, values, goals, loves/passions
- The advisor and the advisee examine and name aspects and implications of the advisee's life that will influence the advisee's choices



# Step 3: Focus on the Advisee



**How to best “Focus on the Advisee”?**

**For many of us, it means practicing a new type of listening...**

IT'S **NOT**  
ABOUT  
THE  
NAIL

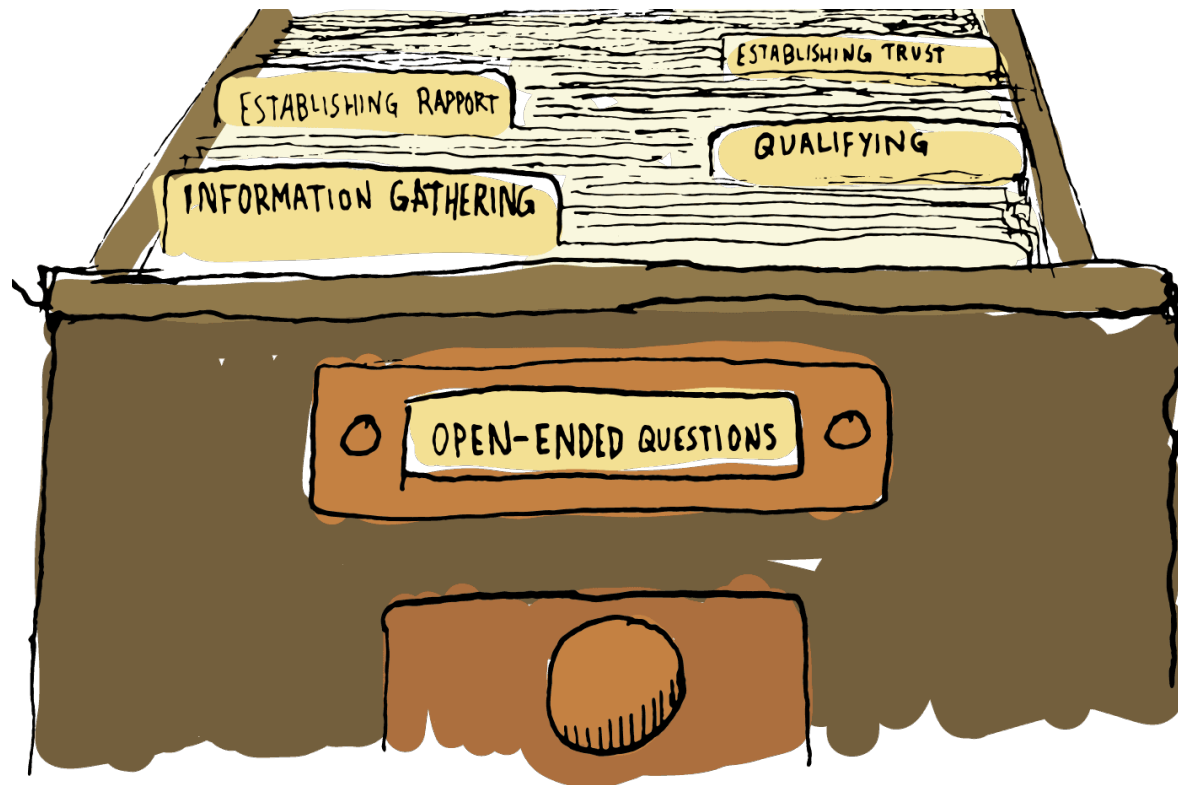


# Step 3: Focus on the Advisee

3



**To learn about the advisee, ask open-ended, neutral questions and actively listen**



# Step 3: Focus on the Advisee



## Key questions to ask (examples): Aspirations

**Dreams**: What would your life look like, If you could do anything?

**Values**: In what ways must you be challenged and rewarded?

# Step 3: Focus on the Advisee



## Key questions to ask (examples): Constraints/Barriers

- What financial obligations do you have to meet, if any?
- Are you available for full-time or part-time commitments?
- Are there people in your life who have specific expectations about what you will do / be? If so, who and what are they?

# Step 3: Focus on the Advisee



## Activity: Practice Empathy Building

This activity allows each advisor to practice techniques that help build empathy in order to better understand and determine the needs and wants of an advisee.

# Empathy building practice





# Step 3: Focus on the Advisee



## Activity: Practice Empathy-Building

### Scenario:

Your advisee's job just became obsolete. You need to get a full picture of who they are.

- Each partner will conduct a 4-minute empathy interview of the other.
- Goal is get a full picture of your “advisee” – their HOPES, DREAMS, VALUES, PASSIONS, NEEDS, BARRIERS, and CONSTRAINTS.
- Remember to ask OPEN-ENDED questions, ACTIVELY LISTEN, and push for WHY versus what or how.



# Step 3: Focus on the Advisee



## Getting the FULL picture:

Advisors can help advisees “fill out the picture” by helping them see all of the assets they likely already have in place!

Many advisees don’t recognize that they already have support structures that can help them as they identify and pursue a meaningful career path.

# Step 3: Focus on the Advisee



## Key questions to ask (examples): Assets/Existing Network

What networks do you already have in place? List your:

- Social networks
- Personal networks
- Recreational networks
- Professional networks
- Educational networks

# Step 3: Focus on the Advisee



## Activity:

### Practice Building a Champion Network Map

Identify the champions in your own network in order to understand who is there to support and in what ways.

# Step 3: Focus on the Advisee



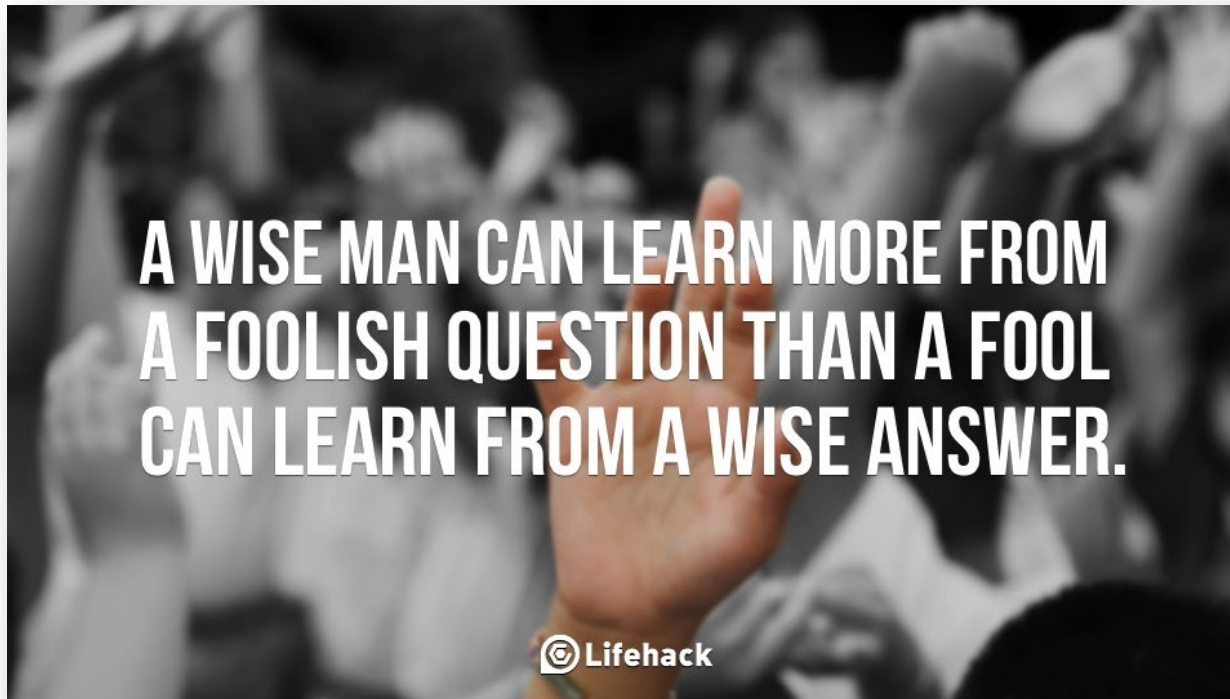
- Champion Network Map



# Resources



<https://www.lifehack.org/articles/communication/how-amazingly-good-asking-questions.html>



# Step 3: Focus on the Advisee



## Questions to determine readiness to move to the next step:

- Has the advisee explored their personal vision, values, goals, and passions?
- Have you discussed and gotten clarity on the advisee's needs, constraints, timing, and other relevant parameters that will influence the choices they make?

**Celebrate**

**I HEAR  
YOU**

THE SURPRISINGLY  
SIMPLE SKILL BEHIND  
EXTRAORDINARY  
RELATIONSHIPS



# Phase II: Explore Interests and Aptitudes

**Step 4: Explore Interests and Aptitudes:** Identify and utilize tools and discuss results; uncover skills, strengths, and interests; recognize personality, work style, and work ethic.

**Step 5: Envision the Future:** Explore the relevant labor market, work environments, and activities to better understand pathways of interest; select a pathway.



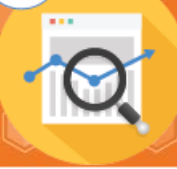
# STEP 4:

## Explore Interests and Aptitudes



# Step 4: Explore Interests and Aptitudes

4



## Overview & Purpose:

An advisee will be most successful in a path that combines:



Before diving in to naming jobs to explore, it is important to spend time understanding these areas.

# Step 4: Explore Interests and Aptitudes

4



## Desired Outcomes:

The advisor helps their advisees identify and articulate their strengths, aptitudes, and skills. In this step, the advisor will be prepared to:

- Discuss the advisee's key skills, strengths, and interests
- Discuss the advisee's personality, work style, and work ethic
- Point the advisee to assessments to help with the above

# Step 4: Explore Interests and Aptitudes

4



## Approach to identifying skills:

Discuss the advisee's ***skills***. Sample questions:

- What are your strengths and weaknesses?
- Which tasks do you get asked to perform most frequently?

Consider a variety of ***contexts***:

School

Work

Friends

Family

Extra-  
curricular  
activities

Volunteering

Just because you are good at something doesn't mean you want to do more of it.

# Step 4: Explore Interests and Aptitudes



## **Approach to identifying interests:**

Discuss the advisee's areas of interest. Sample questions:

- What are you interested in doing?
- What activities / classes have you enjoyed the most?
- What do you choose to do in your free time?

# Step 4: Explore Interests and Aptitudes

4



## **Approach to articulating personality:**

Encourage your advisee to be vulnerable and honest and think about situations in which they thrive and those that are challenging.

1. Do you like being part of a team?
2. Do you like to focus on the details or the big picture?
3. What kind of school / work settings would you enjoy?



# Tools to Explore

4



<https://tinyurl.com/ccctoola>



On  
Paper

Instructions: Complete all 4 boxes in each row. Do not indicate your answer for each box. Score each of the four boxes in each row. Then add the four scores to get your total score. 4 = most, 3 = a lot, 2 = somewhat, 1 = least.

| Box 1   | Box 2  | Box 3   | Box 4   |
|---|--|---|---|
| Active<br>Yarns<br>Social<br>Opportunities<br>Spontaneous<br>Flexible       | Organized<br>Planned<br>Neat<br>Parental<br>Typical<br>Responsible           | Warm<br>Friendly<br>Family<br>Authentic<br>Independent<br>Compassionate     | Strong<br>Serious<br>Quiet<br>Versatile<br>Helpful<br>Completed             |
| Score   | Score  | Score   | Score   |
| Box 1   | Box 2  | Box 3   | Box 4   |
| Curious<br>Inquisitive<br>Questioning<br>Knowledge<br>Problem Solver        | Going<br>People Oriented<br>Feelings<br>Unique<br>Emotional<br>Communicative | Calm<br>Orderly<br>Anxious<br>Stable<br>Sensible<br>Cautious                | Adapt<br>Challenges<br>Competitive<br>Impulsive<br>Inflexible               |
| Score   | Score  | Score   | Score   |
| Box 1   | Box 2  | Box 3   | Box 4   |
| Helpful<br>Trustworthy<br>Dependable<br>Loyal<br>Conscientious<br>Organized | Kind<br>Understanding<br>Devoted<br>Warm<br>Affable                          | Peaceful<br>Quick<br>Adventurous<br>Confident<br>Open Minded<br>Independent | Enthusiastic<br>Enthusiastic<br>Theoretical<br>Why Questions<br>Inquisitive |
| Score   | Score  | Score   | Score   |
| Box 1   | Box 2  | Box 3   | Box 4   |
| Funny<br>Punny<br>Laid Back<br>Carefree<br>Practical<br>Cooperative         | Active<br>Free<br>Working<br>Using<br>Imaginative<br>Risk Taker              | Shy<br>Getting Along<br>Fierce<br>Tender<br>Independent<br>Creative         | Thinking<br>Solving Problems<br>Perfectionist<br>Perseverant<br>Composed    |
| Score   | Score  | Score   | Score   |
| Box 1   | Box 2  | Box 3   | Box 4   |
| People<br>Sensing<br>Making Sense<br>Philosophical<br>Practical<br>Polite   | Social<br>Caring<br>Team Player<br>Happy Ending<br>Approachable<br>Mediator  | Exciting<br>Lively<br>Hardy<br>Hardy On<br>Courageous<br>Daring<br>Do More  | Pride<br>Tender<br>Do Things Right<br>Orderly<br>Conventional<br>Careful    |
| Score   | Score  | Score   | Score   |

Total Score: \_\_\_\_\_

If any of the scores in the colored boxes are less than 5 or greater than 10, you have made an error. Please go back and read the instructions.

## Holland Code Career Test

PRICE: FREE BASIC REPORT | \$19 FULL REPORT  
TIME TO TAKE: 10 MINUTES

1,138,365  
TESTS TAKEN IN THE LAST 30 DAYS

This free career quiz uses the scientific Holland Code (page/holland-code/choice-theory/career-choice) model to show you which jobs will suit your interests, talents, and aptitude. Get scores for 6 major job areas to guide your career planning.

To take the Holland Code career quiz, mark your interest in each activity shown. Do not worry about whether you have the skills or training to do an activity, or how much money you might make. Simply think about whether you would enjoy doing it or not.

|  | DISLIKE | NEUTRAL | LIKE |
|--|---------|---------|------|
| Repair a dishwasher                                |         |         |      |
| Use precision machines to build custom metal parts |         |         |      |
| Analyze the structure of molecules                 |         |         |      |

<https://tinyurl.com/ccctoolb>

# Step 4: Explore Interests and Aptitudes

4



## Activity: Resources to Explore (15 minutes)

- Join two other participants to make a triad. (1 minute)
- Each member of the triad selects one of the resources to explore. (8 minutes)
- Each participant takes 2 minutes to summarize how the resources could be used to help an advisee identify interests, aptitudes, and personality traits. (6 minutes)

# Tools to Explore

4



<https://tinyurl.com/ccctoola>

On  
Paper

0 of 30 questions completed



PUBLISHED JAN. 16, 2019, AT 9:00 AM

## Most Personality Quizzes Are Junk Science. Take One That Isn't.

Compare your results to those of your friends and family.

Instructions: Complete all 4 boxes in each row. Do not indicate your answer for each box. Score each of the four boxes in each row. Then add the four scores to get your total score. 4 = most, 3 = a lot, 2 = somewhat, 1 = least.

| Box 1  | Box 2   | Box 3  | Box 4   |
|--|---|--|---|
| Active<br>Yarns<br>Social<br>Opportunities<br>Spontaneous<br>Flexible              | Organized<br>Planned<br>Real<br>Parental<br>Traditional<br>Responsible        | Warm<br>Helpful<br>Friendly<br>Authentic<br>Independent<br>Compassionate     | Strong<br>Serious<br>Quiet<br>Versatile<br>Helpful<br>Committed                           |
| Score  | Score   | Score  | Score   |
| Box 1  | Box 2   | Box 3  | Box 4   |
| Curious<br>Inquisitive<br>Questioning<br>Knowledge<br>Problem Solver               | Going<br>People Oriented<br>Feelings<br>Creative<br>Language<br>Communicative | Orderly<br>Cautious<br>Anxious<br>Detail<br>Sensitive<br>Deliberate          | Adapt<br>Challenges<br>Competitive<br>Impulsive<br>Inflexible                             |
| Score  | Score   | Score  | Score   |
| Box 1  | Box 2   | Box 3  | Box 4   |
| Helpful<br>Traditional<br>Dependable<br>Loyal<br>Conscientious<br>Organized        | Kind<br>Understanding<br>Devoted<br>Warm<br>Humble                            | Practical<br>Quick<br>Adventurous<br>Confident<br>Open Minded<br>Independent | Independent<br>Enthusiasm<br>Intellectual<br>Neurological<br>Why Questions<br>Inquisitive |
| Score  | Score   | Score  | Score   |
| Box 1  | Box 2   | Box 3  | Box 4   |
| Funny<br>Relax<br>Laid Back<br>Love Money<br>Confident<br>Prosocial<br>Cooperative | Active<br>Free<br>Working<br>Using<br>Impulsive<br>Risk Taker                 | Shy<br>Getting Along<br>Tender<br>Impassioned<br>Grateful                    | Thinking<br>Solving Problems<br>Perfectionist<br>Perseverant<br>Composed                  |
| Score  | Score   | Score  | Score   |
| Box 1  | Box 2   | Box 3  | Box 4   |
| Purple<br>Sensing<br>Making Sense<br>Philosophical<br>Provided<br>Patience         | Social<br>Caring<br>Team Player<br>Happy Ending<br>Approachable<br>Mediator   | Exciting<br>Lively<br>Humble<br>Cautious<br>Influential<br>Do Things         | Prove<br>Tend to<br>Do Things Right<br>Orderly<br>Conventional<br>Careful                 |
| Score  | Score   | Score  | Score   |

Total Score: 100  
Total Score: 100  
Total Score: 100  
Total Score: 100

If any of the scores in the colored boxes are less than 5 or greater than 10, you have made an error. Please go back and read the instructions.

## Holland Code Career Test

PRICE: FREE BASIC REPORT | \$19 FULL REPORT  
TIME TO TAKE: 10 MINUTES

1,138,365  
TESTS TAKEN IN THE LAST 30 DAYS

This free career quiz uses the scientific Holland Code (page/holland-code/choice-theory/career-choice) model to show you which jobs will suit your interests, talents, and aptitude. Get scores for 6 major job areas to guide your career planning.

To take the Holland Code career quiz, mark your interest in each activity shown. Do not worry about whether you have the skills or training to do an activity, or how much money you might make. Simply think about whether you would enjoy doing it or not.

|  | DISLIKE | NEUTRAL | LIKE |
|--|---------|---------|------|
| Repair a dishwasher                                |         |         |      |
| Use precision machines to build custom metal parts |         |         |      |
| Analyze the structure of molecules                 |         |         |      |

<https://tinyurl.com/ccctoolb>



# Step 4: Explore Interests and Aptitudes



## Questions to determine readiness to move to the next step:

- Have you utilized tools to help the advisee uncover skills, strengths, and interests?
- Have you discussed the results of the tools? What has the advisee learned?
- How has this information reinforced or changed assumptions?

Celebrate





# BREAK

Remember to sign in if you  
haven't already!



# STEP 5:

## Envision the Future





# Step 5: Envision the Future



## Overview & Purpose:

Now that the advisee has defined what they want and need from a career and have explored their own skills, knowledge, and aptitudes, it is time to explore career options and pathways that could meet the criteria and choose a path to start down.

# Step 5: Envision the Future



## Desired Outcomes:

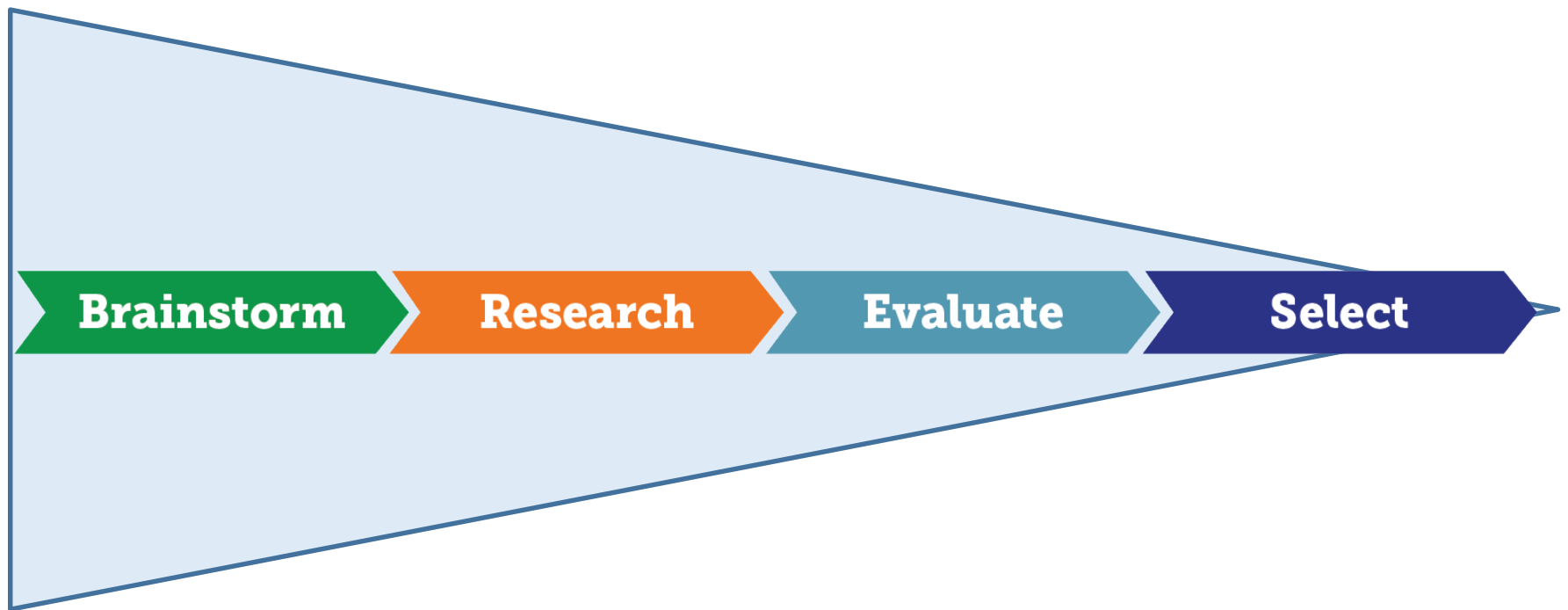
The advisor is prepared to empower advisee to research options:

1. Define research parameters to avoid being overwhelmed
2. Identify tools, resources, and approach to exploring options
3. Select pathway(s)

# Step 5: Envision the Future



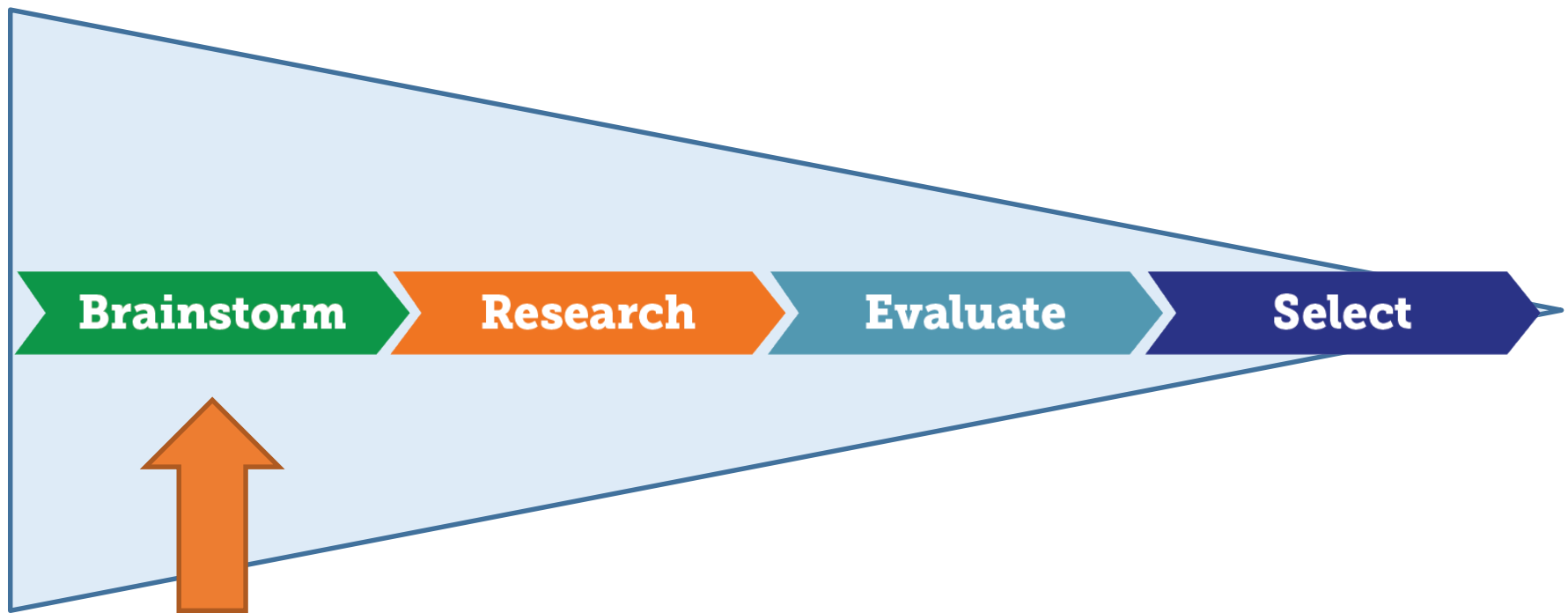
**Process for exploring career options and pathways of interest:**



# Step 5: Envision the Future



**Process for exploring career options and pathways of interest:**



# Step 5: Envision the Future



## Process for exploring career options and pathways of interest: **Brainstorm**

Brainstorm options with the advisee. Brainstorming “rules”:

### **Make a list of anything that comes to mind**

- The goal is to create as broad a list as possible.

### **No right or wrong answers**

- Rejecting an idea can stifle creativity.

### **No limitations**

- It is up to the advisee to do the research and understand whether an option is viable, and to partner with you to problem solve around obstacles.

# Step 5: Envision the Future



**Process for exploring career options and pathways of interest: **Brainstorm****

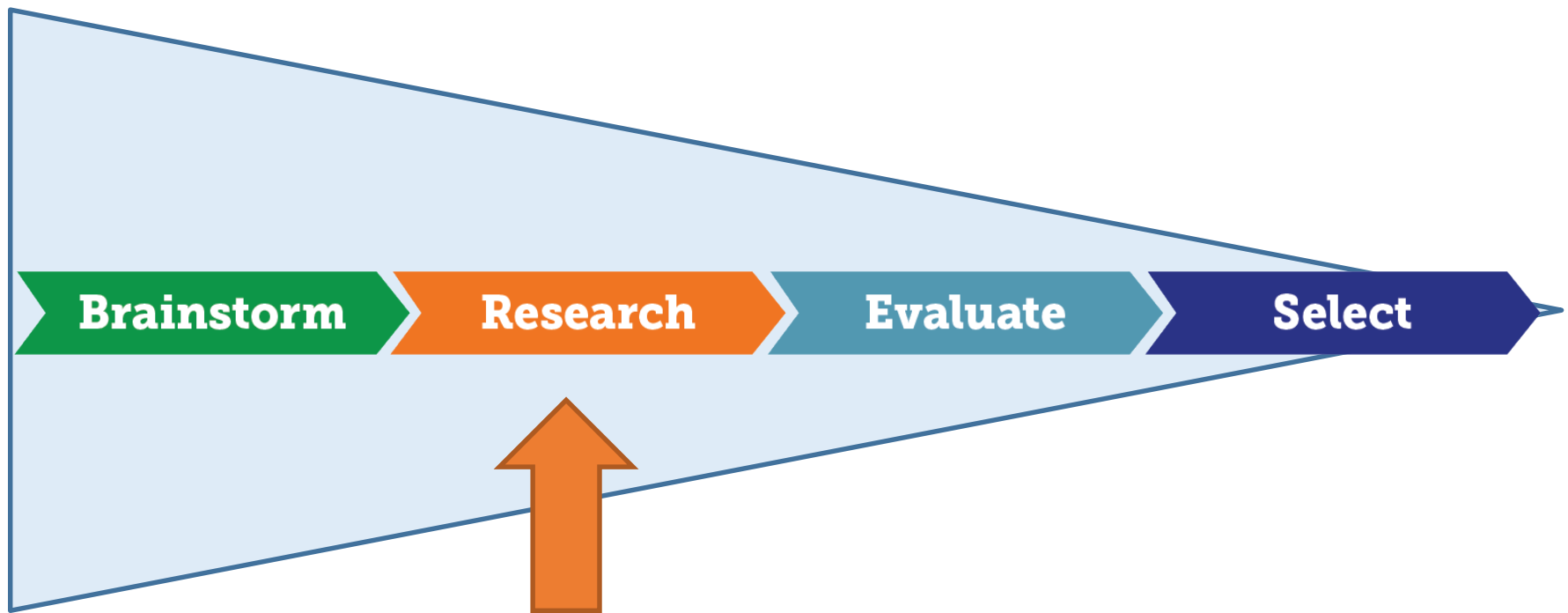
Sample questions for brainstorming:

- What are your options?
- Where can you use and honor your skills/interests/values?

# Step 5: Envision the Future



**Process for exploring career options and pathways of interest:**





# Step 5: Envision the Future



## Process for exploring career options and pathways of interest: **Research**

The advisee gathers information on the jobs on the brainstorm list. To avoid feeling overwhelmed by information, make a list of questions to research.

- What does this job do? Day-to-day? General responsibilities?
- What qualifications do I need to have to do this job? Education + skills + experiences.

# Step 5: Envision the Future



Process for exploring career options and pathways of interest: **Research**

Research resources include:

- **Online research:** Search for facts and data and learn about other options you may not have considered yet.
- **Networking:** Talk with as many peers, parents, staff, community members and any other contacts as you can.

# Key Resources: VirtualJobShadow.com and MyColoradoJourney.com

- Both websites allow you to explore careers and do some action planning based on pathways of interest

## VirtualJobShadow.com

- National statistics on careers and growing industries
- More videos to simulate job shadowing experiences
- Need a log-in (and license) to access any information

## MyColoradoJourney.com

- Colorado-specific information on careers and growing industries
- Replaces College in CO and Careers in CO
- Do not need a log-in to access some of the information on the website
- Regional workshops happening through this year – learn more at [tinyurl.com/MCJworkshops](http://tinyurl.com/MCJworkshops)



# Other Resources

*Many of these also linked on VirtualJobShadow and/or MyColoradoJourney.com*



## **Colorado Talent Pipeline Reports: [tinyurl.com/COPipeline](https://tinyurl.com/COPipeline)**

Annual report produced by CO Workforce Development Council about supply/demand of talent in Colorado, including “hot jobs”.

## **Labor Market Information: [tinyurl.com/COLaborMarket](https://tinyurl.com/COLaborMarket)**

Click on *Labor Market Profiles* on the left tab. *Area Profiles* by geography could be especially helpful.

## **Career Clusters Activity: [tinyurl.com/COCareerClusters](https://tinyurl.com/COCareerClusters)**

Asks students some questions and identifies potential career clusters based on responses.

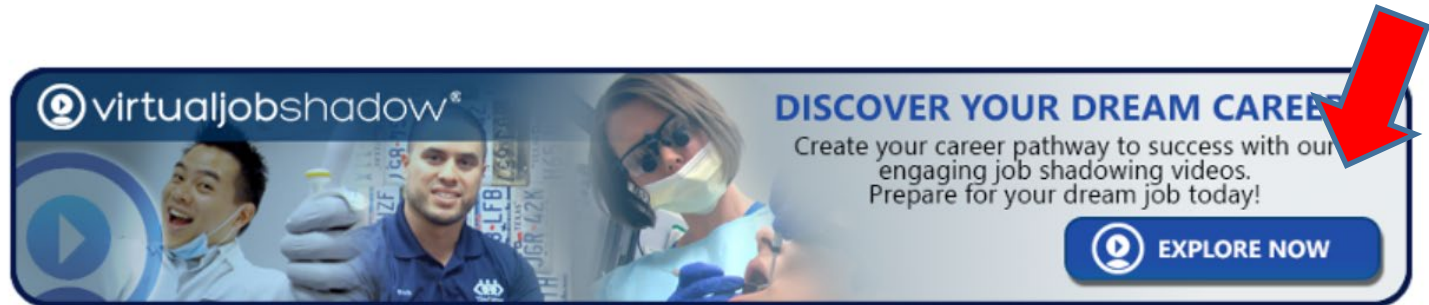
## **O-Net Interest Profiler: [tinyurl.com/COInterestProfiler](https://tinyurl.com/COInterestProfiler)**

From US Department of Labor, similar to Career Clusters option above – asks questions and highlights numerous career pathways aligned to responses.

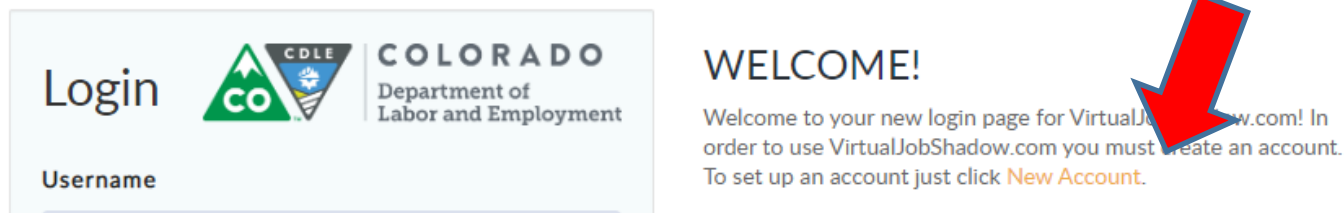
# Key Resource: Virtual Job Shadow

(1) Go here to get free account: [www.connectingcolorado.com](http://www.connectingcolorado.com)

(2) Click on this at the bottom of the page:



(3) Create new account



(4) Confirm via activation link sent to your email

(5) Select Colorado Department of Labor and Employment as your organization



# Step 5: Envision the Future



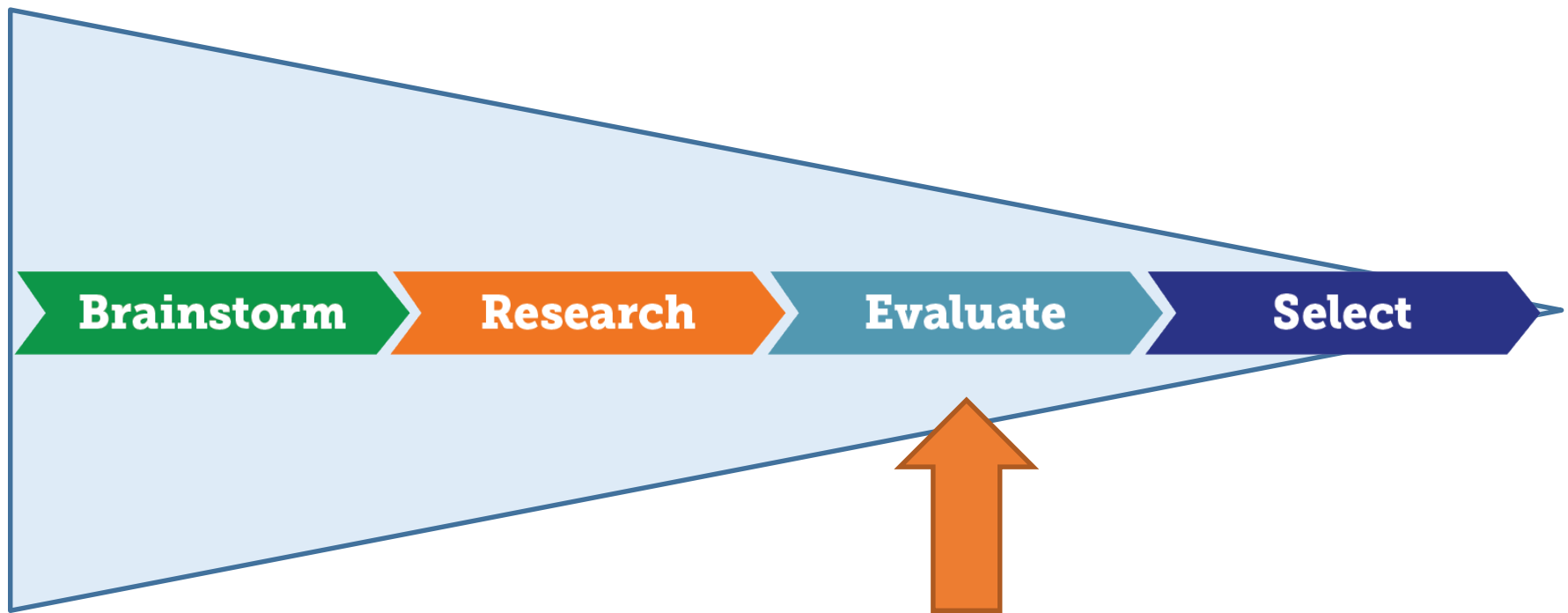
## **Activity:** Discuss resources with your table

- Based on your previous experience or exploration today, what do you like about the resources shared (e.g., Virtual Job Shadow, My Colorado Journey)? What are potential ways to use them? What are some of the limitations?
- What are other resources and tools you use related to researching career pathways and envisioning the future? How do you use them?

# Step 5: Envision the Future



**Process for exploring career options and pathways of interest:**





# Step 5: Envision the Future



## Process for exploring career options and pathways of interest: **Evaluate**

Evaluate the information gathered against the advisee's goals and criteria.

### Evaluation actions:

1. Begin with the end in mind.
2. For each alternative, discuss / write down:
  - a. Pros and cons
  - b. Values and needs that are satisfied
  - c. Risks and potential obstacles
  - d. Possible outcomes
3. Narrow down the options to a short list

# Step 5: Envision the Future



**Process for exploring career options and pathways of interest: Evaluate**

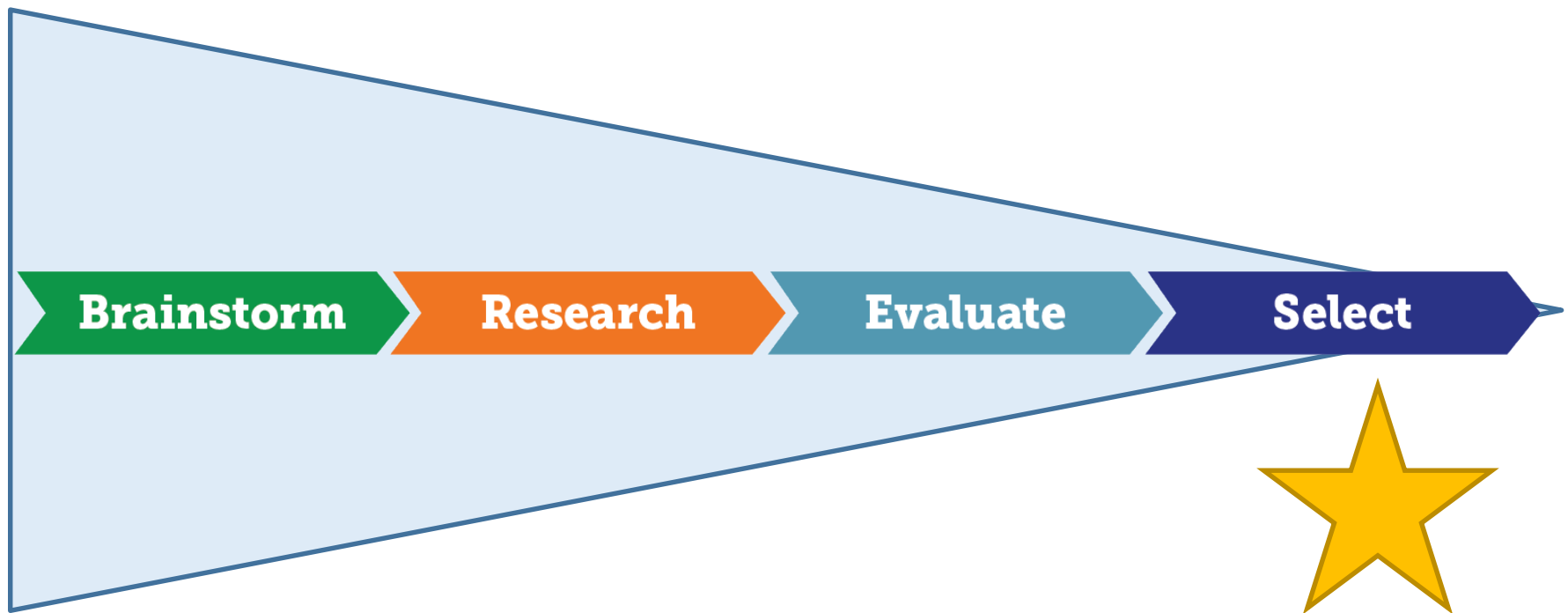
**“Try on” the short list options. Sample questions to ask:**

- Will you feel good about this choice? How will your parents/the people you care about feel about it?
- What do I have to give up to take this path?

# Step 5: Envision the Future



**Process for exploring career options and pathways of interest:**



# Step 5: Envision the Future



**Process for exploring career options and pathways of interest:** **Select**

Based on the information gathered and analyzed, the advisee should be ready and able to choose one of the options to pursue.

# Step 5: Envision the Future



## Questions to determine readiness to move to the next step:

- Were research parameters defined?
- Have you introduced the advisee to tools to research options that interest them?
- Has the advisee selected a pathway?

Celebrate



# PHASE III: Act



**Step 6: Encourage Action:** Define a course of action, help the advisee stay motivated; provide resources, support and accountability.

**Step 7: Celebrate Success!** A career brings new opportunities; repeat steps as needed to support lifelong learning & career development.





# STEP 6:

## Encourage Action



# Step 6: Encourage Action



## Overview & Purpose

Now that the advisee has chosen a possible career path to pursue, it's time to create a plan to make the chosen path a reality, including:

1. Creating a timeline and accountability measures
2. Taking the first action step based on the plan

# Step 6: Encourage Action



## Desired Outcomes

- The advisor is prepared to help the advisee create an action plan for themselves to turn the choice into reality
- The advisor is prepared to help the advisee stay motivated, providing the support/accountability the advisee may need to continue to make progress

# Step 6: Encourage Action



The advisee determines their current status relative to their chosen prospective career and determines the gap.



# Step 6: Encourage Action



## An action plan should have 4 elements:

1. **Action steps:** Break the goal down into manageable chunks.
2. **Timeline:** Let the advisee choose a date that feels reasonable, but challenging.
3. **Resources:** Help the advisee identify the resources needed to complete each step.
4. **Agree on accountability measures:** The advisee determines how they will stay on track.

# Step 6: Encourage Action



## Making a plan: More education or training?

### Need more education? – Sample steps:

- Identify schools/programs to apply to
- Submit applications
- Apply for financial aid

### Need more formal training? – Sample steps:

- Identify training programs / apprenticeships
- Apply

# Step 6: Encourage Action



## Make a plan: More experience?

### Need more experience? – Sample steps:

- Identify local organizations that offer internship programs
- Connect with someone in your network about helping at their place of business

# Step 6: Encourage Action



**Make a plan:** **Qualified and ready?**

## **Ready to start this career now? - Sample steps**

- Learn about application process
- Create / clean up resume
- Tap network for connections with companies



## Step 6 Activity

[www.riskology.co](http://www.riskology.co)

# The Pre-Mortem: A Simple Technique To Save Any Project From Failure

# Step 6: Encourage Action



## Activity: PREmortem

1. What are the existing and potential obstacles to implementing my decision and how can I overcome them?
2. Is there anything I need to adjust in the plan?



# Step 6: Encourage Action



## Take action

- Ready, set, go!
- The advisee follows the plan, connecting for support and accountability as needed
- The advisee takes time to review the course of action periodically and/ or change direction if necessary

# Step 6: Activity

## Activity: Sample Action Planning Form

Read the data gathered on the sample Action Planning Form.

Individually or in pairs, create a sample action plan on the bottom of the second page.

# Art vs. Science

5

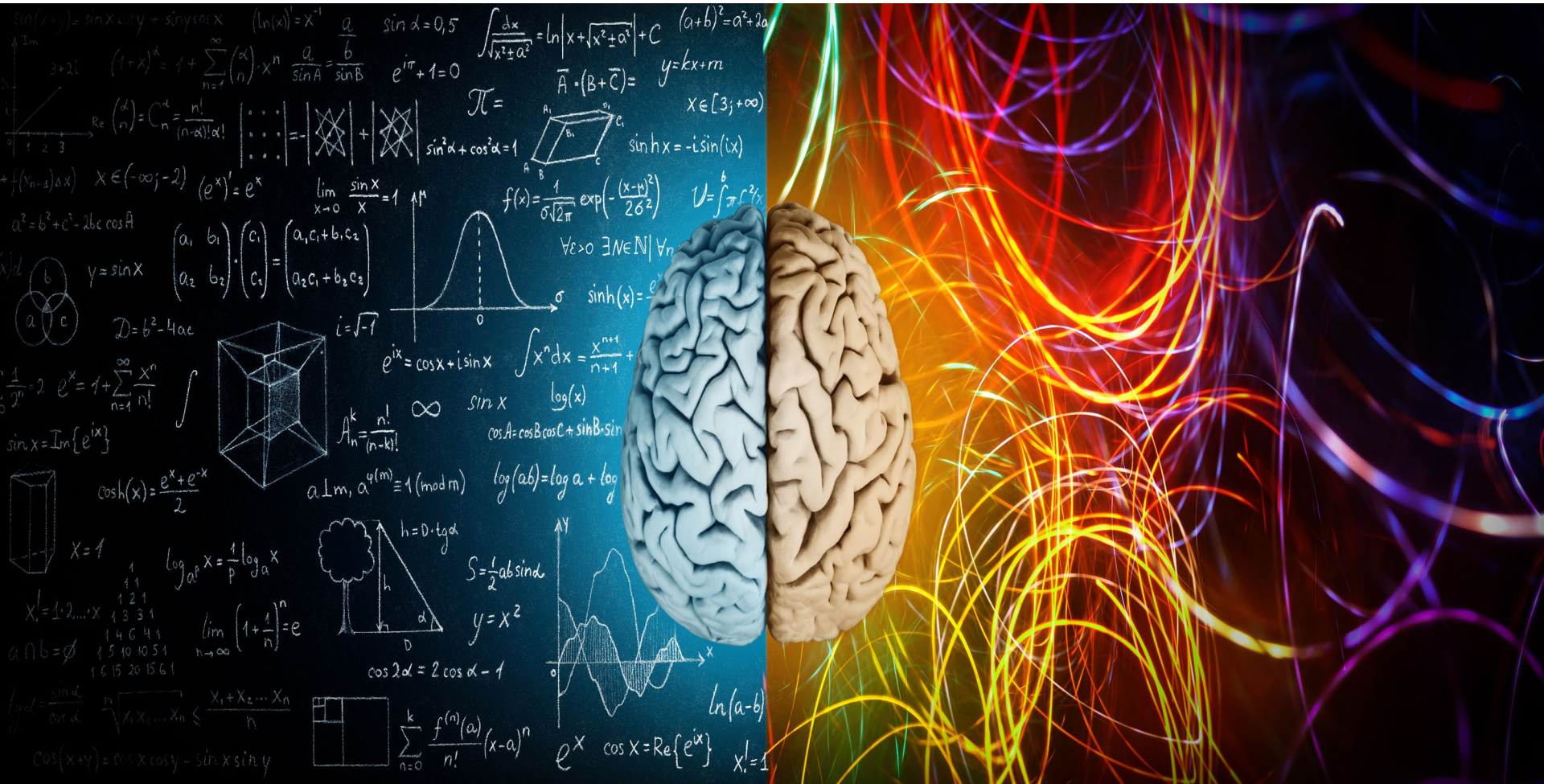


Image credit: <https://conversion-omics.com/sales-art-or-science/>





# Resources

6

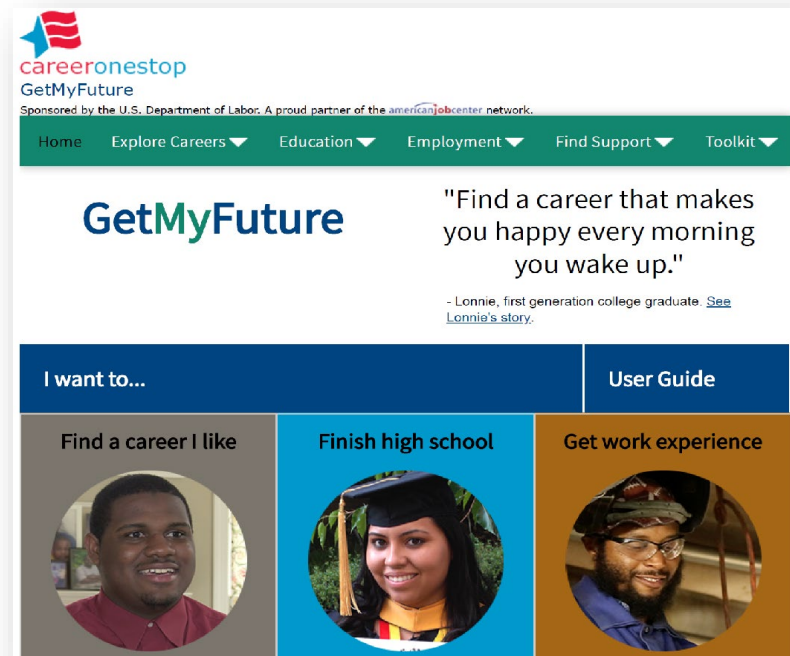


Individual Career and Academic Plan (ICAP):

<https://www.cde.state.co.us/postsecondary/icaptoolkit>

CareerOneStop – US Department of Labor:

<https://www.careeronestop.org/GetMyFuture/>



# Step 6: Encourage Action



## Questions to determine readiness to move to the next step:

- What is the next step: Entrance into the workforce, additional education or experience?
- Has a plan been developed to move toward the advisee's goal?
- Has the advisee learned how to utilize tools to research and evaluate opportunities?



Celebrate



# STEP 7:

## Celebrate Success!





**This isn't a race to the top...**





...and it isn't really a linear process...**celebrate the journey!**





...& don't forget to

Celebrate

The word "Celebrate" is rendered in large, white, three-dimensional block letters. It is surrounded by a dense, festive burst of multi-colored confetti, including red, blue, yellow, and pink pieces, which are scattered around the base and sides of the letters, creating a celebratory atmosphere.

# Final Reflection



**In the back of your workbook (pages 26-28), take a couple minutes to write down your key takeaways and/or action steps from this training. For example:**

- A key step you plan to practice/work on with your students or other advisees
  - A resource/website you want to explore more
  - A tool or inventory you want to use with your students or advisees
  - A plan to schedule this training for colleagues

# Survey



**Please let us know what you think of this  
Colorado Career Conversations training:**

**[Tinyurl.com/COCareerSurvey](https://tinyurl.com/COCareerSurvey)**

# Thank you!

If you have questions about this training or content, please reach out to project contacts:

Alex Carter, Vice President - Implementation  
[acarter@coloradoedinitiative.org](mailto:acarter@coloradoedinitiative.org)

Liz Kuehl, Program Lead  
[lkuehl@coloradoedinitiative.org](mailto:lkuehl@coloradoedinitiative.org)