YOUR LIFE IS A BLENDING OF THE CHOICES YOU MAKE. TO IMPROVE YOUR LIFE, IMPROVE HOW YOU MAKE CHOICES. TAKE TIME FOR CONSCIOUS DECISIONS BASED ON GOOD VALUES, LONGTERM RESULTS, LOVING MOTIVES & STAYING TRUE TO YOUR HEART.

NOTSALMON.COM
Find all the materials at:

HTTP://TINYURL.COM/PJMYGK5
Strength Based Career Decision Making for Young Adults

Kathy Eidsmoe
keidsmoe@cesa1.k12.wi.us
Educational Consultant
Cooperative Educational Service Agency #1
262-787-9500 x 9560

Don Schutt, Ph.D., NCC, LPC
don.schutt@wisc.edu
Senior Director, Talent Management
Office of Human Resources
University of Wisconsin-Madison
http://www.jobs.wisc.edu/
608-262-7106
Passion, Planning, Perseverance

Homer Hickam
Picking career titles is like picking apples.

Build a work personality instead!
Looking Back to Plan Forward
What did you love to do when you were a kid?
Why?
2. The Appreciative Interview

*Please Choose Q1. or Q2. or Q3.*

1. Let’s begin by talking about a time when you felt most happy – a time when you were having fun and doing a great job. Describe the situation.

2. There are often times in our lives when we feel particularly energized and positive. Looking at all your life experiences, can you recall a peak work or learning experience when you felt most alive, most involved, or most excited?

3. Let’s talk for a moment about the things that you value deeply – specifically, the aspects you value about yourself and what you value in your home, school or work environment.
And Q4.

If you had three wishes for your career, what would they be? Please list three things in order of priority.

Wish One:

Wish Two:

Wish Three:

Then complete the “Summary Sheet”
Summary Sheet

1. What did you hear the person describing in the interview as her or his life-giving forces?
2. Identify three to five major themes or patterns that emerged from the interview?
3. What were the most quotable quotes that came from your conversation?
4. Please summarize what you heard, felt, or saw as the interviewee's strengths.
How do we want your students to be successful when they are 30?

How do your students want to be successful when they are 30?
People often look for a destination rather than how they want to be wherever they go.
Goal of the Strength-Based Process

• Create an action plan that honors our strengths and articulates our hopes for our future.
Keys

• Finding the seeds of excellence on which to build
• Creating images of excellence in hopes that the individual moves toward those images
• It is about changing our pictures of ourselves and creating new images
• Reflecting as a means of utilizing the past to project toward a positive future
reflection (r-flkshn)

1. The act of reflecting or the state of being reflected.
2. Mental concentration; careful consideration.
3. A thought or an opinion resulting from such consideration
Defining Our Work

• Please define "career"
• What is "career development?"
Career

The “totality of work – paid and unpaid – one does in his/her lifetime”

National Career Development Association Web site,
http://www.ncda.org/pdf/Policy.pdf
Career Development

“The total constellation of psychological, sociological, educational, physical, economic, and chance factors that combine to influence the nature and significance of work in the total lifespan of any given individual”

Central Concerns of Positive Psychology

- Positive emotions
  - Contentment with the past, happiness in the present, and hope for the future
- Positive individual traits
  - Study of strengths and virtues
- Positive institutions.
  - Strengths that foster better communities

Source: http://www.ppc.sas.upenn.edu/
Quick Nod to Positive Psychology...

• The scientific study of the strengths and virtues that enable individuals and communities to thrive

• Founded on the belief that people want...
  • To lead meaningful and fulfilling lives,
  • To cultivate what is best within themselves, and
  • To enhance their experiences of love, work, and play.

Source: http://www.ppc.sas.upenn.edu/
Supporting Theories

• Appreciative Inquiry – Don Schutt
• Career Construction – Mark Savickas
• Happenstance Career Theory – John Krumboltz
• Now, Discover Your Strengths - Buckingham, Marcus and Clifton, Donald O.
Appreciative Inquiry Core Processes
Don Schutt, UW-Madison

- Instead of focusing on deficits…
- Seeks what is going right and builds on those strengths
- Discussion and verbal exploration helps to create new images…
- New images lead to new actions and behaviors

Happenstance Career Theory
John Krumboltz

- Indecision is desirable and sensible, as it allows the opportunity for clients to benefit from unplanned events.
- Several factors have been highlighted as being helpful in career management,
- These attributes and tasks enable you to turn chance encounters and occurrences into career opportunities.


### Strength-Based Approach

Now, Discover You Strengths

- We become experts in our weaknesses and spend our lives trying to repair these flaws, while our strengths lie dormant and neglected.
- Reveals how they can be translated into personal and career success.
- Help you learn how to focus and perfect these themes.

### Career Construction

Mark Savickas

- This approach looks at a client's life as a "novel being written”
- It emphasizes recurring themes that reveal how the client uses work to advance his or her life projects.

**APA**

Life-Giving Forces

Distinctive strengths that give you life and vitality when functioning at your best

Elements or experiences within your past and/or present that represent your strengths when operating at your very best

Could be a single moment in time or any aspect that contributes to your highest points and most valued experiences or characteristics

Modified from: Cooperider, Whitney & Stavros, 2005, p. 418
The Approach

- All systems have untapped, rich stories
- Some approaches identify “fixes” or deficits that need to be overcome
- Seeks that which is going right and builds on those strengths
- Language seen as a powerful source for creating social reality
- Conversations continually create new images that lead to new actions and behaviors
Comparison to Problem Focus

Problem Solving

• What to fix
• Underlying grammar = problem, symptoms, causes, solutions, action plan, intervention
• Breaks things into pieces & specialties, guaranteeing fragmented responses
• Slow! Takes a lot of positive emotion to make real change.
• Assumes organizations are constellations of problems to be overcome

Strength-Based/AI

• What to grow
• New grammar of the true, good, better, possible
• “Problem focus” implies that there is an ideal. AI breaks open the box of what the ideal is first.
• Expands vision of preferred future. Creates new energy fast.
• Assumes organizations are sources of infinite capacity and imagination
Life-Giving Forces

Distinctive strengths that give you life and vitality when functioning at your best

Elements or experiences within your past and/or present that represent your strengths when operating at your very best

Could be a single moment in time or any aspect that contributes to your highest points and most valued experiences or characteristics
In Other Words…

Capitalize on your strengths and manage around your weaknesses.
Traditional Process

**Assessment**

- **Who Am I?**
  - Life priorities
  - Interests
  - Preferences
  - Aptitudes
  - Skills

**Exploration**

- **Where Am I Going?**
  - Career Information
  - Labor Market Information
  - Career research
  - Goal Setting

**Action**

- **How Do I Get There?**
  - Skills to develop
  - Education/training
  - Self marketing activities
  - Obstacles/strategies
Appreciative Process

Assessment Discovery

“What gives life?”
(The best of what is)

Appreciating

Exploration
Dream

“What might be?”
(What is the world calling for)

Envisioning

Action

Design

“What should be – the ideal?”

Co-Constructing

Destiny

“How to empower, learn and adjust/improvise?”

Sustaining

Modified from: Troxel, 2001
Applying Appreciative Inquiry Strength-Based Career Decision Making

1. Reframing Using Reflection
2. The Appreciative Interview
3. Classroom Activities
Reframing Using Reflection

• Identify and think about one decision you recently made.
  
  + Can be done quickly
  + Is relatively easy
  + Models the behavior
5 STEPS TO MAKING GOOD DECISIONS

1. Identify the decision to be made.
   What goals or end results do you want?

2. List your options.
   Identify all the possible options and get more information.

3. Study your options.
   What are the advantages and disadvantages of each option?

4. Select the best solution.
   Choose the best solution and carry out the decision.

5. Evaluate your decision.
   Did you decide carefully? Are you proud of your choice?
Work Personality Assessments
Summary
Summary Sheet

1. What did you hear the person describing in the interview as her or his life-giving forces?
2. Identify three to five major themes or patterns that emerged from the interview?
3. What were the most quotable quotes that came from your conversation?
4. Please summarize what you heard, felt, or saw as the interviewee's strengths.
Work Personality Assessments Summary

Student Name:

**Career Clusters**

What were your 3 highest scoring Career Clusters and what were the scores?

<table>
<thead>
<tr>
<th>Career Cluster Name</th>
<th>Score</th>
</tr>
</thead>
</table>
Tools & Techniques of the Trade

- Advice to Self
- What drives you to do what you do
- Holland’s
- Looking Back to Plan Forward
- Motivation for Working
- Passion, Planning, Perseverance
- Work Personality Assessments Summary
- Career Cluster List
- Career Cluster Pen/Pencil
- Career Cluster Web Site and Online Assessment
- ONet Your Next Move
- Sentence Stem Journal Idea
3. Classroom Activities: Looking Back to Plan Forward

Looking Back in Order to Plan Forward

Look back on your childhood. Go back as far as you can remember. Start where you first remember and proceed to the present. Think of the things that you remember being especially fun, fascinating, or those things that motivated you to learn more. Now make a quick list of these events or ideas. Don’t think too long as you do it. The key is quickness and recording the first things that come to mind. Record your answers in the “activities, events & ideas” side of the table. Once you fill out the “events” side move over to the why side. In each space explain why the event was so memorable and important to you.

<table>
<thead>
<tr>
<th>Activities, Events &amp; Ideas</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Playing with Barbies</td>
<td>I thought the outfits they used were catching fish gives me the feeling of freedom.</td>
</tr>
<tr>
<td>2. Fishing</td>
<td>I got to be someone who I’m not anymore.</td>
</tr>
<tr>
<td>5. Animals</td>
<td>I always thought food was a fun sense to eat.</td>
</tr>
<tr>
<td>6. Swimming</td>
<td>Animals relax me.</td>
</tr>
<tr>
<td>7. Going to camp</td>
<td>Fun to do with friends (games).</td>
</tr>
<tr>
<td>8. Playing with younger</td>
<td>I saw a lot of interest in medical field and was very relaxing.</td>
</tr>
<tr>
<td>11. Family events</td>
<td>Dressing up online was cool! I loved fashion.</td>
</tr>
<tr>
<td>12. Girls day w/ mom and</td>
<td>I am very close with family.</td>
</tr>
<tr>
<td>13. Boating</td>
<td>My mom &amp; I always have a blast. It gives me a thrill.</td>
</tr>
<tr>
<td>14. Makeup/nails</td>
<td>Doing makeup &amp; nails is a natural.</td>
</tr>
</tbody>
</table>
# My Strengths and Growth Areas

## Curriculum Areas
- All subjects
- Art/Music
- Business/Marketing
- Computer Science
- Family/Consumer Education
- Health/Physical Education
- Language/Communication Arts
- Mathematics
- Natural Resources/Agriculture
- Science
- Social Studies/Economics
- Technical Education

## Grade Level
<table>
<thead>
<tr>
<th>Curriculum Areas</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>All subjects</td>
<td>7  ✔️ 8  ✔️ 9  ✔️</td>
</tr>
<tr>
<td>Art/Music</td>
<td>K 1 2 3 4 5 6</td>
</tr>
<tr>
<td>Business/Marketing</td>
<td>7  ✔️ 8  ✔️ 9</td>
</tr>
<tr>
<td>Computer Science</td>
<td>10 11 12 13+</td>
</tr>
<tr>
<td>Family/Consumer Education</td>
<td></td>
</tr>
<tr>
<td>Health/Physical Education</td>
<td></td>
</tr>
<tr>
<td>Language/Communication Arts</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>Natural Resources/Agriculture</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>Social Studies/Economics</td>
<td></td>
</tr>
<tr>
<td>Technical Education</td>
<td></td>
</tr>
</tbody>
</table>

## Activity Type
- Individual
- Small Group
- Whole Class
- Outside of Class

## Resource Type
- Books/Workbooks
- Computers
- Community/Businesses
- Faculty/Staff
- Games
- Internet
- Parents
- Videos

## Time (minutes)
- In-Class Time: 60
- Out-of-Class Time: 60

## INTRODUCTION

Students, working individually, will write a two-page essay describing several of their strengths and "growth areas" (weaknesses) and present their essays to the rest of the class.

## OBJECTIVE (student competency)

Students, working individually, will identify three strengths and two "growth areas" (weaknesses) and write a two-page essay describing those strengths and growth areas. Students will also be able to identify at least one specific idea for improving on one of their growth areas.
Work Values

Your Motivation for Working
Directions: Go back to each section and add up your score for each category. Then plot your scores on the graph below. Connect the marks you make with a line to show your profile.

<table>
<thead>
<tr>
<th>Recognition</th>
<th>Achievement</th>
<th>Dominance</th>
<th>Social Welfare</th>
<th>Self-Expressions</th>
<th>Money</th>
<th>Work Ethic</th>
<th>Independence</th>
<th>Creativity</th>
<th>Challenge</th>
<th>Interpersonal Relations</th>
<th>Variety</th>
<th>Interest</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Hollands/RAISEC

Tried and True

Large Amount of Career Info Correlated to It
Social  (Helpers)

People who like to work with people to enlighten, inform, help, train, or cure them, or are skilled with words.

**Are you?**
- friendly
- helpful
- idealistic
- insightful
- outgoing
- understanding

**Cooperative**
- generous
- responsible
- forgiving
- patient
- kind

**Can you?**
- teach/train others
- express yourself clearly
- lead a group discussion
- mediate disputes
- plan and supervise an activity
- cooperate well with others

**Like to?**
- work in groups
- help people with problems
- do volunteer work
- work with young people
- serve others

**Career Possibilities**
(Holland Code):

- City Manager (SEC)
- Clinical Dietitian (SIE)
- College/University Faculty (SEI)
- Community Org. Director (SEA)
- Consumer Affairs Director (SER)
- Counselor/Therapist (SAE)
- Historian (SEI)
- Hospital Administrator (SER)
- Psychologist (SEI)
- Insurance Claims Examiner (SIE)
- Librarian (SAI)
- Medical Assistant (SCR)
- Minister/Priest/Rabbi (SAI)
- Paralegal (SCE)
- Park Naturalist (SEI)
- Physical Therapist (SIE)
- Police Officer (SER)
- Probation and Parole Officer (SEC)
- Real Estate Appraiser (SCE)
- Recreation Director (SER)
- Registered Nurse (SIA)
- Teacher (SAE)
- Social Worker (SEA)
- Speech Pathologist (SAI)
- Vocational-Rehab. Counselor (SEC)
- Volunteer Services Director (SEC)
## Accomplishments by the Numbers

<table>
<thead>
<tr>
<th>Curriculum Areas</th>
<th>Grade Level</th>
<th>Activity Type</th>
<th>Resource Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>All subjects</td>
<td>K 1 2 3 4 5</td>
<td>Individual</td>
<td>Books/Workbooks</td>
</tr>
<tr>
<td>Art/Music</td>
<td>6 7 8 9 10 11 12 13+</td>
<td>Small Group</td>
<td>Computers</td>
</tr>
<tr>
<td>Business/Marketing</td>
<td></td>
<td>Whole Class</td>
<td>Community/Businesses</td>
</tr>
<tr>
<td>Computer Science</td>
<td></td>
<td>Outside of Class</td>
<td>Faculty/Staff</td>
</tr>
<tr>
<td>Family/Consumer Education</td>
<td></td>
<td></td>
<td>Games</td>
</tr>
<tr>
<td>Health/Physical Education</td>
<td></td>
<td></td>
<td>Internet</td>
</tr>
<tr>
<td>Language/Communication Arts</td>
<td></td>
<td></td>
<td>Parents</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td>Videos</td>
</tr>
<tr>
<td>Natural Resources/Agriculture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies/Economics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical Education</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Time (minutes)

<table>
<thead>
<tr>
<th>In-Class Time</th>
<th>Out-of-Class Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>0</td>
</tr>
</tbody>
</table>

### INTRODUCTION

Students, working individually, will list at least three of the achievements they’re most proud of and practice expressing and presenting those achievements using quantifiable terms.

### OBJECTIVE (student competency)

Students, working individually, will be able to list at least three achievements they’re proud of using quantifiable terms suitable for a resume. Students will also be able to share their achievements with the class.

### MATERIALS AND PREPARATION

- Scratch paper
- Pencils or pens

Examples provided by: http://WisCareers.wisc.edu
The Missing Link

16 Career Clusters & 79 Pathways

www.wicareerclusters.org

Onet – My Next Move; http://www.mynextmove.org
Building the Complete Picture

1. A strength-based career decision-making approach focuses on building the best things in life rather than on repairing the worst;

2. The questions we ask and the language we use creates an image that defines who we are and what we can do; change the image and we change the direction; and

3. By identifying the best of “what is” and possibilities of “what could be” cultivates a path to meaningful and fulfilling lives.
References


Appreciative Inquiry Resources


