

Dynamic Careers Coaching

Premise

- A lot of careers education focuses on your educational destination rather than finding your vocation.
- Giving young people tools to find out who they are and what they are good at helps to develop their sense of direction.
- When we know where we are going, we are more motivated to do whatever it takes to get us there.
- These sessions provide a dynamic way for students to explore who they are, what they are good at and how it might fit into the world of work.

It is a good approach to use in advance of discussing options and courses.

Technique 1

Start with a standing vote, asking students to move to the appropriate area of the room depending on their answer to the question. E.g. if your answer is yes, move to the right of the room. If your answer is no, move to the left.

Questions might include:

- “I know what I want to do”
- “I’ve got a clear plan of action for the next 5 years.”
- “I feel pressured to do what is expected of me.”

Use this opportunity to get them talking to each other and you about why they find themselves where they are and what would make a difference for them.

Technique 2

Step 1:

Ask the participants to draw three circles. Label these: Skills, Passions and Motivation.

In these circles they write:

- Skills – all the things they are good at, in and out of school
- Passions – all the areas of life that interest them and get them energised and excited and
- Motivation - what problems would they like to fix in their lives, in their community and in their world.

Encourage them to put down as much as possible. If they get stuck, ask what a good friend or family member would say they are good at.

Step 2:

Then ask them to combine a Skill, a Passion and a Motivation and then brainstorm all the possible jobs for that combination.

E.G:

I am good at writing, I am passionate about the environment and I think the world needs more sustainable forms of energy. What might my job be?

Author, journalist, sustainable energy consultant, Environmental PR, corporate social responsibility, etc

Students may need your input in giving them a breadth of perspectives and roles they could choose from.

Get them to make these combinations several times.

Step 3:

Once they have a long list of possibilities, then ask them to tick or cross against each role to signal which they are interested in.

Lastly, ask them to identify the criteria that made them interested e.g. I like the idea of working out of doors.

Use this framework as the basis for a discussion on careers, vocation and thus next steps.

If you would like more tips on effective careers coaching and personal development for young adults, visit our website and join the mailing list.

www.thelifeproject.co.uk