

Riding the Rapids



*Guiding Your Teen
to Career Success*



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Riding the Rapids

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”

Introduction

Riding the Rapids

Guiding Your Teen to Career Success



Careers just don't work like they used to! Instead of climbing a ladder to success one rung at a time, today's career journey is a ride down the rapids; a turbulent adventure packed with unexpected twists and turns.

You may believe teenagers are learning to navigate the rapids, getting the career advice and guidance they need and want at school. But career guidance counselors serve hundreds of students and are often unable to give the personal attention and help your teen needs. Plus, studies show that teens look to their parents, not their teachers or counselors, as their top adult influence when making career decisions.

Are you prepared to take on the role of career guide? Can you offer your teen the support and information they need to make important career decisions? How much do you know about this new economy and the far-reaching changes it brings? Can you provide leadership, but not ownership, in your teen's quest to find rewarding life work?

If you are looking for ideas, strategies, and suggestions to help your teen with career decisions, we invite you to read on. Try the exercises, complete the activities, and review the resources. The more you understand and experience the process, the more helpful you will be to your teen.

The role of career guide can be an exciting one—on a journey that lasts a lifetime!

Imagine the Future

Looking for Guidance

Finding, choosing and building a career takes a lot of work, knowledge and support because careers don't happen the way they used to. The world of work has changed more in your own lifetime than in the 150 years preceding your birth. So, if you try to help your teenager plan his/her career using yesterday's career preparation strategies, your advice will be outdated before you even begin.

Today's workplace is quite different than the one most of us grew up with. We are living in a new economy—powered by technology, fueled by information and driven by knowledge and portable skills. Few of us could have imagined the kinds of decisions we have been faced with in the last five or ten years. It's even more difficult for us to imagine the workplace our teenagers will encounter in just a few years.

While career success used to be compared to climbing a ladder, stepping up one rung to the next, today's career journey is more like a river raft adventure, navigating a zigzagging course filled with changes, choices, and challenges that depend on shifting market conditions. The climb is no longer steady and straight but ever-changing. So career decisions, even those made early in life, must be flexible and subject to change.

To begin to focus on the workplace of tomorrow, start by looking back. Completing the family job tree on the next page will help you direct your teen's attention to some of the different and interesting occupations family members have held. This is a good place to begin career discussions.



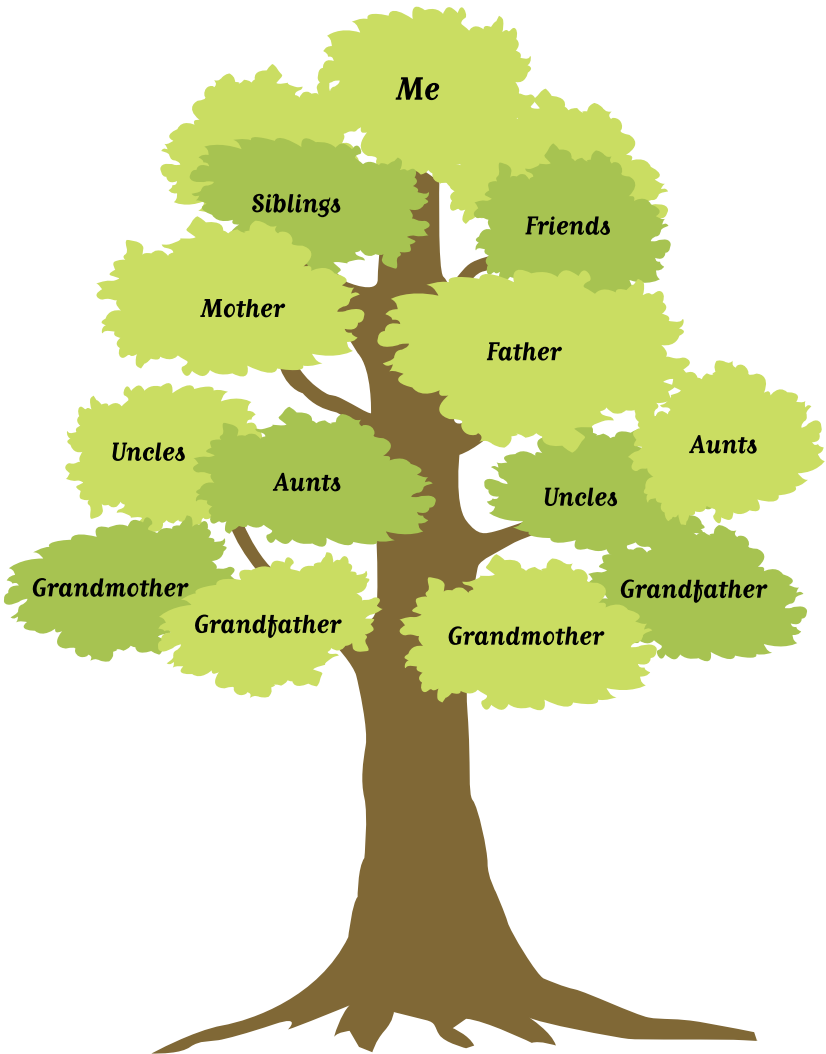
***Change is one form of hope.
To risk change is to believe in tomorrow.***

— Linda Ellerbee



A Family Job Tree

Fill in the jobs that your family members hold or have held in the past. In what way do you think your family history of jobs/careers might affect your career choices?



Listen

Longing to Feel Heard

When you take the time, energy, and concentration to listen to your teen, you are sending the message: You are important. When you actively listen, you empower the speaker and build their self-esteem. An effective listener can be a powerful force!

Active listeners, listen for content and the feelings or attitudes about the content. Practice restating or rephrasing your teen's message to make sure you heard what they were trying to say. By listening and repeating you are neither agreeing nor disagreeing with your teen; you are simply confirming that you heard the message. This process of paraphrasing, but not interfering or judging, helps your teen reflect on their own thinking and often provides them with information or insight about themselves.

Here are a few do's and don'ts of listening to teens:

Do

- Make eye contact
- Focus on feelings
- Give full attention
- Show interest by nodding, "yes," "go on"
- Allow for pauses/silence
- Be patient

Don't

- Use negative body language
- Be judgmental
- Interrupt, or evaluate
- Spend time preparing your response
- Show disapproval
- Advise, interrogate, send a solution, debate

Take advantage of any windows of opportunities to listen; times when you can really focus on hearing what your teen is saying or trying to say. How about turning the radio or CD player off or down on a trip to the supermarket? Playing a game or working a jigsaw puzzle together can create opportunities to listen.



The real art of conversation is not only to say the right thing, but...to leave unsaid the wrong thing at the tempting moment.

— Dorothy Neville



Will You Please Just Listen?

An Adolescent's Plea to Adults

Author unknown: *Adapted by S. Hein*

When I ask you to listen and you start giving advice,
you have not done what I have asked.

When I ask you to listen and you start telling me why I shouldn't feel
the way I do, you are invalidating my feelings.

When I ask you to listen and you start trying to solve my problem,
I feel underestimated and disempowered.

When I ask you to listen and you start telling me what I need to do,
I feel offended, pressured and controlled.

When I ask you to listen, it does not mean I am helpless. I may be
faltering, depressed or discouraged, but I am not helpless.

When I ask you to listen and you do things which I can and
need to do for myself, you hurt my self-esteem.

But when you accept the way I feel, then I don't need to spend time
and energy trying to defend myself or convince you, and I can focus on
figuring out why I feel the way I feel and what to do about it.

And when I do that, I don't need advice,
just support, trust, and encouragement.

Please remember that what you think are irrational feelings always make
sense if you take time to listen and understand me.

***What does it feel like when someone listens to you? Do you know
someone who does? How do you know? How do they behave?***

Focus On Strengths

The Secret to Achievement

After studying over two million people, the Gallup organization found: ***Top achievers in virtually every profession, career, and field of achievement build their lives upon their strengths/talents.***

A strength is a natural talent or ability that one develops with knowledge and skill. According to Donald Clifton in *Soar with Your Strengths*, the first step in building on a strength is to identify one's natural talents; sounds easy, but harder than you might think. And if you ask your teen the question, "What do you do well?" their response most likely will be a blank stare.

And this is where you can really help! Many teens are not sure of their natural gifts or talents and tend to minimize what they are able to do almost naturally. Because you have observed and interacted with your teen throughout his/her life, you know more than most about what he/she does well and easily. You have good ideas about your teen's abilities, talents, and strengths.

Use these questions to help you help them identify their strengths:

- *What kind of activities has your teen loved to do since childhood?*
- *What does your teen get great satisfaction from doing?*
- *What kind of things is your teen able to learn rapidly?*
- *What activities or skills does your teen do well, easily, and consistently?*

Consider one teen we worked with: Jeff liked people, had lots of friends, but besides surfing, had no real defining talent or skill. However, his parents noted that Jeff had an unusual ability to mediate arguments. He could quickly identify with both sides of a disagreement and find neutral ground. In fact, they observed, he had been able to do this since he was five or six. When his parents suggested he had this talent, Jeff was completely surprised yet interested. Jeff now uses this talent as a tax attorney, successfully mediating cases for individuals who have problems with the IRS.



A true talent delights the possessor first.

— Ralph Waldo Emerson



What Does Your Teen Do Well?

Make several copies of this form. Ask your teen to fill one out one about themselves; you fill one out about your teen; and ask another person close to your teen (grandparent, adult friend or other parent), to fill one out. Then compare and discuss what each person wrote. What did your group discover?

What is your teen's favorite subject in school?

What are your teen's hobbies and interests outside of school?

Check all the things you teen is good at:

- Reading
- Writing
- Speaking in front of others, small groups
- Art (drawing, painting, sculpting)
- Music (singing, playing, listening)
- Math (calculating, measuring, solving, logic problems)
- Working alone
- Working in a group
- Building things (constructing things)

List other things your teen excels at that are not on the list above:

What's your teen's favorite way to learn?
(reading, listening, watching, doing)

What do you think your teen would like to learn more about?

What is one of your best memories of your teen's school life?

What is one of your best memories of your teen's life outside of school?

What careers do you feel may interest your teen?

On the back make a list of activities your teen has participated in and what skills each one required or built. For example: soccer helps build teamwork, leadership, problem solving, quick thinking, and flexibility.

Primary Color

Gold, Blue, Orange, Green Take on New Meaning

Lots of expensive, inexpensive, and free assessments can provide information and insight into someone's personality and temperament. Schools and businesses spend millions on assessments to help predict who is most likely to succeed in an organization.

Since almost everyone can relate to color, one quick, easy, and fun assessment is to choose one of four colors that best describes you. This system is trademarked under the name True Colors. While all four colors are a part of everyone's personality, one color is dominant. Read the short description of each color and decide which one best describes you and your teen. Have all the members of your family do this short exercise and discuss how you are all alike and how you are different.

Gold: Golds like stability, consistency, organization and order. They value security and acceptance by others. Golds do not like change or people who are careless and break the rules. They are stable, dependable and efficient. This is the most common dominant color.

Blue: Blues like harmony and dislike discord. They seek to understand others and themselves better. Other people may find blues overly sensitive or concerned about other's feelings. Blues make up about 12 to 25% of the population.

Orange: Oranges like action, adventure, and variety. They are happy when they are in motion and are usually great fun to be around. Orange can be spontaneous and carefree. Orange's like to learn skills that they can put to work right away.

Green: Greens are investigators. They thrive on designing, inventing, and analyzing information. They are primarily focused on the actual task rather than on people. They have questions about everything, and often find novel or creative solutions to problems. This is the least common color personality.

This tool will help you reflect and consider different temperaments/personalities and identify with the one most like you and your teen.



Self-awareness is the cornerstone to effectiveness.

— Mairlouise Carlisle



Who Am I?

Read the descriptions and identify the personality color of each one: gold, blue, orange or green. Explain how you are alike and different from each other.

1. I value freedom and excitement. I like to be spontaneous and think planning can take the fun out of things. I like to learn new things that I can use right away. I want to make and do things rather than just think about them. I value skillfulness over logic, structure, and feeling. I like to play games, and I like to win. What do you think my predominant personality is? Are you like me? Explain?

2. I like people, and I like the people around me to get along with each other. I do not like conflict or competition but prefer to develop loving relationships. I care more about people than I do about facts, logic, adventure, or reason. I am very social and want people to like me. What color do you think I am? How much are you and I alike? Explain?

3. I like new ideas, and I like to discover how things work. I generally prefer to work by myself because it is easier for me to think about things and reflect on them. I like to use by brain and am not particularly interested in feelings, rules, and non-stop excitement. What color do you think I am? Are you like me? How?

4. I value tradition, and I prefer things to stay like they are. I like to run things according to the rules and find that organization and order are more important to me than excitement, adventure, or emotions. I am careful about money and value security. I want to help an organization run smoothly whether it's my home my work. What is my color? Are you like me? How?

Answers: 1 = orange, 2 = blue, 3 = green, 4 = gold

Write your own "Who Am I?"

Have your family members write an anonymous word description of their personality based on *True Colors*. See how quickly your family can identify the writer of each description.

Crack the Interest Code

Identify Unique Combinations

The Holland Code has been used by career counselors and schools for many years. It is easy and quick to use and like choosing colors, it is one more tool to help your teen get the “inside” scoop. John Holland’s theory maintains that people can loosely be classified into six categories: realistic, investigative, artistic, social, enterprising, and conventional. Here is a short explanation of those categories:

1. People with strong **realistic** characteristics tend to enjoy being outdoors and working with machines, tools, animals and/or things. They often prefer using mechanical, athletic and manual skills to interacting with groups. *Realistics like to do.*
2. People who lean toward the **investigative** type often like to work independently and on a cognitive level. They like to think about and analyze ideas, problems, and issues. Investigative types may have strong math, science, and analytical abilities. *Investigatives like to think.*
3. Individuals who score high in the **artistic** area tend to be creative, unstructured, and imaginative. Artistic people often enjoy innovative and open experiences over organized and structured activities. They prefer to let their emotions guide them. *Artistics like to create.*
4. Those dominant in the **social** area like to be around people. They enjoy helping others and contributing to the good of society. Social types have strong interpersonal and communication skills and tend to be empathetic, patient and understanding. *Socials like to help.*
5. Individuals with high **enterprising** scores enjoy interacting with people in a manner that involves leadership, persuasion, and management. They tend to be comfortable with their decision-making skills, competitive, and self-confident. *Enterprisers like to persuade.*
6. Those who lean toward the **conventional** style prefer structured and organized activities. They like a clear understanding of expectations and follow established procedures. Conventional types may have strong verbal and numerical abilities. *Conventionals like to organize.*



We never do anything well unless we love it for its own sake.

— Anonymous



What Interests You?

Discovering careers that match your interests, find your Holland Code using the checklist below. Make copies of this page and then ask your teen to circle the numbers of the activities they prefer. Marking more activities provides more useful results.

<ol style="list-style-type: none"> 1. Typing reports or enter data 2. Leading group activities 3. Reading art and music magazines 4. Doing carpentry/building projects 5. Using a chemistry set 6. Making friends 	<ol style="list-style-type: none"> 1. Keeping detailed records 2. Working on a sales campaign 3. Designing clothes 4. Decorating rooms 5. Playing word games or puzzles 6. Going to church
<ol style="list-style-type: none"> 1. Using word processing 2. Talking to salespeople 3. Acting in or helping put on a play 4. Working with animals 5. Applying advanced math 6. Helping the elderly 	<ol style="list-style-type: none"> 1. Working nine to five 2. Being elected class president 3. Learning foreign languages 4. Cooking 5. Utilizing physics 6. Attending sports events
<ol style="list-style-type: none"> 1. Using a cash register 2. Talking to a group of people 3. Drawing or painting 4. Fixing cars 5. Applying astronomy 6. Belonging to a club 	<ol style="list-style-type: none"> 1. Using office equipment 2. Buying clothes for a store 3. Writing stories or poetry 4. Fixing electrical appliances 5. Flying airplanes 6. Teaching children
<ol style="list-style-type: none"> 1. Filing letters and reports 2. Talking to people at a party 3. Going to concerts, listening to music 4. Applying wildlife biology 5. Creating a science project 6. Studying about people in other lands 	<ol style="list-style-type: none"> 1. Working with a budget 2. Selling insurance 3. Playing music 4. Putting together a model or craft 5. Working in a lab 6. Helping people solve personal problems

To find your Holland Code, count all the number 1's you've checked; put that total on the line in the circle marked "1s= C". Repeat this for numbers 2 through 6. Notice, each number corresponds with a letter which represents a type: C=conventional; E= enterprising; A=Artistic; R=realistic; I=investigative; S=social.

1's = C	2's = E	3's = A	4's = R	5's = I	6's = S
_____	_____	_____	_____	_____	_____

The letters with the three highest numbers represents your Holland Code:

Holland Code: ____ ____ ____

Sort for Values

What You Seek is What You Get

Everyone has values. Values are our beliefs and principles about what is really important or worthwhile. Values guide our behaviors and choices throughout life. Our values are influenced by a number of things such as our family, home life, culture, and education.

Work values are underlying beliefs that influence an individual's career choices. These beliefs reveal what an individual feels is important in their work, and surprisingly are fairly stable throughout a person's life. Work values are important because they will affect the amount of satisfaction and fulfillment one gets from their occupation or career.

Many people do not have a clear idea of what exactly their work values are. In making a career choice, individuals place importance on assessing their skills and abilities and often overlook their work values.

For example, if an individual finds he/she places a strong value on having a good close relationship with coworkers, that person would not be satisfied working as the sole worker in a laboratory. What values does your teen have that would influence his/her career decisions?

Students benefit when they get in touch with their work values as they consider different careers. Work values are not meant to be right or wrong but are just those things that matter most to each person. Getting in touch with work values will give your teen a better opportunity to choose workplaces where he/she will thrive.

Once individuals have clarified their work values (what they need in a job), then they must find an occupation, career, or job that will meet their needs and provide them with the rewards they find most satisfying.



There is no happiness if the things we believe in are different than the things we do.

— Albert Camus



Identifying Work Values

What does your teen find important in a career choice? Give members of your family six note cards. Ask them to write one value on each card. Explain the definition you are using for each word. Then ask family members to rank the cards in order of importance. How did they rank the values? What were their top three? How do members values vary? What value cards would you like to add to the deck?

1. **Achievement.** Value is placed on accomplishment and achievement by the individual.
2. **Independence.** Value is placed on being left free to create on one's own and making decisions without influence or interference from others.
3. **Comfort.** Value is placed on job security, pay, good working conditions, being busy, and having a lot of variety of work.
4. **Safety.** Value is placed on fair practices, and appropriate supervision and support.
5. **Prestige.** Value is placed on opportunity for advancement, recognition from others, authority over others, and social status in the community.
6. **Altruism.** Value is placed on helping others, being friendly with coworkers, and feeling the work is morally correct.

What were your three most important values?

Did family members have similar work values?

How can you use this information?

Map Discoveries

Engage the right brain

The left side of the brain is orderly, controlling, and rational. The right side of the brain is intuitive and creative and if left to its own devices, is capable of surprising us with its wisdom. So engaging the right brain in the career management process is critical.

One way to engage the right brain is to draw things rather than write them out. So while you and your teen have been gathering, and hopefully recording, the information you gleaned from each activity, now it can be used in a new way.

Mind mapping is a visual way to brainstorm ideas and to get in touch with and to use your imagination. In a mind map, you use a mix of symbols and words to create a visual picture. Plain white paper and colored pens or pencils are about the only tools you need, besides your imagination, to build a mind map.

Write down your information here:

Strengths: List three things you do well:

Personality or temperament: List your most dominant color and your second most dominant color.

Interests: Write down your two or three letter Holland code:

Values: List your three top work place values.

Fill in the mind map started for you on the next page. This technique engages the right side of the brain and helps maximize learning and thought potential.



All acts performed in the world begin in the imagination.

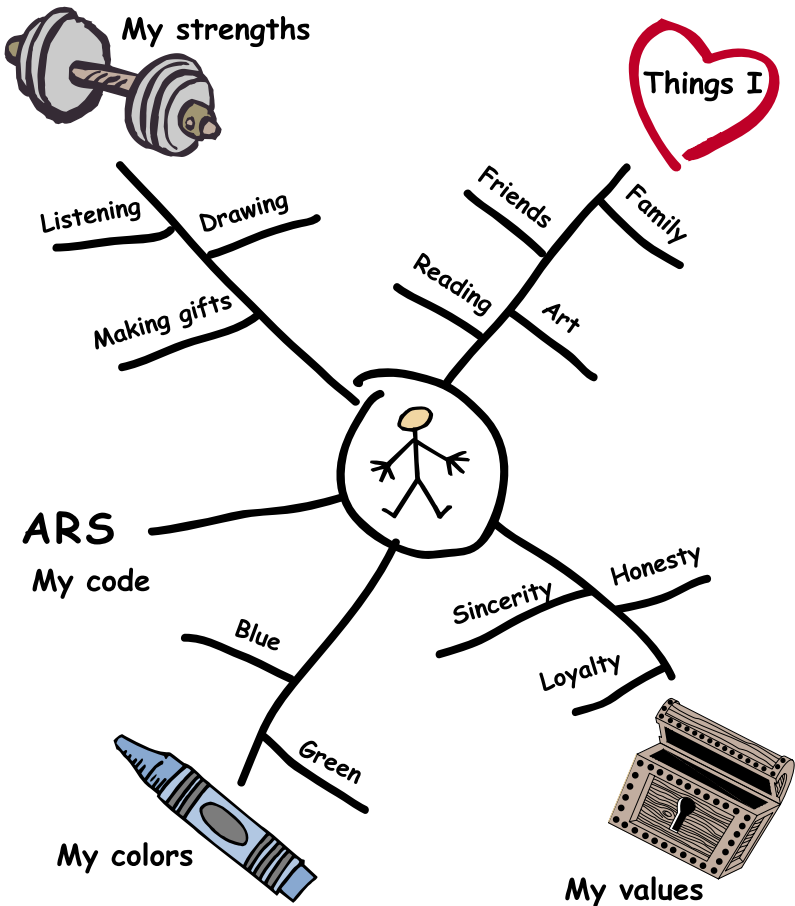
— Barbara Harrison



Mind Mapping

Encourage family members to build a mind map of things they are interested in or in skills or activities they like to do. Then spend time discussing each mind map to give added input or feedback.

Mind Map template with some symbols...



Have a “Plan B”

Approach Change with a Positive Attitude

The knowledge economy is changing the way people work. Teens who will soon enter the labor force can expect to experience a succession of jobs (nine to fifteen), in a variety of industry sectors (three to five), during their work life. Dr. John Krumboltz, career counselor, describes a future where “...there will be more of a need for worker flexibility as worker requirements change more frequently...workers will increasingly be expected to move from project to project doing whatever work needs to be done.”

Rapid and continuous technological, economic, demographic, and social changes directly influence the world of work. These changes make it more difficult if not impossible to define future jobs or job titles with clear descriptions. Entirely new work roles are emerging and old work roles are changing to require new skills, knowledge, and attitudes.

To be successful in the 21st century workplace, your teen will need to develop a flexible agenda and an ability to shift gears. Today’s teens need to be acutely aware that change is constant and to develop a healthy attitude toward change. Teenagers must learn to expect change, adapt to change, and even create change.

One way you can help your teen deal with change is to model positive change coping strategies. How does your family deal with life’s little interruptions? What happens if it rains and your family planned a big picnic at the beach? How would you react if the sink backed up on Thanksgiving Day? Or what if your sister and her family had to camp out at your house when their apartment suffered smoke damage, how would your family cope?

Things in life rarely go just as planned. One way to deal with that is to develop a “Plan B.” You can even practice your family’s “Plan B” by coming up with alternative plans. For example, you could say, “We are planning to go on vacation in July but our backup month is August.” Most of the changes one is forced to face and adjust to are not monumental but small and just irritating interruptions; learning to quickly adjust and accept change is what life is all about.



***Experience is not what happens to you;
it is what you do with what happens to you.***

— Aldous Huxley



What's Your Teen's "Plan B"?

Ask your teen to think about where they are headed. Using the chart below, ask your teenager to fill in where they are now, and then go down the column and fill in where they would like to be each year for the next five years. Next have your teen look at the changes listed below the chart for each year and list how their plans would change—their Plan B.

<i>What I do now:</i>	<i>Plan B</i>
<i>Ideally, one year from now...</i>	
<i>Ideally, two years from now...</i>	
<i>Ideally, three years from now...</i>	
<i>Ideally, four years from now...</i>	
<i>Ideally, five years from now...</i>	

To add a few realities, for each life change adjust your chart by creating a "Plan B."

What would you do if: (Plan B)

Year 1: *You are not accepted at the college you planned to attend.*

Year 2: *Your family moves to another state.*

Year 3: *You suffer a serious health problem and have to take six months off school or work.*

Year 5: *The great job you landed gets outsourced to China.*

Tomorrow: *You win a \$1,000,000 lottery*

Make Connections

It's Still All About People

In this high-tech economy, the focus seems to be shifting away from building effective interpersonal skills, but teens who work to build their “people” skills will be generously rewarded and find the ride down the rapids a bit smoother. The ability to communicate effectively is the number one quality employers seek in their new hires. Employees with effective communication skills have greater opportunities to move up on their jobs and far greater opportunities to market themselves.

One career strategy that will help develop communication skills and gather career information is to encourage your teen to do some informational interviewing.

Talk with your teen about your mutual friends and family members and ask your teenager questions about who they admire. You might ask something like this:

- *Of all our family/friends who do you most admire? Why?*
- *Of all the famous people you have read or studied about, who do you most admire? Why?*
- *Of all our family friends, neighbors and relatives whose job or career interests you the most? Why?*

Explain to your teen that one of the best tools to learn more about a job or career is to actually talk to a person who does that job. Suggest that your teen consider doing an informational interview; an informal conversation with someone working in an area of interest to you who gives you information and advice. It is not a job interview and the objective is not to find job openings. An informational interview is just a tool to help one gather important information and to make personal connections.

Once mastered, the steps to an informational interview can be used over and over again. It is truly a lifetime career tool.



The difference between success and failure is not your attitude, your mantra, or your toothpaste. It's lots of ongoing help.

— Barbara Sher



Informational Interviewing

Here are the steps generally followed in an informational interview. However, this is an informal interview and your teen might start practicing interviewing family friends and relatives to get more comfortable with the process.

Identify a person you would like to interview.

List a few people who interest you:

Contact the person. Call, e-mail or write the person requesting a short, 15 -20 minute interview to learn more about their job.

- **Introduce yourself and explain why you are calling or writing.**
- **Ask if the person would be available for a short meeting, 15 to 20 minutes, to discuss his/her occupation.**
- **Set up a date and time.**

Prepare a set of questions for the interview. To make the best use of time for the interview prepare and practice the questions you want to ask. Be so well prepared that you will not have to spend time thinking about your next question and can carefully listen to your interviewee.

Sample questions might include: What do you enjoy most about your career? What made you decide on this work? What special talents or skills are needed to be successful in your job? What do you do on an average day? What does the future look like in your field? What advice would you give me?

Conduct the interview. Even though this is an informal interview, act professionally: Be on time, dress professionally, take notes, stick to your time commitment, and thank the person for their time.

Follow up the interview. Be sure to send a thank-you note following the interview. A short well written note will let the interviewee know how much you appreciated their time and information. It will leave a positive impression and will keep the door open should you want or need more information in the future.



**Learn to call strangers
fearlessly and you gain one more key to success**

High Five for Fun

Draw your Dreams

Albert Einstein said that *imagination is everything!* Richard Bolles, in his book *What Color is Your Parachute*, agrees. Bolles believes that the better picture or vision people can create of the life they really want, the more likely it is that you will achieve it. Bolles recommends that people draw a picture of their desired life using paper and colored pens. To gain added insight, ask your teen to create a picture of his/her future; where he/she would like to live, what he/she would like to do...and so on. The more details added to the picture the better. This simple activity engages the right brain and can provide new ideas and direction.

Visit a Magazine Stand

Visit a magazine/newspaper stand with your teen. Explain that you are each going to look through the magazines on display and come up with the three that each of you would really like to subscribe to. When you have both made your selections, take the magazines to a table and discuss your choices. Looking through these magazines will give you both ideas of different kinds of businesses and careers related to things you are each interested in. Discuss what you discover.

Create a Career Collage

Since careers and career plans are so flexible and on-going, suggest that your teen build a collage that keeps growing. Set up a special space for their creation and then have them begin adding pictures, words and photos to their collage that shows the things they enjoy doing. Your teen may want to ask family and friends to contribute their ideas. What could your teen learn about themselves from their growing collage?

People Watch

Watching people is fun, interesting, and easy. You can do it almost anywhere and anytime as long as you have people around. You can do it alone or with several others and can change what you are looking for as the mood strikes you. You can engage your teen in stimulating conversation via people watching. Together you can guess what people do or where they are going based on how they are dressed and how they carry themselves.

You and your teen can project how you think people are feeling by reading their body language. Are they happy, sad, hurried, or waiting for someone? Of course you will never know the real answers, but it's a great way to develop the imagination and increase awareness about how much we say about ourselves without saying a word.

Define Your Rainbow

These questions will give you added insight into your goals and dreams.

Orange is the motivation color

what motivates you?

Yellow is the inspiration or creativity color

what was the best idea you've ever had?

Green is the money color

what was the best thing you ever did with your money?

Blue is the sky's the limit color

what is your favorite fantasy about your future?

Indigo is an odd, or different color

what is the most daring thing you ever did?

Purple is the color of royalty

if you were ruler of the universe for a day what is the first thing you would do?

Red typically is the stop/turn-off color

what is one thing you would like to stop doing?

Question the Journey

Want a few more questions to help you as you begin to cross the career rapids? These questions are good conversation starters.

If you could do anything you wanted to, anywhere you wanted to do it, what would you do, and where would you do it?

If you were to produce a documentary film, what would be the subject?

What can you do, that is as easy as breathing?

*What kinds of problems do you like to solve?
Do they involve people, data, or things?*

What needs doing in the world?

Questions from: *"Career Coaching Your Kids,"* Contra Costa Office of Education

Final Thoughts

The career strategies found in this booklet are ideas, suggestions, tips, and tactics to help you initiate or extend conversations about the future with your teenager. It is often difficult to discuss the future with a teenager and to find ways to encourage them to share their plans, hopes, and dreams with you.

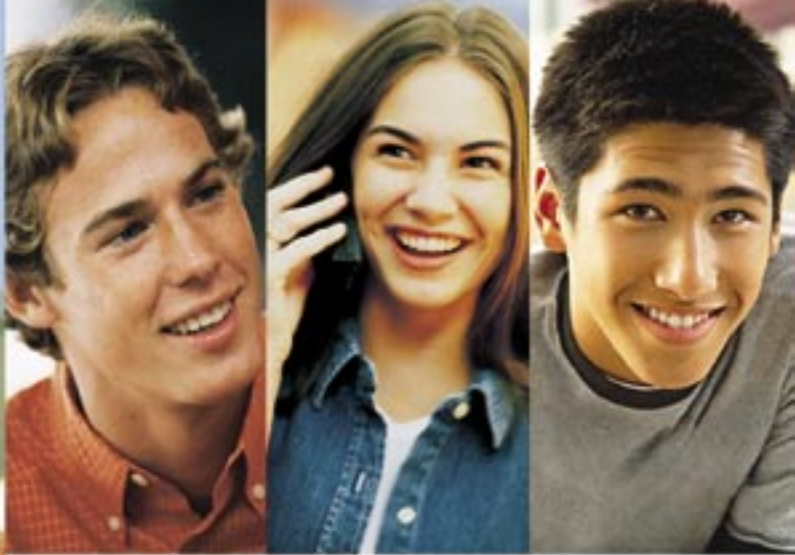
Don't take these activities or suggestions too seriously but do take time to explore each one and try them out to see if they are relevant as you reflect on your own career experiences. Assessing the activities for yourself will give you more credibility with your teen and produce more significant outcomes.

We encourage you to listen to what your teen says with their words and with their actions. Follow their lead and remember that the majority of teens look to their parents for career advice. The very fact that you cared enough to come this far says volumes about you. While you may not get kudos from your teen, you do get plenty from us. The ride down the rapids is not easy or smooth but your efforts, encouragement, wisdom, and humor will surely make the adventure more exciting and successful.

“We learn best from those we love.”

— Goethe





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