Informing Your Future (Informando tu Futuro)

A Career Exploration Curriculum for the Quiero Estudiar program
at University De Los Andes

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An inspirational idea from Maria Figueroa

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# Curriculum Introduction

A key component of studying in college is to develop skills that will help students to be placed in and to perform competently in the jobs they seek. All students can use assistance in developing skills, such as networking and informational interviewing, which will help them to learn more about potential job opportunities and how individuals in those positions prepared themselves or what they enjoy about their jobs. In this way, students gather critical information about what career paths they may want to pursue and how they can best build the skills and create the opportunities necessary.

Recognizing that all students can benefit from these skills, Los Andes has identified that, despite higher academic performance, job placement for students of Quiero Estudiar is lower than for students without financial aid. One hypothesis for why this difference exists is that these students have lower competence in certain soft skills that are highly valued by employers. This curriculum is designed to help them develop some of these soft skills and position them to continue their learning through networking and building their skills independently in the future.

The model that underlies how we came to develop this curriculum is that students can benefit from thinking deeply and learning about their own strengths, weaknesses, skills and interests in exploring their future studies and envisioned career path. If students become more clear about who they are and what they want, then they are ready to build and apply skills that will help them to pursue these goals. In the context of this curriculum, the target application of skills is to build a network that will eventually help increase job prospects and placement. There is also feedback between all of these elements, insofar as individuals learn more about what they want and who they are through jobs or internships, informational interviews, and building and practicing their skills.

Direction — Who am I? What do I want? ⟷ Skills — How can I get there? ⟷ Network ⟷ Jobs
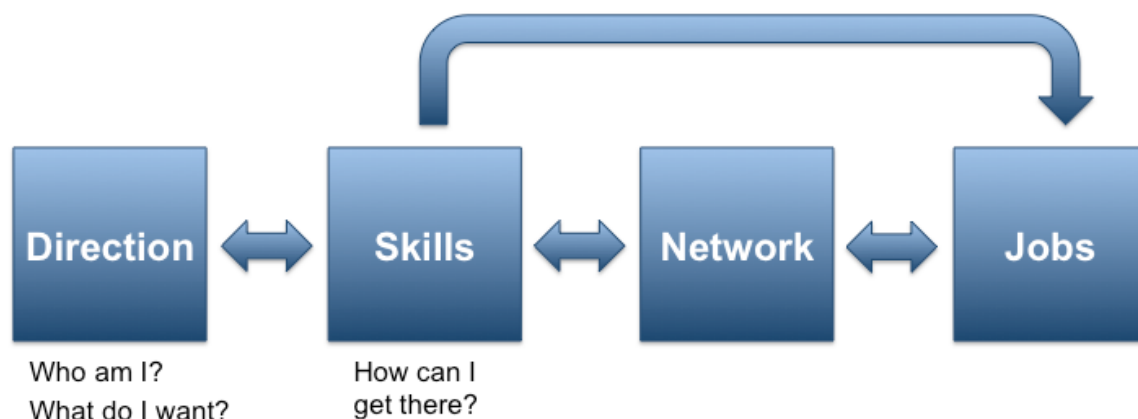
The enduring understanding we believe students will take from these sessions is that preparation and practice will move them to their goals. The students will spend time considering what their vision of success is and how their values and personality traits fit into this vision, recognizing that continuing exploration of their values and potential career paths is necessary and important at this time in their life. The curriculum then builds understanding of the importance of networking to an anchor task where students prepare for and conduct an informational interview. Finally, students learn how to develop effective goals and are encouraged to set specific goals with relation to the skills learn in class to have future informational interviews and build momentum in the near future.

 The curriculum is divided into four session, which have two sessions each and anticipate that a speaker from the Los Andes community or network will come to talk about a topic of relevance to the students and the sessions' theme. We anticipate that the skills, knowledge and practice students receive will lead to increased confidence and ultimately the motivation to use the skills to build their network through informational interviews and other forms of social interaction. Additional learning goals include helping students to understand that networking is important, and that they can be successful networking, even if it feels uncomfortable at first.

Class 1	Class 2	Class 3	Class 4
Course Introduction	World and work views	Networking - elevator pitch	Informational Interview Debrief
Break	Break	Break	Break
Speaker	Speaker	Speaker	Speaker
Your Picture of Success	Personality Type	Informational Interview	Goal Setting

This curriculum has been developed as a collaboration between Stanford School of Education Masters students and Universidad de Los Andes, Colombia. The lessons represent elements of similar courses being taught at Stanford and represent best practices evident at leading schools and programs beyond Stanford. Our effort has been focused in creating a framework and a course introduction that will help Los Andes develop a more comprehensive set of courses to address the needs of all students, and specifically those participating in Quiero Estudiar. Our hope is that these lessons be the starting point of a broader curriculum that will include a wider set of topics (Decision-making, Collaboration, and Negotiation) and continuous meeting through out at least one semester in Los Andes.

Site Background

Universidad de Los Andes is a nonsectarian, private university located in Bogota. Los Andes was founded in 1948 and it currently has more than 17,000 students; around 12,500 in undergraduate programs and the rest in graduate programs. The University currently has 9 faculties: Administration, Architecture and Design, Arts and Humanities, Sciences, Social Sciences, Law, Economics, Engineering and Medicine and two centers for graduate studies and research in education and development. Los Andes is highly ranked both in Colombia and in the region; Los Andes ranked 6th in Latin America, after 2 Chilean, 2 Brazilian and 1 Mexican universities (QS World University Rankings, 2011).

Los Andes defines itself and its mission as:
> *"An autonomous, independent and innovative university that promotes pluralism, tolerance and respect for ideas. Los Andes seeks academic excellence, promotes critical thinking, ethics and seeks to develop students that are aware of their social, civic and environmental responsibilities.*
>
> *Students are the principal agent of their educational process- the interdisciplinary and flexible environment at Los Andes fosters a holistic education. Los Andes promotes successful academic and professional lifestyles among its faculty. Towards this end, Los Andes supports research, which contributes to the development of Colombia and its international role"* (Universidad de Los Andes)*.*

The founding principles and mission of Universidad de los Andes are based on Rational Humanism and yet the teaching methods reflect elements of Progressivism.

The percentage of students at Los Andes that receive financial aid is low, with only roughly 7% undergraduate students participating in their financial aid program, Quiero Estudiar. Quiero Estudiar was created to help finance the education of highly motivated students who show great academic achievement but lack economic resources to pay the tuition. Higher education in Colombia is characterized by huge inequity; only 37.2% of high school graduates continue their studies further and this is mainly attributed to the lack of economic resources (Colombian National Ministry of Education).

Los Andes is committed to helping their students though their time at the university and to make a smooth transition into their careers. The Dean of Students is responsible for programs that aim to achieve the latter. Currently the Dean of Students offers general programs, open to all students, on resume/CV writing, interviewing, psychometric tests and job search skills. Additionally they offer academic advisories to students who seek them.

A major source of concern for the university is that they have identified that the students of Quiero Estudiar, despite their academic success, have a lower placement rate at the labor market. An unfamiliarity with particular corporate practices and culture may account for this.

The Dean of Students is in support of this curriculum. Additionally, our direct partner in the project is Maria Figueroa, Assistant Professor of Los Andes at the Center for Research and Training in Education. We have the leeway to recommend who should implement the curriculum, or to highlight desirable characteristics of the implementer.

Enduring and Lasting Understandings

Enduring Understanding	Sections	Lasting Understandings
Preparation and practice will move me toward my goals. By preparing and practicing for career related events and challenging social settings, I can move closer to achieving my goals.	1. Who am I?	1.1 Students will understand that their likes and dislikes should be taken into account when planning their future.
		1.2 Students will better understand their skills, strengths and weaknesses and will know that these attributes play a central role in becoming more effective.
	2. What do I want?	2.1 Students will understand that being able to define your dream is important to planning your future.
		2.2 Students will understand how their values contribute to their direction and motivation.
	3. How do I get there?	3.1 Students will understand that setting goals is an effective way to get to where they want to be in their life, both in the short-term and the long-term.
		3.2 Students will understand that networking and conducting informational interviews are key aspects to becoming more marketable.

Understandings Hierarchy:

Topical Understandings:
Defined in each session

Lasting Understandings:
Defined above

Enduring Understandings:
Defined above
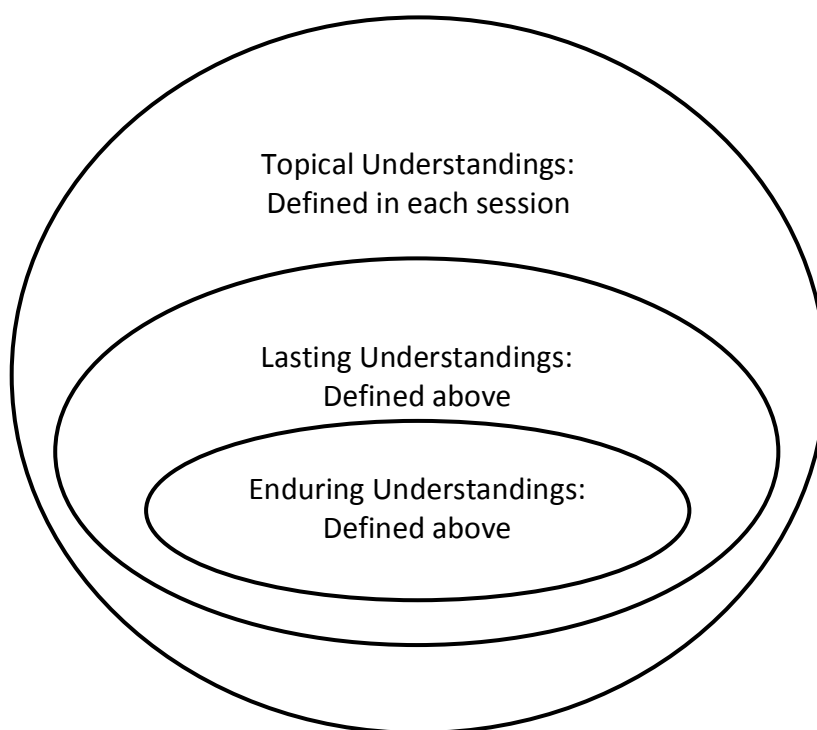
The understanding's hierarchy, depicted above, visually displays the importance of student understandings within the Informing Your Future curriculum. At the center, or the core, of this curriculum lay the Enduring Understandings, defined in the previous section. As the core to this curriculum, these understandings are the most important understandings for students to comprehend and retain long after completing this curriculum. The Lasting Understandings, also defined in the previous section, are also very important understandings. Although they are broader in scope, they directly point back to the Enduring Understandings. Our hope is that students who finish this curriculum will carry these understandings with them in addition to the Enduring Understandings. Finally, the Topical Understandings, which are defined in each individual session, are broad in scope, and generally aimed at understanding a pragmatic strategy aimed at achievement. This goals are related to specific Lasting Understandings, and through them, related back to the Enduring Understandings. Although in an ideal world, students would retain all Topical Understandings, it is not essential that they do.

When conducting student assessments, it is important to design these assessments to try to target both Enduring and Lasting Understandings, rather than Topical Understandings.

Rationale

This curriculum is presented and designed around the ideas of Dewey and Progressivism. In addition, although it does not appear in the text of the curriculum, Critical Pedagogy informed curriculum constructors as they designed the curriculum.

Progressivism

Our curriculum is aligned with Progressivism in many aspects: first of all the experience continuum is fundamental for the purposes of "Informing your Future", additionally, understanding the learners will be key, so that the instructor can really connect and engage with them and set up the objective conditions in a way that are favorable for learning, and last, the idea of growth is our ultimate goal.

As its name indicates, "Informing your Future" is a curriculum that aims to help students think about what they want in their forthcoming stages of life. However, if the title is taken literally, it could easily lead to mistakenly believe that "Informing Your Future" is all about what comes next and not about the past or present. The way we approach this subject is, in fact, quite the opposite. We believe that in order to look beyond the present, you must first understand who you are right now and how your background and past experiences have shaped you. This is the reason why we begin our unit with sessions aimed at reflecting on your identity and on past moments that help you capture who you are and what you care about (life highlights game, world views, meanings of success). We embrace Dewey's idea of the present and future playing simultaneously and not being in an either-or relationship. We thus hope that this curriculum is relevant both for the student's present and his or her future.

Related to our awareness of the importance of the experiential continuum is the firm need to really understand our learners, their concerns and where they come from. "He must, in addition, have that sympathetic understanding of individuals as individuals which gives him an idea of what is actually going on in the minds of those who are learning." (Dewey, 1938, p. 22) In this respect, before the course starts, students will have to complete a survey that will be in great extent anonymous. With this survey we aim to be able to adapt the lessons and course in a way that addresses the concerns and challenges that our students are facing. We aim to give the instructor key information that will help him or her better understand and connect with the group. Additionally, understanding the learners and where they come from will be key for the educator to be able to set up the objective conditions and social setting in a way that in conducive for learning. For the purpose of this course, a safe environment with continuous scaffolding is essential. We ultimately seek to create a sense of empowerment that will help students better navigate challenging situations, but to get there, a lot of work

towards building that confidence needs to be done. It is precisely in respect to this point that it is key to set up a course where students feel safe to share their values, fears and challenges, where they can get exposure to new contexts and people and where they feel supported.

At last, growth, as defined by Dewey, is what we really aim towards; "when and only when development in a particular line conduces to continuing growth does it answer to the criterion of education as growing" (Dewey, 1938, p. 21). We aim to create within our students a desire to continue learning about their interests, their dreams, their identities, and what they would like to do in the future. We aim to achieve this by setting up experiences in our course that are both enjoyable and that set students up for future enriching experiences. That is, we hope to arouse curiosity and disequilibrium in two aspects: their identities and the actual opportunities, jobs and lifestyles that are possible after college. Since the course is limited we are aware that we can only start the work that we hope students will continue by themselves to reflect on who they are, what they want and how they can work to get there. We hope that our activities and homework are the type of experience that "arouses curiosity, strengthens initiative, and sets up desires and purposes that are sufficiently intense to carry a person over dead places in the future, continuity works in a very different way. Every experience is a moving force. Its value can be judged only on the ground of what it moves toward and into." (Dewey, 1938, p. 22)

Critical Pedagogy
Critical Theory, in the case of our curriculum is not a theory that will come into play in the classroom, but rather it informs the aims of our class. We will not be discussing social stratification and oppression, but rather, our aim is to empower students to transform their lives, thus creating social mobility and disrupting the maintenance of the status quo. The context of Colombian society, the disparity between those with financial means and social capital and those without is a challenge that will indirectly addressed.

Sample Agenda

		Class 1	Class 2	Class 3	Class 4
	Homework Due Today		Personality assessment- Readings on world and work views - Write your own work view - Write your own woldview	-Readings on networking -Readings on interviewing	- Schedule an informational interview with an alumnus or personal contact - Research the company you will interview with - Conduct the informational interview with
90 Minutes	Opening	Introduction to the course: goals, essential questions, purpose	Summary and Interpretation from the first class. Today: -World and work views -Personality type	Summary of previous classes: values, world and work views, personality type Today: Networking Elevator Pitch Informational interview	Brief introduction of campus resources by head of campus Resource Center ____ Summary of previous class: importance of networking, elevator pitch, informational interview
5 Mins	Session 1	Getting to Know Eachother and Ourselvs: Knowing Each Other ____ Knowing Ourselves	What are underlying values?: Worldviews and Work Views	Networking ____ Elevator Pitch	Informational Interview Reflection: Debrief of Informational Interview: Pair-Share ____ Industry specific small groups.
	Break				
40 Min	Speaker	Guest speaker	Guess speaker	Guest speaker	Guest speaker
90 Minutes	Session 2	Envisioning Success: Meaning of Success Activity ____ Compare core values with career values and your meaning of succes ____ Tie exercises in with World view and Work view assignments for homework	Investigating Strengths, Interests and Personality: Introducation to peronality types ____ Strengths and challegnes of specific Types in Type-alike smaller groups ____ Debrief of small group activity	Informational Interview Role Play: Think-Pair-Share: develop informational interview rubric ____ Observe and critique an informational inverview ____ Role play informational interview	Goal Setting: Road Map to Success: Introducation to goal setting ____ Set goals
5 Mins	Conclusion	Reminder:Goal is to build a learning community. World view and Work view as homework	Conclusion of primary exploration of personal direction. Next class starts building on how I get there with networking as central topic	Discuss logistics of setting up an informational interview	Reflections on the class

Class Sessions:

Getting to Know Each Other and Knowing Ourselves
Class 1: Session 1
Estimated time required: 90 minutes

Summary
Students will present themselves, identify some milestones they have accomplished and some challenges they have ahead. The instructor will lead then some activities and icebreakers that will create a safe environment for the activities that are to follow that same day and in the days ahead.

Guiding Questions
1. What are some milestones I have accomplished and I'm proud of? What is a challenge I'm facing?
2. Who are my classmates?
3. What do I share with my classmates? Do we have things in common that bond us together?

Topical Understandings:
1. Students will understand that they have so far accomplished at least one important goal in their lives and that they have some important milestones ahead
2. Students will understand that they are not alone in dealing with challenges and that some of their classmates share similar issues, goals, or concerns.

Establishing Understanding
By having some meaningful introductions in which students state an important goal they have accomplished and an issue, concern or milestone they have ahead, a common ground is created. Students get to "know themselves" better by reflecting on their past successes and future challenges. Students also feel that all other classmates are in a similar position to theirs and are equally exposed and willing to share personal information in the course.

Content and Continuity
This will be a particular set of activities in the sense that it is trying to set a positive and safe environment for the lessons and activities that will follow. These activities however come after a first, broad introduction to the course where the instructor leads the students through the enduring understandings and Guiding Questions of the course

The content for the activities in this section will come from each student's experience.

Preparation Required
Have name tags for all students- they can be just blank name tags and each student should write his/her name on it.

The instructor needs to have a power point slide with a picture (or many) of him/herself, his/her name and a brief career trajectory including his/her positions in the past, his/her education, his/her experience, and some piece of personal information (married, divorced, number of kids, what they are doing- something that the students can connect to in a more human basis). Additionally, the instructor must have reflected ahead of time of how he/she was when he/she was the approximate age of his/her students (approximately 19 years old)

Materials Needed
  * Power point slide with instructor's name and some basic information
  * Power point slide with cues of scaffolding for personal introduction
  * Small pieces of paper (classification game)
  * Circles sheet
  * Name tags

Time Allotments

5 min	Instructor introduces him or herself
15 min	Each student introduces him or herself
5 min	Expectations for the course
10 min	The name game
25 min	Life highlights game
20 min	Classification game around likes and dislikes and challenges
10 min	Circle game
90 min	**TOTAL TIME**

Teacher Instructions
  1. First introduce yourself- tell students about your career, education, some important milestones in your life, something personal about you, a sheer delight, and where were you when you were 19 years old- what your dreams were and what you imagined your future would look like. Remember that this introduction is very important, as it will create the tone of the following introductions that students will do and interactions that will follow- be friendly and as engaging as possible.

  2. Each student should follow the template (Appendix 3) to introduce him or herself. Modify the questions included in the template if you feel that's appropriate.

3. Set some common expectations for the course: have them up in a power point slide. These expectations could include, but not be limited to: being 100% in the class, not having computers or cell phones out, being open and creative, listening and providing a safe environment, keep whatever is shared by other classmates in the course within the course, and do the readings and home activities for each class. Include all other expectations or rules that you feel are important. Explain why complete presence and participation as well as a safe environment are critical for the success of the course.
   a. As an alternative, you can also discuss the rules with the class and have them come up with the rules.

4. The name game: form a circle with all students and then you should start by explaining. The game consists of coming up with a sign or body movement that should accompany your name- you should say your name and do the body movement you came up with (be creative! This could be a bow, jumping, swinging your arms, etc). Then all students should repeat your name and do the movement that goes with your name. Flowingly, each student should do the same- says his/her name with a body movement and all the class immediately repeats it. Do one more round in which the student does his/her movement and then all repeat it and then have a third round in which there's no repetition but it all goes at the same time (all students say your name and do your movement then all students say student #1's name and do his/her movement, an so on until you get to the last student.)

5. Life highlights game: "Instruction to group:
   a. Take a minute to consider - What thirty seconds of your life would you most want to re-live, if you only had thirty seconds left?
   b. For the purposes of the exercise participants can choose several different life experiences, provided the total time is no more than thirty seconds. Ask people to think about that moment and why would it be that moment, what makes it so valuable. In groups of fours have them share their moments. While each student is sharing their moment (3 minutes per student), the other ones must be listening carefully, ask clarifying questions and share one after the other.
   c. Have them think about the following questions" What do our chosen highlights tell us about the type of person we are - what we love most in life, and what sort of things we should pursue to be happy and fulfilled? (Activity taken from businessballs.com)
   d. How does your current life and likely outcomes compare with your chosen past life highlights?
   e. Are you working towards or away from what really makes you happy and fulfilled? If away from, how might you regain and redirect your focus?"
   f. At the end the group has to identify what some of their highlight moments had in common and what they think that says about themselves and what

they value.

    g. To conclude the activity each group should share one aspect that they found was common among their participants of their groups and one aspect in which they differed.

6. Give each student 10 pieces of paper and ask them to write in 3 of those pieces work settings or task settings they like (ej. Team work, dynamic, research, reading, writing, field work), in 3 of them things they would like to accomplish (graduate, CEO of certain company, start own company, have a family, write a book), in three of them challenges they are currently facing (personal, academic and professional) and in one of them something they don't like or want to become. Ask students to write the things in complete sentence: "I like to work in teams", "I want to start my own company", " I'm having a hard time figuring out if I choose the right career", "I don't like to be seated for long periods of time".

    a. Put all the papers in a bag and then get students to cluster in the middle of the room.

    b. Pull our one paper of the bag and read it out loud: if students like the activity, thing or would like to become that they should go to one side of the room, otherwise, they should go to the other side. Once they are divided, ask someone who really likes that, what he/she likes about it, and someone who dislikes it, what he or she dislikes about it.

    c. Do the same with the challenges: if students are facing a similar challenge to that one, go to one side of the room, if that isn't a challenge for them, they should move to the opposite side. Ask a student in each side describe why that is or isn't a challenge and what could help him/her overcome it, or if it isn't if it ever was and how he/she solved it.

7. Give each student two sheets of paper with 30 circles each. Tell them they will have 3 minutes to draw something on all circles. As an example show them a happy face drawn in one of the circles in a power point slide (☺). Start counting the time with a clock, put music meanwhile.

    a. Stop after 3 minutes and ask students how many were able to draw on 10 circles or less, more than 10, more than 20. Ask them how they felt in the activity, was it challenging? Did they get frustrated? Did they solve the challenge? Then have the most successful student (the one with more circles incorporated into drawings) share his/her strategy. Do the activity again.

    b. Was it easier this time? Why?

    c. Have a discussion around challenges and what kind of thing can help you solve them.

Guest Speaker: Values and Success
Class 1: Speaker
Estimated time required: 40 minutes

Summary
The guest speaker today will tell us about what success means for him/her and how his values and priorities have influenced his/ her career choices, major decisions and lifestyle.

Guiding Questions
1. What is success? Is there a single definition of success? Who defines success?
2. How does your definition of success influence your life and career choices?
3. How do your values play in decisive moments of your life?

Topical Understandings:
1. Students will understand that success can have different meanings and that it is the personal meaning that it has for the individual that ultimately creates his/her sense of accomplishment.
2. Students will understand the importance of values and priorities in critical moments and decisions in their lives.

Establishing Understanding
Students will understand the importance of values and priorities in critical moments and decisions in their lives.

Content and Continuity
The subject of the guest speaker ties closely with the previous exercise where students explored their world and work views trying to find what values underlined them both. It also helps to make a smooth transition into the next activity about meanings of success.

Preparation Required
Ideally this guest speaker would be the president of Los Andes or someone else in a high position that's widely recognized and that has some social value. The guest speaker would be asked to center his/her talk on the Guiding Questions of the day. The speaker will be informed of the previous world and work view exercise so that he/she can mention something on how you view the world and work can impact your choices

Time Allotments

2 min	Instructor presents the guest speaker

30 min	Guest speaker talks about the Guiding Questions and how they relate to his/her life and career.
8 min	Q & A
40 min	**TOTAL TIME**

Envisioning Success
Class 1: Session 2
Estimated time required – 90 minutes

Summary:
Students will consider what their vision of career success looks like. They will then compare what they captured with their course mates and develop a list of the elements that were most important in the job profiles. Students will then explore their core values through an exercise and link their vision of career success to their core values.

Guiding Questions
1. What does success look like for me?
2. How do I think about the values that influence exploring my career direction?

Topical Understandings:
1. Students will understand that their values inform their vision of success
2. Students will recognize that their vision of success can change over time and exploration of values will motivate that change.

Establishing Understanding
Identifying the core components, the values, that you are seeking in a career helps in considering different alternative potential careers. Knowing what you want gives you direction in moving toward the vision of success, even when continued exploration is needed.

Content and Continuity

This activity builds on the previous activities that set the context for the course and develop a sense of community and mutual rapport between the students. The next step is for students to share what they imagine career success to look like for them. What are the key elements they imagine when they imagine themselves in the future? They then go through an activity that helps them to identify core values that can inform their exploration of career paths.

Following these activities, students will develop a worldview and workview as an assignment based on readings and reflecting on this session.. They will discuss their worldview and workview when they return for the next class session.

The activity sets up for thinking about what is most important to an individual about a job and how this is similar to or different from what others consider important. In

the future activities, this provides the basis from which to identify the types of careers and companies to investigate and individuals to approach for informational interviews to learn and explore career opportunities.

Preparation Required
No preparation is expected for this activity

Materials Needed
Flip chart paper and pens for each table – planning for 40 in the course, approximately 7 tables (of five-six as shown in Appendix 5)

Time Allotments
List the different steps needed to complete the activity and how long each step takes in the table below

5 min	Course leader briefing on activity
10 min	Think – pair - share
15 min	Tables develop employment values/criteria list and prioritize with vote (optional)
20 min	Group debrief – commonalities and tradeoffs between groups
30 min	Core Values Activity (what core values are most important to you?)
10 min	Debrief – where the values in the two activities aligned – set up for World and Work view assignment outside of class
1:30	**TOTAL TIME**

Teacher Instructions
1. Course leader introduces the activity as an opportunity to envision what success looks like for them.

2. **First activity,** Course leader directs the students to close their eyes and take a few deep breaths. The students should imagine themselves 15 years in the future. They have just had a great day at work. Everything is going great, in fact things are better than you could have imagined. What are you excited about? What are you doing (for employment)? What is most important to you in your life?

3. Students take 3 minutes to have write down the answers to these questions.

4. They then share this description with a partner for 5 minutes

5. After they have had time to share with a partner, they are instructed to develop a common list for the table of the key elements they thought were most important for them about their job and life. One student needs to act as the recorder of the list. Another student will eventually need to summarize for the group

6. The intent is to have the groups list the key elements that they would like to see in their current ideal job. For example, students can usually think about money, but what about geography, travel, flexibility, etc. It is OK if the discussion includes the role of family or relationships. The point is to motivate a discussion of the different values that they see as important, to understand and compare this to the values their coursemates consider important, and to identify some of the key tradeoffs that are involved in the later discussion/debrief.

7. Optional: As a optional part to the activity, the students can count up the number of items they identified, and divide this number by 3 (this is the N/3 voting method, a quick way to prioritize.) Each student then has that number of votes to vote for the elements that are most important to them. For example, if there are 12 values identified, each student will have 4 votes (12/4 =4). To vote, students add a mark to the values they think are most important. Once this process is complete, there will be a visual capture of the relative importance of each item based on the group's perspective.

8. One of the students should report out the results of the group. During the debrief the Course leader should identify commonalities, ask for clarification and identify some of the key tradeoffs that are involved. For example, many jobs that are prestigious and well paid do not have as much flexibility, work long hours.

9. **Activity #2. For Handout see Appendix 5:** Course leader reviews the values on the assessment worksheet and explains that at the bottom there are a few blank lines. Students should use these lines to add any values that are important to you, but are not listed.

10. Next course leader directs students to put a star next to the value words that are very important to you, including any you may have added. This will become your personal set of values.

11. Narrow the list to your top ten values by crossing off less important ones or circling the more important ones. Students take two to three minutes to do this.

12. Students directed to narrow the list to five, using the same process.

13. Finally, choose your top two core values.

14. Debrief: Ask for any students who are willing to share what were their top values? How difficult was the activity. What were some of the difficult choices and tradeoffs they made in eliminating some of the values. How did they do this. Finally, were the values that they circled aligned with the values

expressed previously. Invite students to think more about the values they chose over the time to the next session and to link this activity into their assignment to develop world and work views.

Assessment Standards
As a method of assessment, students will develop a list of the important elements, rate the relative importance of the values through voting, and then compare that weighting to their own prioritization of their current ideal through the activity on core values. The assignment to develop a world view and work view will build on this and will help to identify any misconceptions or points to clarify, should these emerge.

Homework: Write your World View and Your Work View
To Be Completed Before: Class 2
Estimated time required: 90 minutes

Summary
Students will be given some readings about world views and work views as examples and to stimulate their thinking. They first to read about world views and write their own. Then they read about work views and write their own. They e-mail the instructor the world view two days after the class, and the work view the same day of the second class, by the beginning of the class.

Guiding Questions
1. What is my view of the world? Is everything predetermined or do I have control over things?
2. Do I view the world negatively or positively?
3. What is my role in the world?
4. What does work mean to me? How do I think work fits in the world?

Topical Understandings:
1. Students will understand that even if they are not aware of it most of the time, they have a perspective on the world that shapes how they view events and other people
2. Students will understand that their approach to work is shaped by the way they perceive work

Establishing Understanding
Students will understand their approach towards the world and how they view it, they will develop further awareness of it and understand how it affects who they are.

Content and Continuity
Students will get some readings about other people's world and work views that will help them think about their own. (Appendix 6)
The previous class students did some activities about their likes, dislikes, personality styles, strengths, values and memorable moments (highlights) that will help them to built the world and work views.

Preparation Required
Assign the readings and upload them or give them in class.

Materials Needed
- Work view and world view readings (pdf)
- Template for writing world view and work view (Appendix 6)

Assessment Standards

The world views and work views will serve as an assessment of the reflection and thoughtfulness that students have put into the process.

What are the underlying values?: Worldviews and Work Views
Class 2: Session 1
Estimated time required: 95 minutes

Summary
Students will break up into groups of ideally 4 people and share their world and work views. Students must bring hard copies to class since they need to read directly what they wrote to the group.

Guiding Questions
List one to three Guiding Questions that students will be exploring throughout this exercise.
1. What is my view of the world? Is everything predetermined or do I have control over things?
2. Do I view the world negatively or positively?
3. What is my role in the world?
4. What does work (or study) mean to me? How do I think work and education fit in the world?
5. How are my world view and work view related?
6. What are the underlying values in my work and world view?
7. In which ways are my world and work views singular and what elements do they share with others?

Topical Understandings:
1. Students will understand that even if they are not aware of it most of the time, they have a perspective on the world that shapes how they view events and other people
2. Students will understand that their approach to work is shaped by the way they perceive work
3. Students will understand that ideas and values shape the way they perceive and approach the world

Establishing Understanding
Students will understand their approach towards the world and how they view it, they will develop further awareness of it and understand how it affects who they are.

Content and Continuity
This activity will depart from the homework done for the class- from the readings done outside the class and from a reflection on their values and identities that comes from the previous class.

Preparation Required
Make sure students bring hard copies of their world and work views to class.

Materials Needed

List the materials needed for this activity

- Guiding questions for discussion in small groups

Time Allotments

List the different steps needed to complete the activity and how long each step takes in the table below

10 min	Talk about the readings on worldviews. Each student should read one sentence they really connected to.
15 min	All students read aloud their world views in small groups
10 min	Discussion in small groups about values underlying the world views
10 min	Class discussion about common elements in the world views and how values shaped them
5 min	Talk about the readings on workviews. Think pair share on what ideas they connected to and which ones they didn't.
20 min	All students read aloud their work views in small groups
10 min	Discussion in small groups about connections between world views and work views
10 min	Class discussion about different ways to approach work and the satisfaction that comes from it.
5 min	Video clip about "flow" and discussion
95 min	**TOTAL TIME**

Teacher Instructions

Step by step instructions for the teacher to follow. This could include instructions they must give to the class as well as possible discussion questions to debrief the activity.

1. Ask students to go back to worldview readings and to pick the reading they enjoyed or connected to the most. Think-pair-share 5 minutes about what they found so captivating in that reading. Then each student should pick a sentence from that reading they engaged with the most and as a class a poem will be created. Ask who would like to begin by sharing their sentence and then ask students to listen to what other students are sharing and share their own when they consider in fits in best, when they feel it. It doesn't matter if two people choose the same sentence- it can come out twice and add to the beauty of the poem created.

2. Divide students into groups of 4. Each student should read aloud his/her world view. The other students should be actively listening and focusing on when the student sharing his/her world view sounds or seems more authentic. Once each student ends sharing his/her world view, the other students should tell him/her when he/she sounded or seemed more excited or emphatic and if desired ask him/her to deepen in that phrase or idea. All students should share their worldview and get this feedback.

3. Students will discuss in these small groups what their world views share and how they are different. They will focus on answering: what are the values behind each world view? What does each world view tell us about our role in life? How do we feel identified and how do we feel differentiated like a group?

4. Each group will share with the whole class some of the elements they had in common and some of the ideas or issues that emerged in their discussion.

5. In pairs, students will talk about the work views they read and what of what they read resonated with them and what didn't.

6. In the same small groups that students read their world views all students will share their work views, following the same process. Each student reads directly from the document. The other students actively listen.

7. In the small groups students will reflect on how the world view and work view are coherent or not. Do they compliment each other? Does one stem from the other?

8. Back together as a class the groups that want to highlight what they noticed between their world views and work views will do. This will also be a chance to talk about the readings.

9. Video clip about flow- http://www.youtube.com/watch?v=fXIeFJCqsPs "Mihaly Czikszentmihalyi asks, "What makes a life worth living?" Noting that money cannot make us happy, he looks to those who find pleasure and lasting satisfaction in activities that bring about a state of "flow."

Assessment Standards
The class discussions and small group discussions will serve as an assessment for the recognition of underlying values and world and work views.

Guest Speaker: Strengths and Weaknesses in the Workplace
Class 2: Speaker
Estimated time required: 40 minutes

Summary
The guest speaker today will tell us about his/her life, career, how he/she got where he/she is. Additionally the guest speaker will address how his/her personality type and strengths play out in his/her work and how was his/her path towards finding the best fit work for his likes-dislikes and style.

Guiding Questions
1. How does my personality and my strengths influence what I do?
2. How can my personality and strengths influence my career?

Topical Understandings:
1. Students will understand that their personality and what they like and dislike are important factors when choosing a career, an internship, a research project.
2. Students will understand how enhanced awareness of themselves can help them be happier and more successful in what ever it is they choose to pursue.

Establishing Understanding
Students will understand how enhanced awareness of themselves can help them be happier and more successful in whatever it is they choose to pursue.

Content and Continuity
The subject of the guest speaker ties closely with the beginning of the self-exploration that students are embarking. They have done some team building and ice-breaker exercises before the guest speaker that relate to what they like and dislike and what they would like to become. Additionally, the next activity is the discussion of a personalized assessment.

Preparation Required
Ideally this guest speaker would be a high executive coach who has heightened awareness of his/her trajectory, his/her strengths and how they play out in what they do. A coach would also be able to give real-life examples to students on how other personality types and strengths also achieve success and how there isn't one single leadership style.

Time Allotments

2 min	Instructor presents the guest speaker
30 min	Guest speaker talks about the Guiding Questions and how they relate to his/her life and career.

8 min	Q & A
40 min	**TOTAL TIME**

Investigating Strengths, Interests and Personality
Class 2: Session 2
Estimated time required: 90 minutes

Summary:
Students learn about Meyers Briggs Type Indicator as a framework for understanding personality type and how it impacts interactions with others. Personality type is then linked to interests and skills in relation to career exploration.

Guiding Questions
1. What common personality traits do people share and how do they differ between individuals?
2. What are my personality traits?
3. How do my personality traits influence my interests, skills, and interactions with others?

Topical Understandings:
1. The Meyers-Briggs Type Indicator measures preferences along four dimensions, helping individuals gain insight into how they think, feel, and interact with the world.
2. Understanding your personality type helps you identify strengths and weaknesses and provides insight into interests and skills.

Establishing Understanding
1.1 Students will understand that their likes and dislikes should be taken into account when planning their future.
1.2 Students will better understand their skills, strengths and weaknesses and will know that these attributes play a central role in becoming more effective.

Introducing the Meyers-Briggs personality type framework will provide students with insight into personal strengths and challenges (who I am) and provides insight into interests and values (what I want).

Content and Continuity
Students need to have completed the Meyers Briggs Type Indicator prior to class.
- The Indicator is available for purchase in Spanish.
- A free version is available in English at www.humanmetrics.com.
- As an alternative, students could also complete the Strengths Finder assessment, which is also available in Spanish.

- The course leader will use the descriptions of the different preferences to help students understand the nature of the different categories of type

- o The course leader will provide students with a copy of the handout "Know Yourself"
- As the leader goes through the different dimensions, students will stand in groups on either side of the room representing the different types.
    - o This provides the student with an opportunity to register visually the composition of the group.
    - o If a student is unsure which preference group the think they are in, they can stand in the middle and the course leader can ask a few clarifying questions to help the student and group understand type differences
- After the course leader has finished describing the different dimensions, students break out into four groups based on the central two dimensions (NF, NT, SF, ST) for a group project.
    - o Students who are unsure of their type are encouraged to move between groups to listen to the discussion to consider what sounds most like them.
- The instructions for the type-alike groups are to develop a list of how they work in groups.
    - o They are to develop a list of the strengths that they bring to groups first. They then develop a list of the challenges they face, and where other types can help them.

After the activity the course leader summarizes the activity and links the personality type framework to career interests.
- Exploration of Type in previous activities/work
- What strengths would help with desired occupations?
- What skills would need to be developed?
Students are encouraged to investigate this topic in more depth in the World View and Work View activities.

This activity builds on the discussion of likes/dislikes and vision/direction that precedes it in the kick-off of the course. Earlier exploration of jobs/dreams/things that you want to achieve and values coming later - what are the elements of a job you find most important, why,

Preparation Required

Students need to have complete the Meyers Briggs Type Indicator prior to class. Course Leader needs to be acquainted with Type framework and be able to describe Type Dimensions and Preferences, Run and Debrief activity, and be prepared to tie Personality Type to interests, skills and career exploration.

Materials Needed
Handout "Know Thyself" for distribution to participants

Flip chart paper and pens (Fours Stations) for students to capture strengths and challenges they/their group experiences in working in teams.

Time Allotments

30 min	Course leader provides overview of Personality Type
30 min	Students discuss strengths/challenges in type alike groups (4 groups)
20 min	Students report out the results of the discussions in their groups
10 min	Course leader summarizes group results in connection with values/career
90 min	**TOTAL TIME**

Teacher Instructions
Provide students with a copy of the handout "Know Yourself"
Use the descriptions of the different preferences to help students understand the nature of the different categories of type
- o Direct students to stand in groups on either side of the room as you go through the different dimensions,.
- o If a student is unsure which preference group the think they are in, they can stand in the middle and the course leader can ask a few clarifying questions to help the student and group understand type differences
- After describing the different dimensions, break students out into four groups based on the central two dimensions (NF, NT, SF, ST) for a group project.
  - o Encourage students who are unsure to move between groups to listen to the discussion to consider what sounds most like them.
- Instructions for the type-alike groups are to develop a list of how they work in groups.
  - o They are to develop a list of the strengths that they bring to groups first. They then develop a list of the challenges they face, and where other types can help them.

Summarize the activity and link the personality type framework to career interests.
- Exploration of Type in previous activities/work
- What strengths would help with desired occupations?
- What skills would need to be developed?

Encourage students to investigate this topic in more depth in the World View and Work View activities.

Assessment Standards
Students meet in type alike groups to develop a list of strengths and challenges for working in groups. They then share these lists with the larger group as things they bring to a team and where they can use help. This is an active discussion and development of traits that highlight the effect of type and how type is active in group interactions.

- Discussion gives Course Leader an idea of where group is in understanding and opportunity to summarize, highlight, comment or correct misunderstandings.

Networking and Elevator Pitch
Class 3: Session 1
Estimated time required: 90 minutes

Summary
This activity involves first a brief lecture by the instructor talking about networks and networking, ways to do it, providing some scaffolding and relating networking to the moments of the life of the students in the classroom (most networking tips and "handbooks" reference job seekers and in this case we have first year students). Then students do some activities to network around personal interests and at last students create an elevator pitch and have a chance to practice it in a large group role-play.

Guiding Questions
List one to three Guiding Questions that students will be exploring throughout this exercise.
1. How can I use my existing contacts to help me get where I want to be and to benefit my career (by informational interviews, internships, etc…)?
2. How can I make new contacts that can help me have access to internships, informational interviews, and in the end, a stronger network for the future?

Topical Understandings:
1. Students will understand that the contacts they have are important and can help them learn more about the type of job they would like in the future through informational interviews or internships
2. Students will understand that they have the capability to make new contacts in areas where they are most needed

Establishing Understanding
Students will understand the value of having a network of contacts that you can reach out to, how the people they know are already part of this network, and that they can, add more people t their network.

Content and Continuity
Students will have done some previous homework on readings on networking that will serve as an entry point.
The instructor will present content in a short 10 minute lecture- defining networking and showing how it works (inwards vs outwards)
This activity builds on the previous day activities thinking about the work views and definitions of success of students and by starting thinking about how people you know can help you to be successful (as you define it).

Preparation Required

The instructor will need to have read articles on networking and have a power point presentation with some basic information that is included in appendix 8 & 9.

Think about a moment when you benefited from networking, you will need to share it with the class.

Materials Needed
- Each student will need 2 flashcards
- The instructor will need the power point presentation
- Prepare small papers with roles for the elevator pitch practice exercise (Los Andes anniversary)

Time Allotments
List the different steps needed to complete the activity and how long each step takes in the table below

10 min	Students think about a time when they benefited from their network
10 min	Lecture on networking
15 min	Networking exercise about personal interest
5 min	Lecture on elevator pitch
10 min	Each student constructs his/her elevator pitch
20 min	Celebration at Los Andes for the University's anniversary- use the time to network, there are some important people in the room!
90 min	**TOTAL TIME**

Teacher Instructions
Step by step instructions for the teacher to follow. This could include instructions they must give to the class as well as possible discussion questions to debrief the activity.

1. First introduce students to networking by asking them to think back about a moment when they benefited from someone they knew- because they directly offered them help or because they contacted with someone else that was originally out of the student's network. Briefly offer your example. Give students 3 minutes to come up with an experience and then get them to pair-share. Ask students specifically to identify if they reached out to the person, if someone reached out for them, what was their role and how were they active or passive.

   After that, ask some of the pairs to share with the whole class what the experience was like and was in which they think they could maximize future aides like that one.

2. The instructor will briefly describe what networking is, where the concept comes from, its increasing importance in certain business contexts, but how it is transferrable to any field. (Information in Appendix 8).

Ask students how it feels to help someone. Would they be willing to help someone in this room to make a contact that would result interesting for them? Emphasize the importance of not being shy- people like to help!

3. Give each student a flashcard and ask them to think about a personal interest or challenge that they would like to learn more about- something they would want to get new people to talk about. Have them write it in the flashcard. Then ask students to go around the room sharing their interests with one and other and trying to get as many contacts as possible from each of their encounters. Highlight also the importance of asking for concrete information" Do you know anyone that's interested in X, that's an expert in X, that knows other people who are interested in X and who I could talk to?" Ask for their name and contact information. Ask whoever is giving you the information if you can tell your new contact that they gave you his/her name.

4. Talk about elevator pitches and situations when they might be useful- the importance of being able to "improvise" when you have an opportunity, and how much it helps if you already have a script and have previously rehearsed it.

   Give students the elevator pitch model so that they just need to fill in the blank – this scaffolding will help them create their first "script" which they can after adapt as they feel is more suited.

5. Give all students 10 minutes and an additional flashcard to, based on the template you presented, create their elevator pitch.

6. It's los Andes 62nd anniversary and you have been invited with another group of selected students to the celebration. Its taking place in el Club El Nogal and there are very important guests- including many of the national ministers, the major of Bogotá, the Deans of all the schools in the university and some of the CEO's of the largest companies and non-profits in the country. The president of Los Andes just finished his introductory speech talking about how the university was created in 1948, some of the milestones it's had, and the process it has embarked on towards becoming a research university. Now they are offering some wine and appetizers and guests are expected to mingle. Use this time to network!

   For the first 7 minutes half of you will be yourselves and the other half will be assigned roles as people from the government corporate world, donors of the University, Professors, and other guests (in Appendix 9 you will find all the different roles that will come into play). Students should try to get to know and create a lasting impression on as many people as you can- if you find someone specially interesting or as a valuable future contact try to get him/her to share his/her contact information.

After the 7 first minutes stop the activity- debrief. How are people feeling? How are students feeling? Has any particular student made a lasting impression on one of the other guests? What is it he/she did? What mistakes have been made? Did anyone want to exit a conversation and didn't know how to? Was the exit smooth?

Switch roles for the last 7 minutes.

To end do a big group debrief about elevator pitch in general- do you find it easy or uncomfortable? Why? How do you think this would be easier or harder in a real-world scenario?

Assessment Standards
The networking activity and elevator pitch activity serve as assessments of how students are doing.

Guest Speaker: International Career Options
Class 3: Speaker
Estimated time required: 40 minutes

Summary
The guest speaker today will give us insights into working at an international organization. They should have time to speak about how they got into the field, what they do on a day to day basis, and then have time for questions.

Guiding Questions
1. How does one break into the field of international development?
2. How does working for an international organization differ from working at a local company?

Topical Understandings:
1. There are plenty of career opportunities beyond the traditional ones.
2. When choosing a career field, it is important to do something that you are interested in and passionate about.

Establishing Understanding
This speaker section will be valuable in reinforcing lasting understanding 2.2 which describes the relationship between a students values and their work. In addition this activity will act as a scaffold, preparing students for start thinking about lasting understanding 3.3, by showing them value of getting first hand accounts of what it is like to work in a field of their interest.

Content and Continuity
The subject of the guest speaker is related to the themes of today. First off, the speaker talks about how they got into the industry, which may help students understand how elevator pitches and marketing themselves can be valuable. Secondly, the students will hear about the experience of our guest speaker's daily life on the job, which will help them create informed questions for their up coming informational interview.

Preparation Required
The main preparation for this exercise is finding and scheduling the speaker. The speaker should come from an international development organization or from a job in the private sector in which they must travel often to coordinate with multiple international partners.

Time Allotments

2 min	Instructor presents the guest speaker
30 min	Guest speaker talks about the Guiding Questions and how they relate to

	his/her life and career.
8 min	Q & A
40 min	**TOTAL TIME**

Informational Interview Role Play
Class 3: Session 2
Estimated time required: 90 minutes

Summary
This three part session is focused on preparing students to successfully arrange and conduct an informational interview with an individual in a field they are interested in. The first step to achieving this goal is for the students to construct a rubric for assessing the success on an informational interview, which should be done through a think-pair-share format. Second, the teacher and an assistant will perform a mock informational interview in front of the class, and afterwards the teacher will facilitate an evaluation of the interview using the rubric the class created. Finally, in groups of three, the students will take turns role playing the informational interview.

Guiding Questions
1. What can I do to ensure that I conduct a meaningful informational interview?
2. What steps can I take to present myself in a good light during an informational interview?

Topical Understandings:
1. As is the case with all interviews, researching the company and industry are very important steps in the interview process.
2. Before taking part in an informational interview, it is important to prepare well informed questions for you to ask.
3. With practice and preparation you can appear confident in interview settings.

Establishing Understanding
This section of the course meets lasting understanding 3.2 which is concerned with informational interviewing and networking. This section gets into some of the finer details that would lead to the appreciation for informational interviewing and networking. In addition, it points back to the overarching understanding by teaching strategies for feeling confident in this potentially unnatural setting.

Content and Continuity
The content for this section will come from three different sources, *Ace Your Interview! The WetFeet Insider Guide to Interviewing*, Stanford's *Networking and Informational Interviews* (found in Appendix 10), Yale's *Informational Interview Steps and Tips* (found in Appendix 10), And the NYT article *Mastering the Informational Interview*. Some key points that should be covered include:

- An informational interview builds your network by letting you personally get to know someone in your industry.
- Use all your contacts, including contacts of your professors, school alumni, and the schools career center to find someone you would like to interview.
- Be polite and patient when scheduling the interview. They are doing you a favor.
- Be sure to research the company they work at online and by talking to others.
- Prepare a list of questions to ask in your interview
- Be polite and personable in your interview, you want the person to like you.
- Ask they if they could recommend other people for you to talk to.
- Be sure to send a thank you letter/email and maintain the relationship.

Preparation Required
The teacher and an assistant must prepare a role play in which they demonstrate an informational interview. The focus of the role play should be on the introduction, showing evidence of preparation, and the conclusion of the informational interview. Feel free to mess up or include areas for improvement which the students can point out after the performance.

Materials Needed
- The teacher will need a model rubric for evaluating an informational interview

Time Allotments

15 min	Discuss informational interview's purpose
20 min	Think-Pair-Share to create informational interview rubric.
15 min	Teacher role play and discussion
30 min	Student role play in groups of three
10 min	Discuss what students learned
90 min	**TOTAL TIME**

Teacher Instructions
1. Using the above content, teachers first give the class an overview of informational interviews by using the content above, and emphasizing their purpose.
2. The teacher instructs the students to generate ideas for a rubric to assess the effectiveness of an informational interview. The students then form pairs to share their ideas.
3. Students are asked to share some of their ideas while the teacher guides and filters them in order to create an agreed upon rubric which the teacher is writing down on the board.
4. Once the class has agreed upon a rubric, the teacher conducts a role play of an informational interview

5. The teacher facilitates a discussion in which they use the rubric to evaluate the role play.
6. Students break into groups of three to conduct their own role play. The group consists of an interviewer, an interviewee and an observer. Students are given 5 minutes to role-play and 5 minutes to debrief. After 10 minutes, students rotate roles.

Assessment Standards
There are two instances of formative assessment in this section. First, during the creation of the rubric, students should be able to generate standards that include issues of research, question preparation, etiquette, personality, and network extension.

Secondly, when critiquing the teacher's role play, students should be able to apply the standards that they created to specific instances displayed they observed in the role play.

Homework: Conduct an Informational Interview
To Be Completed Before: Class 4
Estimated time required: 60 minutes

Summary
Between class 3 and 4, students must conduct an actual informational interview. In this assignment, there are two equally important steps. First, the student must arrange and prepare for the interview. In the research phase, students should try to better understand the mission of the company they will be interviewing with, what projects they are involved in, as well as the roles of the specific position held by the person they are interviewing. Students must prepare for the interview and conduct the interview within the course of the week.

Guiding Questions
1. What pieces of information are important to know when setting up an interview?
2. What steps are necessary to set up an informational interview?

Topical Understandings:
1. Students will understand that preparing for an interview is the most important factor in successful interviewing.
2. Students will understand that professionals are often willing to meet with young aspiring students, particularly if they have a common friend or professional connection.

Establishing Understanding
This section of the course meets lasting understanding 3.2 which is concerned with informational interviewing and networking. By actually taking part in an informational interview students will have a genuine experience in networking and see first hand how getting to know people in the industry that they are interested may be valuable to their future.

Content and Continuity
The content for this activity should draw from the readings from the Informational Interview Role Play activity. This activity draws on the experience of the role play exercise, and will be the source of reference for the proceeding in-class activity Informational Interview Reflection.

Preparation Required
The teacher is required to assist students set up their informational interviews, which is a large task that should be started early. In doing this, they must utilize the school's alumni network, being sure to contact them early and expect a request from a student.

In the case that teachers are unable to find interviews for each of their students, they may wish to combine their students into small groups to conduct group informational interviews.

Materials Needed
- Informational Interview Preparation Worksheet (Appendix 11) which students are not required to hand in, but may help them prepare for the interview.

Informational Interview Reflection
Class 4: Session 1
Estimated time required: 90mins

Summary
This section is intended to help students reflect on their experience during the informational interview which they conducted. First, in the format of a pair-share, students reflect on the highlights from their interview, what they could improve upon, what they learned. Secondly, students break into groups according to the industry that they are interested in. Lastly, the representative from the campus' career services should come to speak about what they have to offer to students so that they can continue to improve their skills once the class is over.

Guiding Questions
1. What are the areas of informational interviewing that are the most challenging to you?
2. What insights can be gained from your specific industry?

Topical Understandings:
1. Conducting informational interviews yields valuable information, yet it also develops the skills needed to be successful in job interviews.
2. Each industry and company has different standards and expectations

Establishing Understanding
This section meets lasting understanding 3.2 which is concerned with informational interviewing and networking. By reflecting on their real-world experience, the students will be able identify the insights that they gained. They may also feel proud of the knowledge that they gained.

Content and Continuity
This section is a follow up to the "Informational Interview Role Play" section, in which students developed a rubric to assess the effectiveness of an informational interview. Now having conducted a real-world informational interview, they can reflect on the rubric from last class, and see what needs to be changed, what is more difficult than they expected, and determine whether all aspects of the rubric are applicable in their industry.

Preparation Required
The teacher should review the rubric that the class created in the previous session.

Materials Needed

- The Industry Discussion Guide (Appendix 12) should be given to each group of students when they break into distinguished industries to discuss their interviews.

Time Allotments

10 min	Groups of 4 or 5 discuss reflections of their informational interviews
20 min	Teacher facilitated reflection
20 min	Groups discuss findings by industry
15 min	Group leaders report back to the class
25 min	School's career services on campus
90 min	**TOTAL TIME**

Teacher Instructions
1. Break the class into groups of four or five. Have them briefly report to each other about their informational interview.
2. As a group discuss the experiences of the students. To focus the class discussion, consider posing these questions
   a. What were some highlights from your interview?
   b. What could you have improved upon?
   c. What were some lessons you took from the experience?
3. Break the class into groups depending on their industry of interests (eg. Engineering, Medicine, Education, etc.). The goal is to have groups of roughly five students each. The groups should discuss what they learned about their industry's practices and standards.
4. Each group should select a representative who will report back to the class some of their most interesting and most common findings.
5. Finally, invite the representative from career services to speak to the class.

Assessment Standards
Students should be able to express areas in which they have room for improvement. They should also be able to take the lessons from the course and the lessons from the readings and place and discuss how the context of a situation may or may not change informational interview standards.

Guest Speaker: Goal Setting at Work
Class 4: Speaker
Estimated time required: 40 minutes

Summary
The guest speaker today will tell us about his/her life, career, how he/she got where he/she is. Additionally the guest speaker will address how goal setting has played a role in their getting to where they are, how they use goals in their career, and share some goals they have for the future.

Guiding Questions
1. How do personal goals play out as a career develops?
2. How do professional goals and performance come together in the workforce ?

Topical Understandings:
1. Students will understand how the goals that one sets have an impact on their personal and professional development.
2. Students will understand how goals are used in the workplace to measure performance.

Establishing Understanding
Students will understand how developing short and long term goals plays a role in how they move forward in their life and professional career. Goal setting is a skill that is valued in the workplace, is often a component of a performance review, and building skills in goal setting helps to drive personal accomplishment and motivation.

Content and Continuity
The subject of the guest speaker ties closely with the conclusion of the course with a session on goal setting. Students will develop goals coming out of the course for how they will apply what they have learned in the course to developing their professional network and taking additional steps in career exploration.

Preparation Required
Ideally this guest speaker would be an alumnus from Los Andes who has had a successful, but also challenging career development in which they succeeded in achieving goals and succeeded even after missing goals and facing challenges. This individual should have an awareness of his/her trajectory, his/her strengths and how they play out in what they do, so that they can tie together what was addressed earlier in the course.

Time Allotments

2 min	Instructor presents the guest speaker
30 min	Guest speaker talks about the Guiding Questions and how they relate to his/her life and career.
8 min	Q & A
40 min	**TOTAL TIME**

Goal Setting: Roadmap to Success
Class 4: Session 2
Estimated time required: 90 minutes

Summary:
The course leader will introduce the importance of goals to developing and executing a concrete plan of action towards the things that you want. Specifically, using SMART goals, helps to ensure direction and execution, setting specific goals with regard to career exploration, and monitoring of learning and progress. The importance of short term goals that are aligned with larger long term goals is highlighted and captured in an activity where students capture specific goals coming out of the course

Guiding Questions
1. How do personal goals play out as a career develops?
2. How do professional goals and performance come together in the workforce ?

Topical Understandings:
1. Students will understand how the goals that one sets have an impact on their personal and professional development.
2. Students will understand how goals are used in the workplace to measure performance.

Establishing Understanding
The tool of setting appropriate and effective goals ties to the means of working deliberately toward what you want – that is, it builds the answers to the question, how do I get it? Creating goals that are Specific, Measureable, Achievable, Reasonable and Timely ensures that the goals will be within reach and can be clearly achieved in a specific timeframe.

Content and Continuity
This information builds from the preceding lessons on exploring individual direction and networking. The individual students should be able to tie their own strengths and personality type to the types of goals that will be most beneficial for them.

The topic is Goal setting: Importance of goals, using SMART goals to ensure direction and execution, monitoring learning and progress, setting specific goals with regard to career exploration, short term goals/long term goals

This activity brings the sessions to a close with an activity where students create their own goals and write a letter to themselves for what they want to remember and what they want to accomplish following this course.

Preparation Required
Course leader familiarity with the concepts of SMART goals and presentation of the concepts to the students
Paper and envelopes, pens.
Optional: 2 Pitchers and cups for all students

Materials Needed
Copies of handouts (Appendix 13)

Time Allotments

15 min	Course leader presents
15 min	Individuals think about and develop goals
15 min	Sharing of goals in pairs
15 min	Writing letter to self
30 min	Group debrief and conclusion
90 min	**TOTAL TIME**

Teacher Instructions
"Goal setting: Importance of goals, using SMART goals to ensure direction and execution, monitoring learning and progress, setting specific goals with regard to career exploration, short term goals/long term goals

1. Course leader presents on goal setting: Importance of goals, using SMART goals to ensure direction and execution, monitoring learning and progress, setting specific goals with regard to career exploration, short term goals/long term goals
2. Individuals think about and develop goals in a smart goal format
3. Individuals share their goals in pairs and help each other to clarify goals
4. Individuals write a letter to themselves about what they learned and what goals they are setting and where they want to be by the end of the course with regard to networking and informational interviews.
5. As a group, (meeting in a circle preferably) the students share something they learned from the course and something they hope to accomplish as a result of the course.
6. Option activity with debrief: Fill one pitcher with water and have a second empty pitcher available. As each student speaks, they pour some water into the empty pitcher signifying their learning and contribution to the group learning. When the pitcher has gone around the circle, the water is distributed into cups and the course leader leads the students in a toast to achieving their dreams.

Assessment Standards

Students create at least one appropriate long term goal and one short term
Students will write a letter to themselves that will detail what they want to
remember and accomplish coming out of this part of the course and what goals they
would like to set and compare themselves with by the end of the course, when the
course leaders will return the letters.

Mocktail- 25 Years Later
Final Summative Activity
25 minutes

Summary
In this activity students will imagine that they re-encounter 25 years from now in an alumni event.

Guiding Questions
1. Who do you want to become?
2. How will your life be like?
3. Will you be successful? What does success feel like and look like for you?
4. What values guided your future?

Topical Understandings:
1. Students will understand that their future depends in part on their choices, their values, their definition of success and the goals they set for themselves.

Establishing Understanding
Students will understand how their values, views of success and longer-term goals fit in a wider time-frame.

Content and Continuity
This activity will be the closure for this unit. It will draw on several of the other elements outline previously in the course- identifying world views, workviews, values, and definitions of success.

Preparation Required
Bring some fun food and drinks

Materials Needed
No materials are needed

Time Allotments
List the different steps needed to complete the activity and how long each step takes in the table below

5 min	The instructor will introduce the activity and greet everyone 25 years after.
20 min	Students will mingle
25 min	**TOTAL TIME**

Teacher Instructions

1. Introduce the activity. Make students close their eyes and tell them to imagine themselves 25 years from now. How old will they be? Where will they live? What will have changed in their lives from today to that moment? Will they have families? What will they work in?
2. Make students open their eyes and tell them that we are gathering together 25 years after in an alumni event commemorating the 25th anniversary of this course. The haven't seen each other in a while (or have they?) They should feel free to talk to each other and share their life stories.

Assessment Standards (optional)
The mocktail will be a way of practicing different communication skills learn through the previous lessons- active listening, smooth exit, etc. Additionally- students will exercise and put into play the values and success definitions they have been creating through the course.

Appendix

Appendix 1: Session Format Guide

Each session is outlined in a way that highlights the Topical Understandings in each activity, how this activity builds on previous activities and how it relates to the lasting understandings. Pertinent background information is provided along with an estimated time allocation and materials needed. The format is:

Activity Name
Estimated time required

Summary
A brief description of how this activity works, including who is involved, what the various steps are, and how it concluded.

Guiding Questions
A list of Guiding Questions that guide students' exploration throughout this exercise.

Topical Understandings:
A list of Topical Understandings that students will gain from this exercise. These are the understandings that are in the outer circle of our understandings hierarchy.

Establishing Understanding
Restate which understandings it meets and explain how it meets them.

Content and Continuity
In this section dictates what information the students need to complete this activity and how they will get the information. It may come in the form of a handout, lecture, a number of other various forms.

Preparation Required
Whatever preparation a teacher would need to complete before conducting this activity.

Materials Needed
A list of supplies the teacher must possess to complete this activity.

Time Allotments
A list of the various steps needed to complete the activity and how long each step should take.

Teacher Instructions

Step by step instructions for the teacher to follow. This may include instructions which they must give to the class as well as possible discussion questions to debrief the activity.

Assessment Standards
This section will spell out how it will be assessed and what the standards are for the assessment.

Appendix 2: Student's Survey

This survey contains two sections; the first section might be shared with other members of the curse. The second section is strictly confidential.

Section 1:

Name:

Semester:

Career:

1. What do you enjoy doing in your free time?
2. What are your hobbies?
3. What would be your perfect vacation?
4. What is the object or possession that you value the most in your life? Why?

Section 2:
5. What has been easy at Los Andes?
6. What has been challenging at Los Andes?
7. What do you value most about life?
8. How do you generally feel about life in this particular moment?
9. How would you describe your personality?
10. How do you think your parents or close relatives would describe you?
11. How do you think your professors and classmates would describe you?
12. What do you feel that are your strengths?
13. What are the things about yourself of which you are most proud?
14. What do you feel that are your weaknesses?
15. In your life right now what are your bigger fears and concerns?
16. If you could change one thing about your life, what would it be?
17. How comfortable would you feel if the president of Los Andes asked you tomorrow to accompany him to a donors cocktail as a student representative?

Appendix 3: Student's Introduction

Please complete each sentence:

1. My name is _____.

2. I did my middle school and high school in _____ (city or town)

3. I study _____ and I'm in my _____ semester.

4. My last important accomplishment was _____ .

   (can be academic or personal)

5. My next big challenge is _____ .

   (can be academic, personal or professional)

6. A true passion I have is _____ .

   (it can be a hobby or just the little, simple things- what ever really makes you

   steer in delight)

Appendix 4: Alternative Ice Breakers

OTHER ICE BREAKERS AND ACTIVITIES THAT YOU CAN CONSIDER FOR THIS
LESSON- All these activities were taken from other programs.

1. "Life highlights game (ice-breaker, introductions, life priorities, self-awareness,
   motivation and personality)
   This is a quick adaptable exercise for small groups, or for large groups if split into
   self-facilitating teams, or alternatively pairs.
   It's also a longer discussion game for pubs, dinner-parties, etc., especially in
   couples.
   No equipment is required.
   Instruction to group:
   Take a minute to consider - What thirty seconds of your life would you most want
   to re-live, if you only had thirty seconds left?
   For the purposes of the exercise participants can choose several different life
   experiences, provided the total time is no more than thirty seconds.
   Review (various options depending on your situation):
   Ask people to keep their thoughts private - and then consider the review points
   below.
   Or ask people to explain to the group briefly their chosen thirty seconds and why.
   Or - if review time is limited or if it suits your purposes better - ask people to
   review/discuss in pair.
   Or, if working with a large group, arrange the group into small self-
   leading/facilitating teams.
   Review points (examples):
   What do our chosen highlights tell us about the type of person we are - what we
   love most in life, and what sort of things we should pursue to be happy and
   fulfilled?
   How does your current life and likely outcomes compare with your chosen past
   life highlights?
   Are you working towards or away from what really makes you happy and
   fulfilled? If away from, how might you regain and redirect your focus?

   Do your chosen highlights provide clues for passions and talents which you are
   currently under-utilizing or neglecting?

   Did your highlights come by planning or accident?

   How significant is money in enabling life's best times?

   What do our best moments tell us about making the most of what time we have?

   Variations: Exclude sex from highlights if there is a risk that it will unhelpfully

distract, embarrass or be too dominant.

Shorten and concentrate the exercise by reducing the highlights time period from thirty to ten seconds, or lengthen and deepen the exercise by increasing the time period to ten minutes or an hour.

Note: To make the exercise more dynamic and forward-looking you can encourage people to consider especially life highlights, which can be repeated or extended in some way. (Childbirth is for many people a highlight which is not likely to be repeatable, although this can of course prompt thoughts and discussions about the importance of family compared to other life issues.)" (Business Balls)

2. **"A tangled web.** Gather students in a circle sitting around you on the floor. Hold a large ball of yarn. Start by telling the students something about yourself. Then roll the ball of yarn to a student without letting go of the end of the yarn. The student who gets the ball of yarn tells his or her name and something good about himself or herself. Then the student rolls the yarn to somebody else, holding on to the strand of yarn. Soon students have created a giant web. After everyone has spoken, you and all the students stand up, continuing to hold the yarn. Start a discussion of how this activity relates to the idea of teamwork (for example, the students need to work together and not let others down). To drive home your point about teamwork, have one student drop his or her strand of yarn; that will demonstrate to students how the web weakens if the class isn't working together." (Anglaisfacile)

3. **THESE ARE A FEW OF MY FAVORITE THINGS** Inviting students to share a few of their favorite things is a great way to break the ice! Introduce an overhead transparency on which you have all kinds of pictures that "describe" yourself. There's a plane, lots of books, a hill, and more. Invite your students to guess from the drawings what your favorite outside interests might be. (Did you guess traveling, reading, and hiking?). Give each student a sheet of drawing paper and ask them to tell me about themselves -- using only pictures. Break into small cooperative groups, and each group tries to tell about the people in their group. Of course, walk around and interact with each group to know them too." (Anglaisfacile)

4. **Circles**
Hand to each pair of students a blank Venn Diagram form. The students work together to complete the activity. "One student writes his or her name at the top of one of the circles, and the other student writes his or her name at the top of the other one," explained Fernandez. "In the overlapping portion of the circles, the partners must list five things that they have in

common. In the parts of the circles with their names, the students must each list five things that are unique about themselves." (Anglaisfacile)

5. **"Take As Much As You Want!** During the first "circle time" activity, have a roll of toilet paper on hand! Explain to the children that they will need this for the next activity. Tell students that you're going to pass around the roll. Invite each student to take as much as they want. (One middle/high school math teacher invites students to "take as much as you need to complete the job." She doesn't tell them what the job is yet!) After everyone has had a good laugh over the amount of paper they took, explain how the game works. For every piece of toilet paper the students ripped off, they must tell the class one thing about themselves. Some realize they took quite a bit of toilet paper, but with a little prompting and probing from the teacher they will find things to share. In the math teacher's class, students have to say what their favorite thing about math is when they get to the last piece. This activity provides a nice way to find out about students' personalities, families, likes, and dislikes -- and the students really love it! (Can also be done with candy)" (Anglaisfacile)

6. "**What Are Your Goals?** Teachers of older students might welcome students to class by having them write a short essay answering questions that might include: Who are you? Why are you here? What are your short-term goals? What are your long-term goals? What do you plan on accomplishing while you are here? What obstacles do you have and how can you meet your goals? This activity gives students (and teachers) a diagnostic tool, a self-motivating statement, and a good feeling for being in school. A number of different activities can then be done, e.g., sharing, presenting, reading to class, hopes and dreams exposes, newspaper/vocational interest articles..." (Anglaisfacile)

7. "The Interview Game
•Break the group into two person teams (have them pick a partner that they know the least about). Have them interview each other for about twenty minutes (You can also prepare questions ahead of time or provide general guidelines for the interview). They need to learn about what each other likes about their job, past jobs, family life, hobbies, favorite sport, etc. After the interviews, reassemble the group and have each team introduce their team member to the group. This exercise helps them to learn about each other" (Training-games)

8. "Group connections activity (icebreaker, mutual awareness, introductions,

networking, team-building)

Split groups into teams of between three and six people.

No equipment or preparation is required.

Instruction to group/teams:

You have five minutes to discover an interesting, surprising and separate connection you share with each person in your team. (A different connection with each person, not a single connection that every team member shares.)

'Interesting and surprising' does not include working for the same company, living in the same town or country or having the same colour hair. Try to find a connection or something in common that surprises both of you.

The purpose of the exercise is to ensure that each person of the team ask some questions and gives some answers about themselves and all other team members, and so gets to know each other better.

Discussions can be in pairs or threes. The team can decide how best to enable each person to speak to every other team member in the time allowed. This requires more care in larger teams" (Business Balls)

9. "The one question ice-breaker exercise (questioning skills, empathy, self-awareness, needs analysis, cooperation and partnerships)
A quick simple ice-breaker or bigger exercise related to questioning, and working together, here is the instruction, for groups of any size and any ages:
If you could ask just one question to discover a person's/provider's suitability for ....X....... (insert situation, see examples below), what would your question be?
Examples of situations to use for the activity and insert in the instruction: supplying you a vital component/service, baby-sitting or child-minding, marriage to you, running a business together, arranging your charity bungee jump/parachute leap/sky-dive, being your personal assistant/bodyguard, being your boss/employer/leader, being the leader of your country/company
You can devise your own situations besides these to suit your purposes. There are countless other possible situations.
Issue one situation for the whole group, or allocate a different situation to each team member or pair/team to work on. (Increasing the variety of situations allocated will tend to increase the time of the activity and especially its review).

Ask people to work individually or in small teams to devise their questions.

Ask people to work in pairs or threes to test and reflect and refine (and maybe role-play) the questions.

Give a time limit for questions preparation, and a separate time limit for testing/role-playing.

There are no absolute 'right' or best questions - there are many effective questions, depending on the situation and people's needs, but there are certainly questions which do not work well and which should be avoided.

Review informally via discussion:

Are there advantages in preparing important questions, rather than relying on instinct or invention at the time?

What else happens while we ask questions, aside from the words between us? (Explore body language and non-verbal communications.)

What sort of questions are least effective and should be avoided? (Try to identify characteristics of ineffective questions.)

What sort of questions are most effective? (Try to identify characteristics of effective questions.)

How do we feel when being asked effective/ineffective questions?

To what extent and how should questions be tailored for the particular listener, and for the questioner's needs?

What crucial questions do we ask (at work/in life) which we could prepare more carefully?

N.B. This exercise does not suggest that we can or should use merely one question to identify solutions for anything, especially crucial partnerships. The purpose of the exercise is to focus attention on quality, relevance, style and preparation of questioning, according to the situation and people involved.

Questioning is powerful and helpful when prepared well, but wastes everyone's time and creates problems when it is not.

The activity can of course be expanded by allowing/instructing people to devise more than one question, or potentially to devise an entire questioning strategy for a given situation.

Whatever you do in the review, ensure people understand the nature and purposes of open and closed questions, which is explained in the Questioning section of the sales training page. " (Business Balls)

10. "'Spice of life' exercise (personal development, goals, true motivation and purpose, visualisation, life balance)

A quick simple powerful activity for groups and teams of any size. The exercise can also be used for yourself, and when working with individuals in counseling, coaching and performance reviews and appraisals.

Optional preparation for a group activity: buy some green cardamom pods - they are a highly aromatic spice used in Asian cooking and curries - the Latin name incidentally, for interest, is Eletteria Cardamomum. Star Anise - aniseed seed pods - and cloves also work well for this sort of exercise - they reinforce the point and add additional sensory stimulation to the activity. Distribute a pod or clove or several of each spice to each team member. Alternatively you can give different spices to different people if you have them. This will prompt discussion and expectation. You can mention that spices like these are symbolic - they are small and natural, of relatively little monetary value, and yet have a remarkably powerful effect. They also have healing qualities, and being seeds they represent new life and beginnings.

Also optionally at this point in the exercise you can ask people do this calculation in their head to further concentrate the mind: Subtract your age from 90 and add two zeros to the answer. Divide that number in two. This is roughly how many weeks you have left on this Earth, assuming you live to a very ripe old age. If you smoke and don't look after yourself properly subtract 1,200 weeks (if you are very lucky). How quickly does a week pass by? Almost the blink of an eye...

Then ask the group to close their eyes, take a few slow deep breaths, and visualize.... (it's a bit morbid but it does concentrate the mind somewhat): You are very close to the end your life - perhaps 'on your deathbed'. You have a few minutes of consciousness remaining, to peacefully look back over what you achieved, and what difference you made in the world. And especially how you will be remembered.

So how do you want to be remembered? What did you do that mattered? What spice did you add to people's lives? What was the spice in your life? What will you have done that will give you a truly good feeling at the end of your life? And so, how can you best fulfill your own unique potential?

We rarely think about our lives this way: that we are only here for a short time, and that what really matters is beyond money, possessions, holidays, cars, and the bloody lottery.

Thinking deeply about our own real life purpose and fulfillment helps us to align what we do in our work with what we want to do with the rest of our life.

This in turn creates a platform for raising expectations and possibilities about direction and development - pursuing personal potential rather than simply 'working' - and finding ways to do so within our work and our life outside it.

(As facilitator do not ask people to reveal or talk about their dreams unless they want to. The exercise is still a powerful one when people keep their dreams and personal aims to themselves.)

This type of visualization exercise is also important in helping people to take more control of their lives and decisions - becoming more self-reliant and more pro-active towards pursuing personal dreams and potential, instead of habitually reacting to work demands and assumptions." (Business Balls)

11. *Dream Vacation*
    Materials: None
    Youth will share a little about themselves as they choose a dream vacation that reflects their life goals.
    Icebreaker Preparation: None
    "You've just won a dream vacation for two. You can travel to any destination in the world and stay there for two weeks, and all your expenses will be covered. Where would you go?"
    "What if you there was an additional condition in the rules for your free vacation: You must choose a destination that will help you to achieve your goals in life? Would your destination change? What does your newly chosen dream vacation reflect about your goals, dreams, purpose in life, direction for your life?"
    Discussion
    Allow pairs time to discuss their new vacation choices and why they'd chosen them with their partners.
    Then have kids announce their choices to the entire group.
    Allow time for teenagers to ask each other why they chose their vacation destinations and what they reflect about their goals and dreams for the future.
    (Creative-Youth-Ideas)

Appendix 5: Your Vision of Success

Core Values Exercise

Peace	Authenticity
Integrity	Wisdom
Wealth	Power
Joy	Status
Happiness	Influence
Love	Justice
Success	Fame
Recognition	Family
Friendship	
Truth	_____
	_____

Appendix 6: World View and Work View Readings and Assignment

Readings:
- Les50ns. Fifty Lessons Limited. "Loving your work" Harvard Business School publishing. Boston. 2010
- TED Video Seligman: (http://www.ted.com/talks/martin_seligman_on_the_state_of_psychology.html)
- Seligman, Martin. "Authentic Happiness". 2002. Free Press. Pages 165-176
- Carse, James. "Finite and infinite games". Ballantine Books. New York. 1987. Pages 1-42
- Schumacher. "Good Work". Harper Colophon Books. 1980. Prologue

Activity taken from the course "SGSI - Designing the Professional 2011" by instructor David Evans.

"Please write a brief summary of your worldview (No more than 800 words). There are many approaches to worldviews and various prescriptions of what they need to include. Below are some questions, which are classically addressed in a worldview, though which are the important questions is a matter of choice. The key thing is to address those highest order values and perspectives that provide the ordering basis for your life, that create the platform that interprets and organizes how you see and understand the world and assign order (or disorder) to it. Your worldview is that which provides your definition of "issues of ultimate concern.

You may wish to consider the following classical worldview questions (and no - of course not comprehensively).

. Why are we here?
. What is the meaning/purpose of life? of death?
. What is the relationship between the individual and others? - between persons and the rest of life (and perhaps inanimate) reality?
. What is good or worthwhile?
. What is the meaning of time, of eternity?
. Is the universe friendly? (Einstein's question)
. Is there a higher power, transcendency, God and if so - of what nature and with what implications for living?"
. What of joy, sorrow, justice, injustice, love, peace, strife, good & evil?" (Evans, SGSI- Designing the Professional, Designing your Life, 2011)

Activity taken from the course "SGSI - Designing the Professional 2011" by instructor David Evans.

"Write your Workview (150 words - or so)

A workview would address the critical issues related to what work is and means to you. It is not just a list of what you want from or out of work, but a general statement of your view of work. Schumacher's definition of a "theory of work" is one example. A workview may address such questions as:

.   Why work?
.   What's work for?
.   What's it mean?
.   How does it relate to the individual, others, society?
.   What defines good or worthwhile work?
.   What does money have to do with it?
.   Is a "professional" or advanced degree holder a special kind of work?
.   What does experience, growth, fulfillment have to do with it?" (Evans, SGSI- Designing the Professional, Designing your Life, 2011)

Appendix 7: Personality Type
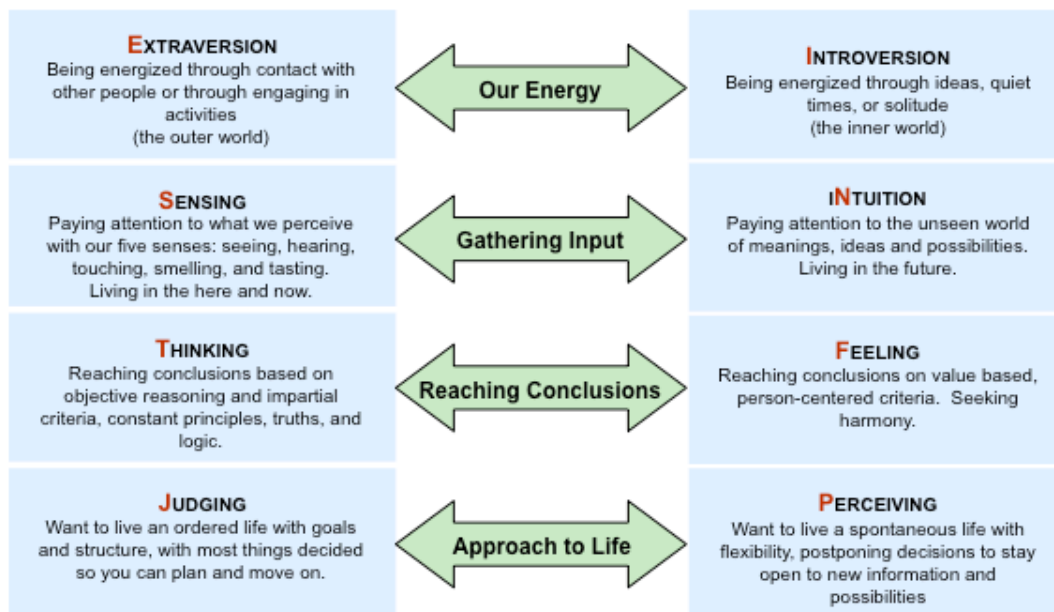
Know Yourself
"Know your preferences, strengths and weaknesses."

We are unique and differ in many ways, and, we do what comes naturally. As a result, we solve problems with our personal habits – whether the specific problem fits our habits or not. We call that the "comfort zone" bias. We drag decisions into our comfort zone instead of considering the real needs of the decision situation. By knowing ourselves better, we can counteract that bias.
A popular approach to understanding personality differences is the Meyers Briggs Type Indicator (MBTI). MBTI differentiates individual preferences along four dimensions that are relevant to our decision making habits and styles. MBTI is based on the observation that we all have a preference for one side or the other on each of those dimensions, just as most of us are either right-handed or left-handed. However, to make good decisions we have to use both sides.

Understanding our own preferences helps us to leverage our natural strengths as well as anticipate where we might want to work harder or seek help.

For example, in seeking out information, those with a **S**ensing preference would generally seek out specific, factual information and would be skeptical of "pie-in-the-sky" possibilities that are uncertain. While this may or may not be right for the decision being addressed, the point is, unless we know ourselves, we can fall into such patterns whether they are appropriate or not.
There is no single best personal style or profile. Each has its own strengths and weaknesses, depending on the task to be accomplished and the situation we are in.
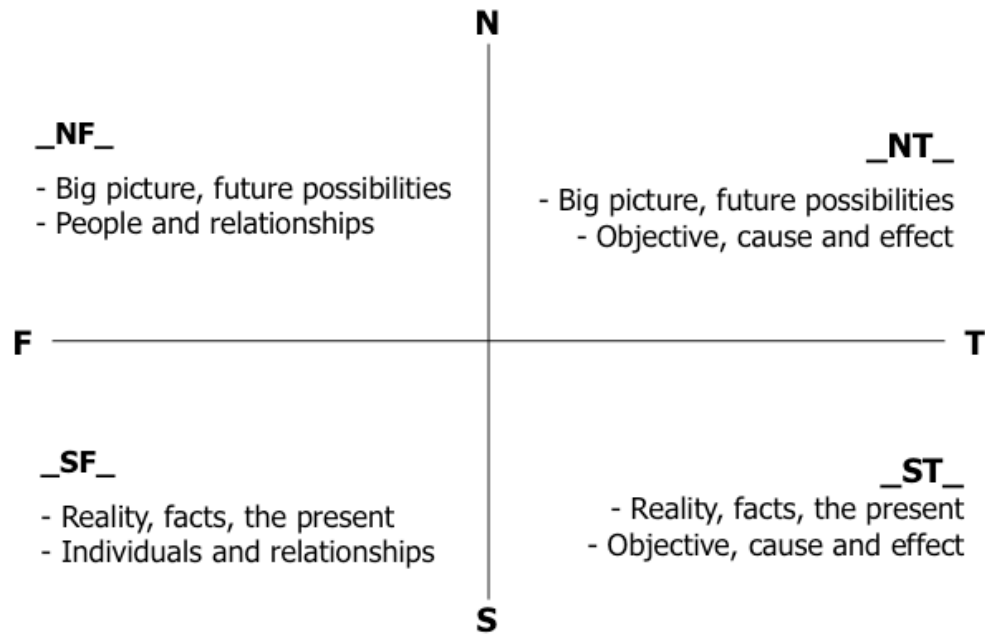
The MBTI describes personalities along four dimensions of preferences.

EXTRAVERSION
Being energized through contact with other people or through engaging in activities
(the outer world)

Our Energy

INTROVERSION
Being energized through ideas, quiet times, or solitude
(the inner world)

SENSING
Paying attention to what we perceive with our five senses: seeing, hearing, touching, smelling, and tasting. Living in the here and now.

Gathering Input

INTUITION
Paying attention to the unseen world of meanings, ideas and possibilities. Living in the future.

THINKING
Reaching conclusions based on objective reasoning and impartial criteria, constant principles, truths, and logic.

Reaching Conclusions

FEELING
Reaching conclusions on value based, person-centered criteria. Seeking harmony.

JUDGING
Want to live an ordered life with goals and structure, with most things decided so you can plan and move on.

Approach to Life

PERCEIVING
Want to live a spontaneous life with flexibility, postponing decisions to stay open to new information and possibilities

Source: Decision Education Foundation www.decisioneducation.org

How you take in information (iNtuition or Sensing) interacts with how you make decisions (Thinking or Feeling)

N

_NF_
- Big picture, future possibilities
- People and relationships

_NT_
- Big picture, future possibilities
- Objective, cause and effect

F ———————————————————————— **T**

_SF_
- Reality, facts, the present
- Individuals and relationships

_ST_
- Reality, facts, the present
- Objective, cause and effect

S

Source: Decision Education Foundation www.decisioneducation.org
Used with permission. All rights reserved. MBTI is trademark of Consulting Psychologists Press

Appendix 8: Networking Content

Networking content
-80% of the jobs are never posted publicly (Hidden job market reading. Tom Dezell. "Networking for the novice, nervous or naïve job seeker" P. 8.
Most managers will first seek candidates among the people they know, or ask the people they now (their network) for possible candidates or ask their employees.
-To find those "hidden jobs" you need to find them- that happens through networking. By having contacts that know about you and about the openings, by having informational interviews so that you can identify what it is you want to do, what it would look like and can later reach more easily to that person for an internship, advise, or job searching.

Networking readings:
- Rich, Jason. "Your career. Coach yourself to Success". Learning Express. New York. 2001. Pages 167- 184, 197-201, 209-211
- Gray, Peter; Carroll, John. "Beyond the resume". Career Press. Franking Lakes, NJ. 2006. Pages 14-23, 30-31
- Dezell, Tom. "Networking for the novice, nervous or naïve job seeker". iUniverse. Inc. New York. 2009. Pages 8-11, 30-32, 51-56, 64-71
- Hemming, Allison. "Work it!". Fireside. New York. 2002. P. 44- 80
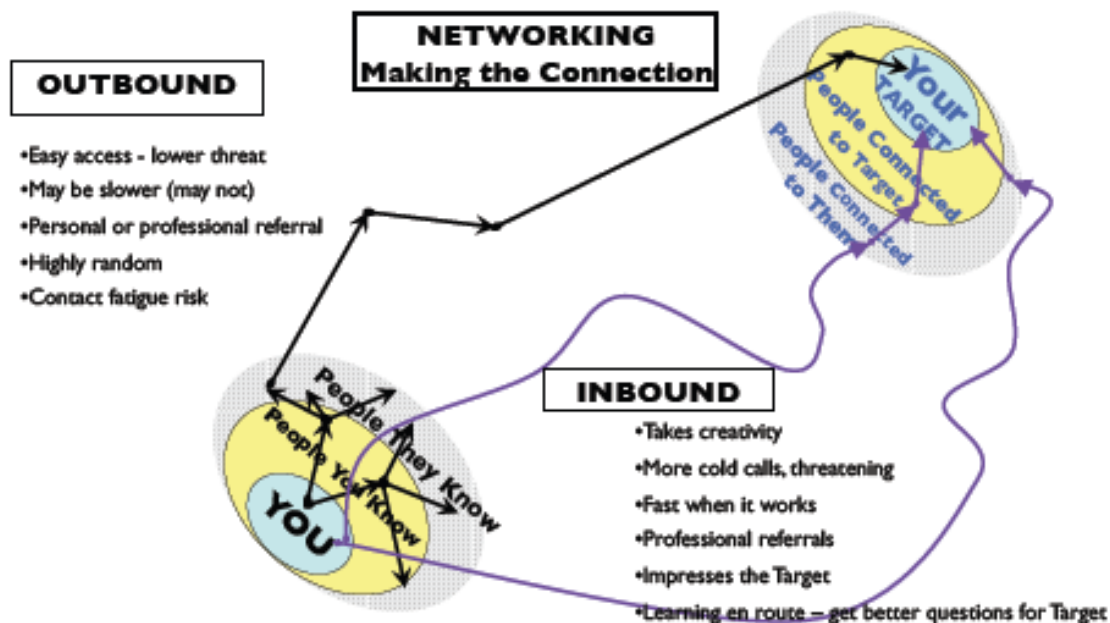
Networking – getting referrals to get an interview

- the ask (for a referral)
  - "Hi! My name is Morgan. I'm a student at Stanford and am very interested in [FASCINATING THING GOES HERE].
  - I understand you may know [NAME] or some people in that field.
  - Could you refer me to them to learn more about their work?
  - OR – Do you know anyone who knows anything about that field?
  - IF NOT
    - Do you know anyone who might know others who would?
    - What would you do next if you were me?
  - Ask to stay in touch & follow-up, that's "networking"

From: Designing the Professional- designing your life. Summer, 2011. David Evans. (EDC & USAID Akazi Kanoze)

Appendix 9: Elevator Pitch Content

ELEVATOR PITCH: As with all other activities, slides, and/or examples, use this information as a guideline and adapt it to the context or as you find necessary.

Elevator Conversation

What's the goal
- Be remembered
- Get a...
  - conversation
  - callback
  - internal reference to a manager
  - place on the right pile
  - invitation to candidate
  - interview
- Must have a "call to action"

Elevator Conversation - Construction

- Identify yourself
  - Name, degree
- Articulate your identifiable intent, attributes, advantages
  - Current goal
  - Key skills
  - Unique experience, result
- Establish a connection, interest to "them"
  - Interested in...
  - Can/would like to solve their problem, address their pain
- Ask

From: Designing the Professional- designing your life. Summer, 2011. David Evans.

Elevator conversation example (come with 2 or 3 more on your own. Try to develop some that you think will relate to your students)

- Hi, I'm Andrea Gomez
- I'm in second semester in Anthropology at Los Andes
- In my courses last semester I had the chance to do a great field project in which I learn a lot about displacement and the conditions of displaced children in Bogotá. I love working with real life social problems and having contact with people that are struggling trying to get things done to help people.
- I'm looking for an internship possibility for June.
- Do you know who could I talk with that could guide me towards an internship related to social problems in children and adolescents living in harsh situations?

LOS ANDES ANNIVERSARY EVENT

Here are some roles that you could use to distribute among students. Print them and hand them to students- some are left blank so that you fill them according to the interests of your students in your class (ej if you have an artist, try to include the director of the Modern Arts Museum, etc…)
Put all roles in a brown bag and have students pull their role out. Ok but may need a little more info about how to play these roles? Personalities, etc.

Major of Bogotá: Petro	President of Los Andes (wear this as your tag)
	Minister of Education
Ambassador of the United States	
	Dean of Economics
CEO of Enseña por Colombia	
	CEO of Ecopetrol
CEO of El Tiempo (Colombia's biggest newspaper)	President of Fullbright

Appendix 10: Informational Interview Content

NETWORKING AND INFORMATIONAL INTERVIEWS

You may have heard of the importance of networking during a job search. However, many of us are reluctant to utilize this method as it provokes discomfort, anxiety, or perceptions of barriers. You may surmise that you don't have appropriate contacts or that "using people" is distasteful to you or that it takes too much time and effort. You might also be afraid of possible rejection. What is networking as it relates to career exploration and the job search? Networking is connecting with people in a field or organization in which you wish to work, for information and advice. Networking, including informational interviewing, is the job seeker's equivalent of market research. It is essential, when exploring fields and job functions, to learn about the skills they require, jobs not publicly advertised, ways to enter a specific field, and inside information about a particular organization's culture and expectations.

For PhDs and postdocs in particular, networking is key to successful career exploration and job search. For you, it's often not clear what jobs are appropriate for your background and where you fit into within an organization. You may be considered overeducated for entry-level positions but lack the experience for senior jobs. Consider the typical case of applying to an advertised job opening. Human Resources is usually inundated with numerous, sometimes hundreds of applications. Faced with so many resumes, they often rely on seeking candidates with the most relevant experience and strongest track records. They don't have the time or motivation to give the benefit of doubt to an unproven candidate.

Networking, especially in the form of informational interviews, can be a low-pressure but extremely effective way to research career fields while giving you a chance to communicate your skills and fit to industry insiders. Having met or interacted with you, they may be much more willing to give you a chance or even create jobs to utilize your talents. In a sense, you are bypassing the resume screening process that may work unfavorably for you and gaining a toehold to interview opportunities with possible employers. At minimum, the insights gained allow you craft particularly effective resumes and cover letters that will help you stand out during the resume screening process.

The purpose of informational interviewing is to obtain current information about a career field directly from the source, people who are working in that field. It is about learning and researching and not about asking for a job. If you think about it another way, you've probably used this strategy many times previously and have granted informational interviews to others. If you were approached for advice and information by an undergraduate student interested in pursuing graduate studies in your field, would you be willing to share some insights?

Similarly, most professionals are willing and pleased to talk about their career field or job. For you, the benefits are numerous:

- Gather first-hand, current career information.

- Have control over who you're contacting, the kind of information that you're requesting, and how you present yourself.

- Observe professionals in actual work settings and ascertain whether the environment is right for you.

- Receive feedback, advice, and answers to questions that wouldn't be appropriate in a job interview.

- Gain visibility and become known to insiders who may be aware of job opportunities, both advertised and hidden.

- Practice interviewing skills so that you will be ready for actual interviews.

- Begin building the foundation for a professional network in your chosen career field.

Five Steps for Conducting Informational Interviews

1) Develop a List of Possible Contacts

Think about what fields you want to explore and develop a list of contacts relevant to your interests. Where can you find contacts?

- Check your own network through LinkedIn, Facebook, family, friends, colleagues, professors, and others you may know well through affiliated groups (clubs, sports, religious organizations, etc.).

- Use Stanford CareerConnect (**stanfordalumni.org/career**) to locate alumni in relevant career fields; in addition, look through alumni databases of other institutions you have attended.

- Attend related events, including professional and industry conferences, Stanford events, and the CDC's networking events and career fairs.

- Contact members of related professional organizations.

- Contact people who write blogs in your field, who have published articles in newspapers or journals in your area, or whose names came up in your research.

- Be creative! Your network is all around you.

2) Ask for the Informational Interview

You can do this by email, phone, or in person if applicable. Assume that the person is very busy but will enjoy giving you advice. Informational interviews are often most effective when they are conducted in person or over the phone. An email exchange can be very useful for setting up such a conversation.

- Introduce yourself and explain how you got their name.

- Tell them you are exploring or researching their field, and asking for advice (not a job).

- Ask for a 15-20 minute phone or in-person meeting at their convenience, and assure them you know they are busy and you value their time.

- If you don't hear back after a week or more, consider following up your initial email with a second email; the recipient may have lost track of your original message but still be interested in helping you.

- It is usually best not to enclose a resume with an email, as it looks more like you are applying for a job. Describe your experience in your note in a brief, natural way. If you do enclose your resume, mention in your note: "I have enclosed my resume so you will have some information about my background."

3) Prepare Yourself

Read about your contact's field and organization in order to get the most out of your meeting as well as show your interest. Come up with a concise description of your background and prepare a list of questions you might like to ask:

- "What kinds of projects do you work on?"

- "What led you to this position?"

- "What do you like most about your work?"

- "What are the personal qualities of people who are successful in this field?"

- "How would you describe a typical week in terms of the percentage of time you spend on the various parts of your job?"

- "What kinds of backgrounds do people in this organization (field) have?"

- "What are the most pressing needs and issues for your department within the overall organization?"

- "What are typical career paths in this field?"

- "I've built a target list of organizations in this field to research. Would you be willing to look at my list and give me any suggestions you might have?"

- "In what other kinds of organizations do people with your role work?"

- "Given my background and interests, are there other organizations you might suggest I explore?"

- "How would you advise me to get started in building experience in this field?"

- "What organizations hire entry-level people in this field?"

- "How do you see the next few years in terms of job prospects in this field?"

- "Are there conferences which might be useful for newcomers to attend? A professional association I could join as a student?"

- "Are there certain classes or training programs you would recommend for building experience for this type of position?"

- "What is the work environment like in terms of pressure, deadlines, new projects, teamwork vs. independent work, etc.?"

- "How is performance evaluated? What is rewarded?"

- "How do employees balance career and personal life?"

- "Do you know anyone else who could provide me with advice on this topic or might be willing to share their knowledge and experience?"

4) Conduct an Effective Meeting

Your goals are will depend on where you are in your own career development process, the person with whom you are speaking, and the circumstances of your conversation. These goals may include some or all of the following:

- to learn more about the career path you're considering

- to present your background and interests clearly

- to learn more about the company itself

- to obtain referrals

During the informational interview, let your natural curiosity and interest shine through. As an engaged listener and learner, you will build rapport and find out quite a bit. Stay alert—rather than letting the interview be governed by your assumptions, be open to hearing new and surprising things. If the person you are speaking with says something you do not understand, follow up and ask for clarification. It's much more important to be an authentic participant in the conversation than to give the impression that you already have all of the answers.

5) Follow Up

Send a thank-you note, by email and/or handwritten, and include your address, phone, and email, so that your contact can get back in touch with you if they so desire.

Remember to keep track of your contacts by keeping a record of your interaction. Periodically you may want to update your contact to let them know how they assisted you. Let them know that you followed up with the additional contacts they provided and what outcomes resulted from these conversations. Other ways of staying in touch include sending them articles or other helpful information based on your conversation or even holiday greetings.

Networking Online

Online processes have the capacity to enormously enhance real-life networking, interviewing, collaborating and career development. Rewards in this realm reflect your investment and your willingness to take strategic risks. The key is thinking the process through, gaining basic familiarity with online tools, and then using these tools to develop and enhance real-life professional relationships. Writing a blog, becoming active on Twitter, and maintaining your own website can all contribute to your social media presence and relationship-building. However, if you're just starting out, there may be no better place than LinkedIn: a free, easy-to-use, and professional tool for branding and networking.

Whether you already have an account on LinkedIn (**linkedin.com**) or are just starting out, it's important to ask yourself several questions:

- Overall Purpose(s): What are your professional goals? What are your immediate goals?

- Community: With whom do you want to interact? Whom do you want to find you?

- Framing Your Identity: How do you want to be known? How would you like to be perceived in terms of age, professionalism, confidence, affiliation(s), personality, approachability? For what type of expertise would you like to be known?

After some initial brainstorming around these topics, it's time to build awareness and identify trends by reviewing the profiles of LinkedIn members. What are colleagues and role models in your field doing? What keywords keep coming up?

How do the photographs vary? What kind of tone do their profiles take? How have they utilized the "summary" and "specialties" sections of their profile? To what groups do they belong? How many connections do they have? What additional applications have they installed? What did they write for their headline? By taking the time to get familiar with these profiles, you will start to notice nuances that make a difference. To use LinkedIn strategically, this knowledge can be very powerful.

Once you have considered both your own professional goals and learned about how others make the most of their own profiles, you are much better positioned to draft and revise your own profile. Connect with friends and colleagues on the site, and search out groups—popular choices include alumni groups from your undergraduate and graduate institutions, such as the Stanford Alumni Group. Adding connections and joining groups will fundamentally change your search results when you begin to actively use LinkedIn for networking.

As you ready yourself to network, do not underestimate the importance of your profile picture! Ensure that the photo you select is flattering and professional. If you are currently anticipating a transition in your role (i.e., moving from being a PhD student to becoming a faculty member), make sure that the photo represents you in the role to which you aspire. It is worth asking a friend with a good camera to take new photos of you instead of searching through casual candids.

The title of one popular book on this topic is *I'm on Linked In, Now What???* This is a common question. In a nutshell, now you revisit your career goals. It is likely, for example, that you are seeking to learn more about people in a particular field or fields. LinkedIn is an excellent way to find people with interesting positions and contact them for informational interviews (see the section on Informational Interviews in this guide for more details). The easiest way to begin finding whom you might contact is to type words or phrases of interest into the main search box, which at the time of this handbook's printing was set to "people" as the default. This will turn up people in your network (including your connections, their connections, and members of your groups) who also have these phrases in their profile.

LinkedIn has excellent and efficient tools to help you filter your results. On the left-hand side of the page, you will see that you can streamline your results to focus on people who live in a specific geographic area, attended a particular school, and more. Once you find someone with whom you would like to chat, simply send them a brief message in which you introduce yourself, explain why their background was interesting to you, and request a brief phone conversation to ask them more about what they do, their own career path, and advice they might have about entering their field. For those who reply, take the time to put together a list of 10 questions to guide your conversation. After the phone conversation, remember to follow up with a personalized thank-you note.

Social media is not an end in itself, but a way to find and get to know people who share your professional interests and perhaps your values, goals, and skills. Take it one step at a time, and you may be amazed at how much of its power you can harness to move your own career forward.

From: http://studentaffairs.stanford.edu/cdc

Yale

Informational Interview Steps & Tips

How can an informational interview help me?

- It may give you an opportunity to gather first-hand information (research) about career fields you are considering

- It provides the opportunity for you to expand your network of professional contacts

- You may receive frank advice about a profession or industry that you will never read in a book

- You can obtain valuable advice about entering and advancing in a field, as well as ideas for locating contacts or job leads within the profession

Informational Interview Steps

1. **Identify someone to interview:** Use family and friends, professors and advisors, professional organizations, Deans, Masters, the numerous job and internship databases available at UCS, or even an online directory. Get correct spelling and pronunciation of contact's name and be sure of contact's job title and salutation (Dr., Mr., Mrs., etc). ****If you are currently interning, you may want to ask your supervisor for permission to conduct an informational interview. Once settled in as an intern, ask your supervisor for potential leads for your informational interviews. After you have started forging your own personal relationships within the organization, you will also acquire a sense of the individuals you would like to interview.

2. **Contact: Call** or **write** a **letter** or **email** to request an appointment. Be sure to state the reason you are contacting him/her, how much time you are seeking (30-45 minutes), and how you learned about his/her work. You can also request a telephone interview (if the person does not live nearby) or an observational visit/job shadow that lasts a several hours.

3. **Scheduling:** Be prepared to adjust your schedule. Suggest lunch, coffee break, etc. (When is it convenient for your contact to meet with you?)

4. **Confirm:** Be sure you have agreed on the date and place of your meeting. A brief note of confirmation can serve as a helpful reminder to you both.

5. **Research:** Research and read about the career field _before_ the informational interview. Informational Interviews should not be a starting point for your career research – they should supplement what you have already learned. Also research your contact's place of work/company/organization.

6. **Preparation:** Prepare a list of relevant questions (see following page). Prepare your resume and take a copy with you in case you are asked for it - but be aware that it may be inappropriate to offer it during your meeting. **NOTE:** Let the interviewee determine the formality of the conversation.

7. **Appearance & Arrival:** Plan what you will wear; the formality of your dress should match or exceed that of your interviewee's workplace. Also bear in mind how long it will take you to get to the meeting place. Arrive 10-15 minutes early; this may give you a little extra interview time.

8. **Thank You:** Ask for a business card before you leave and send a short note thanking the person for his/her time. Remember, these contacts can continue to serve as resources throughout your career. Consult the UCS Guide for sample notes.

Sample Questions for Informational Interviewing

In preparation for your meeting, develop a list of topics to discuss. Below are some suggestions for questions to ask:

Occupational requirements and experience

- How did you get stared in this field? Is that typical of most people?

- Describe a typical work week. Would these duties be the same for anyone with your job title or level within an organization?

- What skills and personal qualities are most important for success in this job?

Occupational Environment

- How would you describe the professional climate in your office? In your industry?

- What portions of your job involve interaction with coworkers, clients, or vendors?

- How much evening, weekend or overtime work is required? What about traveling?

- Observe the work environment while you are there: the people who work there, their daily routine, dress, office layout, etc

Benefits and challenges

- What are the greatest rewards of your work?

- What are the greatest frustrations? How do you deal with them?

- On what basis are professionals in your field evaluated? How is success measured?

- What is the starting salary range for new professionals in this field? (Do not ask for their salary).

Occupational outlook

- What are the opportunities for advancement in this field? Could you describe a typical promotion path?

- What are some growth areas in this field and what impact is that likely to have on job opportunities?

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- How is this field likely to be affected by changes in technology and/or globalization?

Advice

- What kinds of education or specialized training would best prepare me for this field?

- What courses can I take or projects can I complete that will also be helpful?

- Are there any professional organizations that would help me to build my network in this field? How do people find out about job openings in your line of work?

- Where do people in this field typically look for internship and job opportunities?

- Can you recommend other people for me to talk to?

- What do you wish you had know about this field when you were just starting out?

Don't Forget To…

- **Keep good records of your contacts.** Consider keeping a journal or spreadsheet dedicated to recording names, contact information, and notes from your informational interviews, including referrals to further contacts. Also, it is helpful to record the dates on which you sent your thank you note, and subsequent communications.

- **Maintain contact with the individuals you interview.** Write follow up letters/emails throughout the year to touch base with your contact and let them know how your career search is progressing and (if applicable) how their advice has worked out.

Appendix 11: Informational Interview Preparation Worksheet

In preparing for your informational interview, the following questions may help you consider how to best prepare. Note: this will not be collected in class.

Researching Your Company
- What is the company's mission statement?
- What products or services do they provide?
- Who are their main customers?
- Are they in the middle of any current projects?
- How many people do they employ?

Things to Consider when Preparing Questions for the Interview?
- You may know what this person's job title is, but do you know what it actually means to do this job on a day to day basis?
- You may be interested in how this person got the job that they currently have.
- You may want to know about what it is like to work for this company.
- This person may know quite a lot about companies similar to their own.
- It is valuable to see if the interviewer knows additional people that may be useful for you to interview.

Appendix 12: Industry Discussion Guide

Industry Discussion Guide

In small groups of students with similar fields of interest, students should discuss the following prompts:

> Discuss what you liked most about the company that you interviewed with.
>
> Share and discuss what you learned that surprised you about this industry/company.
>
> Share and discuss what your average work day might look like if you were to work at this company. Would it be the same for most companies in this sector?
>
> Discuss what experiences would be valuable to have on your resume/CV when applying for a job in this industry.
>
> Discuss whether this industry generally has a professional, formal feeling to it, or a relaxed, informal feel.
>
> Discuss your next steps for finding a job that interests you and how you will get that job.

Appendix 13: Setting Goals

What is your vision of success? While the image is different for each of us, we all need to take steps to achieve our dreams. Developing short and long term goals helps to put you ideas into action, motivate and direct your efforts and monitor your progress.

Developing "S.M.A.R.T." Goals ensures the your efforts are targeted for success

Goals should be:	Example that cannot be reached	Example that can be reached
Specific	I will be well paid	I will target occupations with earnings of XX per month
Measurable	I will attend evening classes	I will attend evening classes two times per week
Achievable	I will become president of Colombia by next year	I will become the president of a youth group by next year
Realistic	I will play on the national football team	I will play football with the local youth football team
Timely	I will find a construction job	I will find a construction job in the next 2 months

Steps To Setting & Achieving Goals

Setting goals is more than deciding what you want to do. It involves figuring out what you need to do to get where you want to go, and how long it will take you to get there.

The first step to success is knowing where you want to go. The second step is having a plan to get there. Your goals are your road map. Follow them and you'll be well on your way.

1. **Where do I want to be in the next 6 months, 1 year, 4 years?**
   Example: In four years I want to have accepted a job that satisfies my needs and interests. In order to prepare, I need to network, investigate internship opportunities, and develop skills that are needed in this position.

2. **What must I know to get there?**

Example: I will need to develop both the academic skills and job skills needed to identify, land and succeed in this job.

3. **What steps must I take in order to know and be able to do these things?**
   Example: To improve my academic skills, I will need to take required courses and extend my learning with practical work experience.

4. **What abilities and experience do I already have that are going to help me take these steps?**
   Example: I will build on the skills I have developed in networking and informational interviewing to extend my network and better understand potential opportunities for employment.

5. **What obstacles might be in my way and how can I deal with them?**
   Example: It will be difficult to find time to network, because of the demands of school and because networking is not my favorite activity.

6. **What should I do first, second and so on?**
   Example: I will join a club that provides me with consistent opportunities to network and improve my informational interviewing skills through consistently executing on two interviews per month

Source: Adapted from Akazi Kanoze Youth Livelihoods Project, Rwanda, International Development Division, Educational Development Center, Inc.
www.idd.edc.org/projects/akazi-kanoze-youth-livelihoods-project-rwanda

Long Term Goal:

Within three months of graduation, I accept an offer for a job that meets my needs for earning and engagement

Short Term Goal:

Complete 10 informational interviews before the end of the session to identify career paths.

Steps: By When: Resources Needed:

  2.

  3.

  4.

Long Term Goal:

Short Term Goal 1:

Steps: By When: Resources Needed:
  1.

  2.

  3.

  4.

Appendix 14: Mocktail Extension

If you want to make this activity longer, you can introduce, after the first 10 minutes a new element.

For this, you will have to prepare before class a set of "unexpected events" that could happen in the lives of these students (E.g. Son or daughter loves soccer and has been qualified to play in Spain with "Real Madrid" or "Barcelona". That means your son or daughter needs to live there. E.g. You have just been offered a big job promotion)
Put all the possible unexpected events in a brown bag and have each student take one. Tell them that regardless of your plans and dreams unexpected things happen in life.

Have the students continue their role-play of their future-selves for an additional 5 to 10 minutes.

A different, more exciting, alternative would be to make of this closure event an authentic one and have a celebration outside the course on an actual cocktail-like setting. Professor, alumni and other partners of the Career Development Center could be invited to this event. This would thus be an authentic closure and at the same time an assessment of the course. Students would have to dress appropriately, practice all they have learn and actually use the networking skills they have acquired.

Appendix 15: Shadowing activity

This activity is based on the "Stanford-pay it forward" pilot done by the Student Affair Office for first generation students.

This activity has not been included as part of the course because of the scope limit for this project. However, we highly recommend doing this activity even before the informational interviews.

For this activity you will need to contact and have a significant number of alumni that would be willing to welcome students at their office for a half-day shadowing activity including lunch. Desirably, some of these alumni would be from lower socioeconomic backgrounds than others. It is very important for students from Quiero Estudiar to feel that they have role models that have been through similar experiences that they themselves have.

The students would be given constant scaffolding to contact the alumni they are going to visit, dress appropriately for the visit, do some prior preparation, have lunch with them and their team and finally, send a than you note. For each of these steps the instructor will provide a model of e-mail or some guidelines.

It is very important for the alumni to be aware of the purpose of this activity: to give students exposure to office settings they don't commonly have. The objective is to give them an opportunity of how a certain job actually looks like in a day-to-day basis and to encourage them to actively ask questions about career paths and job related doubts they might have.

A key closure for this activity is to get feedback from the alumni and students regarding the usefulness of this activity and what could be improved in the future.

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