Many adolescent girls (and adults, too!) say they have no idea what they want to do with the rest of their lives. Although some girls may have dreamed about a certain career from a young age, many experience anxiety about an uncertain future in the workplace. Dream It, Be It aims to empower adolescent girls with the confidence and tools they need to achieve their professional and personal dreams. This second session will focus on career exploration. It will lead participants through a self-assessment of interests and values because what participants care about now can predict fulfilling careers in the future. As participants become more aware of their own values and strengths, they will develop greater self-confidence and a more practical approach to future career decision-making.

Learning Objectives:
Upon completion of this session, program participants will be able to:

1. identify personal values and skills.
2. discuss the connection between their values and possible careers.

Accompanying Handouts:
- Identifying My Personal Values
- My Values: What Is Important to Me?
- Work Value Inventory
- Informal Interview Questions
- My Values, My Career Possibilities
- Tying It All Together

Supplies Needed:
- Nametags (1 for each participant)
- Flipchart, poster board, or chalk/white board (1)
- Laptop computer or projector and display screen (optional)
- Markers
- Index cards (1 for each participant)
- Pens (1 for each participant)

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<td>Icebreaker</td>
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Preparing for Session 2

This session requires at least one facilitator. Additional facilitators are suggested to help distribute the handouts and sit with and/or circulate among participants as they complete the handouts. It may be helpful for facilitators to become familiar with the Holland Career Model before the session so they may assist participants in their understanding of the ‘My Career Possibilities’ activities.

A. Icebreaker (5 minutes)

Select an icebreaker activity from the Club Project Guide.

B. What is a Value? (12 minutes)

Place several pieces of currency (coins and paper) of different value on a desk or table. Solicit a volunteer to come up to the table. Ask the volunteer:

- If you could take home any one piece of currency on the table, which one would it be?

Instruct the volunteer to pick up the chosen piece of currency and show it to the rest of the group. She will likely choose the highest valued piece of currency. Ask participants:

- Why do you think she chose that piece of currency?

Ask the volunteer:

- How did you decide which piece of currency to pick?
- What factors were important?
- Why?

Display the word “value” in large, visible print on flipchart paper, a board, or screen. Explain that in this situation, value refers to the worth of each piece of currency. Ask participants:

- How else would you define the word “value”?

Write down participants’ responses on the flipchart paper or board. Read the responses aloud to the group and identify themes in participants’ responses. Combine these themes into one cohesive definition, and then record that definition on the board in clear text.

Definitions could include:

- Values are beliefs and standards that we consider to be very important in our lives.
- Values provide us with an overall sense of purpose and direction.
- Values are shaped by a variety of sources; some sources may have a stronger influence than other sources (i.e. parents or family, religion, culture).
- Values differ from one person to the next.
• We are not always consciously aware of our values.
• Values usually develop and transform over time.
• Values can guide us in making life decisions.
• Values can be informed by our culture, family, faith, etc.,
• Values can be imposed by external factors but we ultimately get to define what is important to
  us as individuals.

Once everyone reaches a general understanding of the word’s meaning, solicit examples of values.

Prompt participants by offering a few examples. Examples could include:
• Getting a good education is important.
• Girls should be skinny.
• I need to find time everyday to exercise.
• Family always comes first.

Examples of values should include values you might agree with, values you might not agree with, and
values that are culturally or religiously ascribed. The goal is to get participants to start thinking about
how values are imposed on us from various sources and we should be critical in deciding which values
we choose to accept as our own.

Devote two minutes to this group brainstorming activity.

C. What Do I Value? (17 minutes)

Encourage participants to think back to the previous session:
• Who did you admire?
• Why?

Explain to participants:
• The focus of this exercise is on the “Why?” and to be able to explore your personal values.
• Knowing your own values is much more difficult than you might expect.
• Our values are influenced by many different factors, so it can be hard to separate our personal
  values from our friends’ values, our parents’ values, our religion’s values, and dominant cultural
  values.
• Offer examples such as:
  o Some families value their religion and pass on religious teachings and traditions to their
    children.
  o Popular culture and the media define success by how much money you have, so many
    people think it’s very important to have a lot of money.
We receive messages from all around us about what we should think, but now we have a chance to think about which of those values we choose to accept as our own.

Hand out the **Identifying My Personal Values** worksheet. Provide five minutes to complete the worksheet.

After five minutes have passed, solicit one or two volunteers to share what they wrote with the group.

Distribute the handout **My Values: What is Important to Me?** Instruct participants:
- Write down three or four values within each category.
- Include the values you wrote on the previous worksheet if you want, or come up with entirely new values.
- Give extra thought to the “work” category, because that topic will be the focus of the session.
- Spend five minutes completing the task.

After five minutes have passed, instruct participants to turn to the person sitting next to them. Instruct them to share one value they have written under the “work” category and why it is important to them. Each partner will have one minute to share.

To introduce the next activity, pose the following questions to participants:
- Why do you think it is important to understand what you value about work?
- How could these values affect your career choices?

Facilitators may supplement participant responses with the following:
- You will be more satisfied with your life overall.
- You will be more effective and fulfilled in your career.
- Values can give special purpose to a job.
- If your work clashes with your values, you might not be able to stay committed and put forth your best effort.

**D. Work Value Inventory (6 minutes)**

Explain to participants:
- You will now have the opportunity to rate the importance of different work values you might want to incorporate into your future careers.
- There are no correct or incorrect answers.
- Ratings should reflect only your individual values and not those of others.

Distribute the **Work Value Inventory** worksheet. Explain to participants:
• The one through five rating scale at the top of the worksheet (one means not at all important through five which is essential in my career).
• This is not a group activity.
• You will have five minutes to complete the worksheet.

After five minutes have passed, instruct participants to hold onto their completed worksheets because they will be needed later in the session.

E. Interview (10 minutes)

Distribute the Informal Interview Questions handout. Instruct participants:
• Find a partner.
• Mock interview one another using the questions on the handout.
• Select one partner to be interviewed first.
• Switch roles after four minutes.

Indicate when four minutes have passed so partners can switch roles. After both partners have been interviewed, explain to participants:
• This exercise created an opportunity for you to consider your work values while also practicing the essential career skill of interviewing.

F. Top-Rated Values (7 minutes)

Explain to participants:
• Career planning is a very dynamic process.
• As you grow and experience new things, you should continue to evaluate and adjust your career plans.
• Career adjustments may be in response to external factors like new opportunities in a particular field, or internal factors like a change in life circumstances that cause values to shift.
• Knowing what you want to do for the rest of your life is not the goal.
• The goal is to recognize your values, interests, and skills so they can inform your career decisions in changing circumstances.

Instruct participants:
• Return to the Work Value Inventory worksheet.
• Identify at least six of your highest-rated values.
  o If you are having trouble doing this, look for possible conflicting values.
  o For example, if you have rated both ‘Time Freedom’ and ‘Structure’ as ‘five – essential to my career,’ then reconsider which value is more important and assign the higher rating to the more important value.

Distribute the Tying It All Together worksheet. Instruct participants:
SESSION 2: EXPLORING CAREERS

• Complete the first section.
• Wait to complete the other questions on this worksheet until later when you have the necessary information.

G. My Career Possibilities (15 minutes)

Distribute the My Values, My Career Possibilities worksheet. Explain to participants:
• The left column shows the values from the Work Value Inventory divided into six groups. Each group contains values that are typically expressed by the same individual.
• The middle column represents the career type and work environment that is often the most rewarding and satisfying for those who identify with the value group to the left.
• The right column includes examples of occupations for the career type in the middle column.

Instruct participants:
• Locate your top-rated values in the left column of the handout.
• Find the box that contains the most of your top-rated values.
  o Not be concerned if your top-rated values fall in several groups, because most people fall under multiple career types. This is especially true for girls your age who are likely to have still-developing value systems and little or no previous work experience on which to reflect.
• Identify the career type(s) that is associated with that group of values.
• Write down the career type(s) associated with your top values on the Tying It All Together worksheet.
• Consider the career possibilities associated with your identified career type(s).
• Circle the career possibilities in the right column that may interest you.
• Write several of the careers that may interest you on the Tying It All Together worksheet.

H. Closing Activity (3 minutes)

Give one index card to each participant. Instruct participants:
• Write down one thing you will commit to doing in the following week in order to explore a career that interests you within your career type.
  o Examples include:
    ▪ Online research
    ▪ Talking to a professional in that field
    ▪ Discovering what education level is needed to pursue that particular career
• Spend one minute writing.
• Turn to the person sitting next to you.
• Each share what you have committed to doing over the next week.

Explain that the second session has ended and thank participants for their participation.
Identifying My Personal Values

What are three things your family values that you agree with?

1.

2.

3.

What are two things your culture values that you don’t agree with?

1.

2.

How do you personally define success?

Is this definition different from how your friends might define success? Your family? Is it different than what you see in movies or magazines?
### My Values: What is Important to Me?

#### EXPLORING CAREERS

**Family**
- 
- 
- 
- 
- 

**School**
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- 
- 
- 
-

**Personal**
- 
- 
- 
- 
-

**Work**
- 
- 
- 
- 
-
Work Value Inventory

EXPLORING CAREERS

HANDOUT

1-------------------2-------------------3-------------------4-------------------5

not at all important                                      essential in my career

_____ **Help Society**: Do something to contribute to the betterment of the world I live in.

_____ **Organization**: Do work that involves putting things in order for others by following a system or set of rules.

_____ **Prestige**: Get positive feedback, public recognition, and respect for work well done.

_____ **Intellectual Stimulation**: Engage with complex questions, demanding analytical tasks, and abstract problem solving.

_____ **Creative Expression**: Create new ideas, programs, products, or anything else that is inspired by original thinking.

_____ **Influence**: Be in a position to change attitudes or opinions of other people.

_____ **Authority**: Direct, manage, or supervise the work done by others.

_____ **Balance**: Have a job that allows time for family, leisure, and work.

_____ **Interpretation**: Make meaning of scientific or technological information.

_____ **Teamwork**: Work closely with co-workers to reach common goals.

_____ **Accuracy**: Have job duties that require close attention to detail or precise record keeping.

_____ **Help Others**: Be involved in helping people directly, either individually or in groups.

_____ **Independence**: Ability to determine the nature of my work without much direction.
____ Public Contact: Have a lot of day-to-day interactions with people.

____ Physical Challenge: Have a job that requires bodily strength, speed, dexterity, or agility.

____ Stability: Have a work routine and job duties that are not likely to change over time.

____ Financial Reward: Earn a larger than average amount of income.

____ Structure: Have job duties that utilize clearly defined policies and procedures.

____ Time Freedom: Ability to determine my own work hours.

____ Competition: Engage in activities that measure my abilities against others.

____ Practicality: Apply a concrete approach to problem solving, rather than using theories or ideas.

____ Technical Competence: Demonstrate a high degree of mechanical expertise and hands-on knowledge.

____ Moral Fulfillment: Feel that my work is consistent with my core beliefs or ideals.

____ Knowledge: Develop new information and ideas. Engage in pursuit of knowledge, truth, and understanding.
Informal Interview Questions

What is the work value you feel most strongly about? Why?

Is there a work value that is important to you but you feel challenged by? How so?

Discuss a time during a job, volunteer work, club involvement, or class project when you successfully exemplified one of your work values.
# My Values, My Career Possibilities

## EXPLORING CAREERS

### HANDOUT

<table>
<thead>
<tr>
<th>Values</th>
<th>Career Type</th>
<th>Career Possibilities</th>
</tr>
</thead>
</table>
| Creative Expression         | Artistic    | • Journalist  
| Balance                     |             | • Actress  
| Independence                |             | • Graphic Designer  
| Time Freedom                |             | • Museum Curator  
| Balance                      | Realistic   | • Mechanic  
| Independence                |             | • Carpenter  
| Time Freedom                |             | • Police Officer  
| Technical Competence        |             | • Engineer  
| Competition                 |             | • Woodworker  
| Physical Challenge          | Enterprising| • Real Estate Agent  
| Practicality                |             | • Manager/CEO  
| Authority                   |             | • Politician  
| Financial Reward            |             | • Stock Broker  
| Leadership                  |             | • Sales Representative  
| Influence                   |             | • Financial Planner  
| Prestige                    | Social      | • Counselor  
| Teamwork                    |             | • Social Worker  
| Help Others                 |             | • Human Resources  
| Help Society                |             | • Teacher  
| Moral Fulfillment           |             | • Nurse  
| Public Contact              |             | • Dietician  
| Stability                   | Conventional| • Accountant  
| Structure                   |             | • Book Keeper  
| Accuracy                    |             | • Paralegal  
| Organization                |             | • Data Processor  
| Knowledge                   | Investigative| • Computer Operator  
| Intellectual                |             | • Physician  
| Stimulation                 |             | • Computer Programmer  
| Interpretation              |             | • Psychologist  
| Organization                |             | • Software Engineer  
| Morality                    |             | • Management Consultant  
| Public Contact              |             | • College Professor  

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My Top-Rated Values (use Work Value Inventory)

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•

My Career Types (use My Values, My Career Possibilities)

__________________________________ & ____________________________

List any careers that may interest you:

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•
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