

The ADVICE Method: Planning for the Future

Defining My Skills - Session 1

Facilitator Guide

Preparing for the Workshop:

The overall goal of the *Defining My Skills* segment is for students to evaluate and discover how to hone skills they already possess. Students will leave these workshops with a deeper understanding of how these skills correlate with a future career.

The purpose of the first session will be to determine and define what skills students have in their repertoire. The workshop will begin by student evaluation of skills they perceive to have versus skills they actually have.

The workshop will conclude with a student assignment.

- I. Understanding how skills equal career
- II. Skills Inventory

| Facilitator expectation | Student participation |
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| <p>Begin session by discussing different types of skills.</p> <ul style="list-style-type: none"> • Transferable • Technical • Academic • Self-management | <ul style="list-style-type: none"> • Ask students for examples of some skills they possess |
| <p>Continue with by telling students:</p> <p><i>Over the course of the next few weeks, we will be discussing the various skills you possess and how these skills can be translated into a career.</i></p> <p><i>You will evaluate what skills you really have versus what skills you think you have.</i></p> | |
| <p>Hand students the two <i>Defining My Skills</i> worksheets.</p> <p>Tell students to be thoughtful when assessing the level of their skills.</p> <p>Remind them to ask you if they do not grasp what a particular skill contains.</p> | |
| <p>Conclude with an assignment:</p> <p><i>For next week, you will begin evaluating what skills correlate with careers of interest for you.</i></p> <p><i>For each career, list the skills you possess that would make you successful in that field. If you have indicated skills that do not help in a career, think of a field where the skill would be useful and list.</i></p> <p><i>We will discuss next week.</i></p> | |

