

CAREER VISUALIZATION

GOALS:

- To assist participants in career choice by suggesting some possibilities they may not have considered themselves.
- To give participants feedback from the rest to the group on how they are seen by others.
- To encourage participants by providing a forum for them to receive positive feedback from their peers on their perceived strengths and skills.

RATIONALE:

This exercise is somewhat like a strength bombardment exercise in that each participant in turn is given feedback by the rest of the group as to how s/he is seen by them.

This can be very powerful and even overwhelming for some participants. Generally speaking, only two or three participants should be done per day.

This is best done when the participants know each other reasonably well.

METHOD:

Note: Explain to the group that it can be helpful to visualize oneself or to be aware of how others see us in order to make career choices more realistic, to "try on" ideas and possibilities and see how they "feel" or "fit" us.

Exercise 1: Visualizing Careers

- Ask for a volunteer A to start. Tell A to sit at the front of the group in the career chair.
- Ask A to tell the group some of the career areas s/he is interested in.
- Ask the group to be still, relax, empty their minds of all clutter and focus their attention and energy on A (some may wish to close their eyes), and to "VISUALIZE" A in a career or work setting.

Questions to Prompt the Visualization:

- How do you see A?
- What kind of setting do you see A in?
- Is it busy or quiet?
- Are there other people there or is A alone?
- What is **A** doing?

The group silently focus their attention and energy on **A** for a few minutes. **A** does not speak at this point.

Exercise 2: How do we see you?

Ask another participant to be the scribe and make notes on what ideas are suggested. (This is so that **A** can focus on the feedback during the exercise and have a record of the ideas later).

Encourage group members who have something to say to tell **A** how they visualize him/her. It is best if comments are positive. For example, "I see you as an amazing teacher" is better than "I certainly don't see you in a hospital setting."

When all comments have been made and noted by the scribe, **A** then has an opportunity to respond and comment on the feedback and how the whole experience was for him/her.

EVALUATION:

CREDIT:

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