* 1. **Coaching Students: Critical Career Conversations**

**Level 2 Professional Development**

Topic: *Conducting supportive career conversations with students*

**Prerequisite:** Level 1, Lessons 1-2

**Audience:** All Staff

**Activity Goal**

Supporting Students

Understand how to have supportive and critical career conversations with students.

Background Knowledge for the Presenter

* The purpose of staff as career coaches is to support and empower students in making informed decisions about their educational and career plans and to prepare students for success in postsecondary education and training. Having an understanding of potential student barriers whether they be geographic, financial, social or emotional is vital to this role.
* It is important that throughout this process the career coach remains as objective as possible. Questions and comments should remain non-judgmental and open minded; fostering student reflection and critical thinking. As a career coach, your job is to facilitate the students’ career discovery process, not to decide for them.
* As a career coach, you act like a mirror so students can see and hear themselves more clearly. You hear what they say and feed it back to them to see if it resonates. This can be very powerful.

**Materials Needed**

* Handout – Open-Ended and Closed-Ended Questions: Facilitating Effective ACP Conversations (2.2A)
* Handout –Facilitating Effective Career Conversations (2.2B)

**Time Needed:** 30 - 45 minutes

**Procedures**

1. Teach participants what open-ended and closed-ended questions are using the following information:
   1. There are two types of questions: open-ended and closed-ended questions. Open-ended questions encourage elaboration and self-disclosure, such as responses to short answer or essay type exams. Closed-ended questions support quick concise answers, usually “yes” or “no,” such as those in multiple-choice exams.
   2. Both types of questions are helpful when facilitating ACP related conversations with students. Closed ended questions are most often used to identify facts. Open ended questions should be used to facilitate reflection and critical thinking.
2. Using handout Open-Ended and Closed-Ended Questions: Facilitating Effective ACP Conversations (2.2A), ask participants to work individually, to put an X in the appropriate column and to identify questions as either:
3. Open-ended questions

or

1. Closed-ended questions
2. Have participants discuss with a partner what questions were put in what categories.
3. Ask participants to work as partners to categorize open and closed-ended questions as either CS=Conversation Starters or RB=Rapport Building.
4. CS questions are warm ups to get students talking.
5. RB are questions that encourage self-disclosure and build connection with students.
6. Once they have categorized the questions into the four categories, have participants practice interviewing each other using the questions provided or an open or closed-ended question of their own. Suggest participants begin with CS questions and progress to RB questions.
7. Using handout Facilitating Effective Career Conversations (2.2B), ask participants to look at the student information in the handout and construct a career conversation that includes closed ended questions, open ended questions, and addresses the differences that exist in level of education and training required and labor market information.

Handout 2.2A

**Open-Ended and Closed-Ended Questions: Facilitating Effective ACP Conversations Handout**

Directions:

1. On your own, categorize questions into open-ended or closed-ended questions by placing an X in the corresponding column.
2. Find a partner. Categorize further by writing if it is a conversation starter (CS) or rapport building (RB) type question and create your own ACP related questions.

|  |  |  |
| --- | --- | --- |
| Question: | Open-ended (CS or RB) | Closed-ended  (CS or RB) |
| What time is it? |  |  |
| Tell me about a time when you did something that was successful. |  |  |
| What was your experience on your recent trip? |  |  |
| Did you take a trip? |  |  |
| Do you like to go to school? |  |  |
| What about school do you like? |  |  |
| What is your favorite subject in school and why? |  |  |
| Did you go to the store? |  |  |
| What did you do today? |  |  |
| Have you thought about what type of job or career you might pursue? |  |  |
| Do you want to be a dentist? |  |  |
| What do you imagine when you think about your job or career future? |  |  |
| Please share your future job or career interests and plans. |  |  |
| What kind of activities do you enjoy doing? |  |  |
| What do you like to do in your spare time? |  |  |
| What chores do you like to do or not like to do? |  |  |
| Do you like to do chores or not? |  |  |
| Create your own ACP related question (open-ended): |  |  |
| Create your own ACP related question (open-ended): |  |  |
| Create your own ACP related question (closed-ended): |  |  |
| Create your own ACP related question (closed-ended): |  |  |

Handout 2.2B

**Facilitating Effective Career Conversations**









