

Agenda

MyRightCareer



- Introduction
- Your Roles
- Program Content
- Scheduling
- Next Steps
- Summary



6/21/2011

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- Welcome, I am Don Lundgren the creator of the MyRightCareer Program
- As a Facilitator you are the most important person in the MyRightCareer Program. Your efforts will help your student reach the 3 goals of the program:
 - First, to help them identify their **Right** Career
 - Second, to help them build a convincing “Sales Story” for why they are the **Right** candidate for their **Right** Career
 - Third, to prepare them to repeat this in the future by providing them with the necessary process, tools and self-knowledge. How many career changes have you and your friends made?
- We are going to cover Your Roles, My Roles, Program content information to help you with scheduling and the Next steps you need to take.
- If you operate better with a hard copy of the presentation so you can take notes you can pause this presentation, go to the Presentation folder, open the Welcome Facilitator presentation file and print a copy. You can then hit Advance with that printout in front of you.

Your Roles

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- **Manage Process**
 - **Set up Schedule, Monitor, Change if needed**
 - **Manage Output Checklist**
- **Help Student with content**
 - **During exercise, if needed**
 - **Review output & have dialogue**
- **Help me with Feedback**
 - **Student**
 - **Facilitator**



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- You have three main roles
- First, you are the one managing the process & helping them get to the end point. You set up the initial schedule, monitor to see the student is staying on the schedule and reschedule if necessary.
 - This is entirely a self-paced Program. You and the student should create a schedule that takes into account their personal schedule and your personal schedule.
 - There is a master Checklist the student and you will be given that can be used by both of you to manage their progress.
- Second, you help the student with the content of the Program
 - Part of that can happen while they are working on the exercises. If they are having problems you can not handle please refer them to me.
 - Most of your involvement comes after they complete the exercise. Then you have a dialogue with them about the exercise and what insights they have gained.
- Third, you help me by providing feedback on the program
 - I would like feedback on two areas: Student issues you observe, e.g. they are taking a lot longer than your guidelines, on this exercise they had trouble with XYZ, exercise ABC was really effective and Facilitator issues, e.g. if you provided me a tool for ABC it would make my job easier
 - You can provide the feedback in two different ways: via the Feedback page on every Exercise which contains a Survey via the SurveyMonkey service or feel free to use whatever is easiest for you, e.g. email, phone
 - Because this is self-paced and we are starting new students every couple of weeks your feedback will allow me to tune the Program in almost real time.

Program Content

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- Prerequisites
 - Right Career Course – foundation & both need it
 - Career Advisory Board
- Analysis Assignments (11 exercises)
 - Begin at the End (1)
 - Look at the Past (3)
 - Skills & Drivers (2)
 - Strengths & Personality (2)
 - Interests (2)
 - Economic Engine (1)
- Capstone Project (3 exercises)
 - Identify your Right Career (1)
 - Build your Sales Story (1)
 - Create your Follow-on Plan (1)

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- The program has three major types of content
- Prerequisites: these are items everyone, the student and you, need to complete before the core of the MyRightCareer Program can begin.
 - It is very important everyone completes the Right Career Course because it explains the Venn diagram and puts all of us on the same page with the terminology
- Analysis Assignments:
 - During the analysis assignments the student does the analysis that helps create the insights that will be used in the Capstone Project. From experience the identification comes from intuition, it doesn't fall out of one of the exercises. But the exercises force them to examine themselves and get their intuition flowing.
 - As you can see many of the Assignments have multiple exercises. The six Assignments contain 11 exercises, ranging from 1/Assignment to 3/Assignment with the average being 2.
- Capstone Project: During the Capstone Project the student will pull together everything they have learned about themselves and accomplish two of the three Program goals
 - identify their **Right** Career
 - build a convincing "Sales Story" for why they are the **Right** candidate for their **Right** Career
 - they will also create a Follow-on Plan. A 3 month plan is recommended.

Begin at the End Insights

Be Your Best

If I did pursue the path I described I can see how it would leverage my outgoing personality. It would also use my talents in the clothing area, I am good at creating a great outfit from pieces from different areas.

Meaning & Passion

On the career front I do have a passion for clothing. On the personal front I fell in love with NYC in high school and want to live there

Fuel Economic Engine

I can see that living in NYC will be expensive. So will taking international vacations. My father keeps telling me how expensive my brother and I are, so I guess parenting will be expensive as well.

Right Opportunity

Since I gave this as my Age 30 vision I would say it is one of my potential Right Opportunities: "I am director of public relations and marketing at a NYC clothing company that specializes in promoting young and upcoming designers." What I don't want to be: In high school I struggled with math and science so I am sure I don't want to do any career that requires math and science.

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- This is probably the most important document the student will create
- They will be building it as they go through all of the exercises.
- It will contain their career insights from each exercise grouped by the 4 circles of the Right Career Venn diagram
- In the 7th Assignment, their Capstone project, they will be taking all of these insights to identify their Right Opportunity and build their Sales Story.
- Ensuring they are collecting these insights as they move through each exercise is one of the most important things you can do for them. You will probably have to help them with the insights.

Scheduling

- **Exercise Times**
 - **Work Time/Exercise (Program Outline) – 2.5 to 4.0 hours (most 2.5)**
- **Review Time:**
 - **You: every exercise – 1 hour**
 - **Career Adv Board (see CAB page):**
 - **Twice during Program**
 - **1 hour/Board member**
- **Standard Schedule: 10 weeks**
 - **1 Week: Prerequisites**
 - **6 Weeks: Analysis Assignments (6 x 1 week/assignment)**
 - **3 Weeks: Capstone Project**

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-To help you with scheduling we will provide you with some information and a recommended starting point schedule

- **Work Time:** The Work Time/Exercise ranges from 2.5 to 4 hours, with most of them around 2.5 hours. On the Program Outline page each exercise has a description and the estimate time to complete. The next chart is an Excel summary of the same data.

- **Review Time:**

- You will be reviewing every exercise with the student and that will take around an hour

- Twice during the Program the student is asked to review selected portions of their output with their Career Advisory Board members. This is not a review with the Board as a group, rather with Board members individually. I will provide guidance on what to review, but you will also develop a feeling as to what is appropriate.

- **Standard Schedule:** the schedule we recommend you use as your starting point is shown on the chart. Since this is a self-paced Program you and the student should create a schedule that takes into account their schedule and your schedule.

Next Steps

- **One Time**
 - **Prerequisites: Video, Right Career Course**
 - **Establish Schedule**
 - **Help form Career Advisory Board**
- **Begin at the End Exercise**
 - **Welcome to Begin at End Video**
 - **Facilitator Page - Exercise Video & Text**
 - **Monitor Progress – Exercise Checklist**
 - **Review output & have dialogue**
 - **Provide feedback to me**

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-The next steps can be divided into two categories

- One time:

- You need to complete most of the same Prerequisites your student needs to complete, at the minimum the Prerequisites Video and Right Career Course
- Help them form a Career Advisory Board. If they are having a hard time doing this let them go ahead and start the 1st Assignment with a full Board in place. They won't be reviewing their work with the Board Members until after the 3rd Assignment.
- Work with your student to establish your initial schedule

- Begin at the End Exercise – this is the 1st Exercise & it is the model for all the others. Spend some time getting used to this approach

- Listen to the Welcome to Begin at the End video (your student sees this)
- Visit the Facilitator Page
 - Listen to the Begin at the End Facilitator Video
 - Look at the Facilitator text
- Monitor your students progress using the Exercise Checklist
- Review their completed exercise & have a dialogue
 - As preparation for that review imagine you are at their age, e.g. a 20 year old who just finished their sophomore year.
 - Look at an example close to that situation, e.g. Jenna's End Result. Ask yourself, using that example as the template, what your Age 30 Vision would have been when you were a 20 year old.
- Provide feedback to me

Summary

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- We have covered
 - Your Roles: Manage the Process, Help them with the Content, Provide me Feedback
 - Program content information to help you with scheduling: Program Outline, Time/Exercise
 - Next steps you need to take: Prerequisites, Schedule, Begin at the End
- As I said at the start you are the most important person in the student's team

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- Thanks for helping them and me..