The Power of a Preferred Future

The Importance of Long-Term Planning for Youth to Realize Their Hopes and Dreams and Maximize Their Job and Learning Opportunities

Target Audience: career practitioners or educators who work with youth

Length: four-and-a-half hours

Time Frame: one full day (9 A.M. to 3:30 P.M.)

Group Size: eight to 25 participants

Materials Needed:
- refreshments
- Career Circuit brochures
- business cards
- Community Workshop forms
  - registration form
  - planning checklist
  - evaluation form
- stick-on labels for nametags
- agenda
- flip chart (with prepared topic headings)
- flip chart markers
- tape
- paper
- Post-it Notes
- pens
- prepared handouts (HO) or overheads or slides
- facilitator's references (FR)
- participant portfolios or notebooks.

Facilitator’s Notes

Audience
This workshop is geared primarily to staff of youth-serving agencies who work directly with youth. We encourage you to tailor it, highlighting those points that are most relevant and/or adding new content that speaks directly to your audiences.
Preparation

Ensure that you read Circuit Coach Sections B1., B2., B3., C1., and C2., prior to facilitating this workshop. Preparing well ahead of time will save you a lot of added stress on the workshop day. Circuit Coach is available online through the Circuit Coach web site at <http://www.thecircuit.org/coach/english/default.htm>.

Excerpts and exercises from the Learner Log-In have also been suggested as options for use in this workshop. Those activities referred to have been included as handouts. A copy of the Learner Log-In is available online in PDF format through the Circuit Coach web site at <http://www.thecircuit.org/coach/english/default.htm>.

Materials

Flip charts and handouts are used in this workshop. You can also use PowerPoint slides and/or overheads if you have access to an LCD or overhead projector. You may wish to reproduce some flip chart pages, slides or overheads as handouts in order to provide participants with a variety of visual aids and resource materials they can take away with them.

The last half of this workshop can be conducted in a computer lab. If you have access to a lab and the lab is set up for Internet use, participants will be able to access a complete Circuit Coach curriculum and all tools, as well as the Learner Log-in online through the Career Circuit web site at <http://www.thecircuit.org/coach/english/default.htm>.

You may also access Circuit Coach on floppy disk and CD-ROM by contacting your Circuit Coach regional representative at <http://www.thecircuit.org> or by directly contacting the Canadian Career Development Foundation as follows:

Tel: 1-877-729-6164
Tel: 1-613-729-6164
Fax: 1-613-729-3515
E-mail: information@ccdf.ca

Floppy disks can be downloaded directly onto your hard drive. This is very easy to do. With permission, you may be able to download Circuit Coach to all the computer stations you will be working on. Once Circuit Coach is downloaded, you do not need the disks to run the program, so one set of disks can be used over and over.

All Circuit Coach text and tools can be printed directly from the computer.

If you do not have access to a computer lab, all relevant sections and tools of Circuit Coach can be printed off, photocopied, and distributed as handouts.

Suggestions

Create a portfolio for each participant containing copies of print information and also blank sheets of paper for notetaking. Alternatively, provide your participant with a three-ring folder so handouts can be kept in order. If you do so, you will want to have the handouts holepunched in advance.

Provide pens at each station for participants' use.

Create individual labels with the workshop title and the participant’s name ahead of time, or have participants make their own during the beginning of the workshop.

Circuit Coach Content and Tools Used During this Workshop

Section B1. Increasing Youth Initiative, Responsibility, and Motivation
Section B1.1. Magnusson's "5Ps of Planning"

Section B2. Increasing Youth Hope
Section B2. Introduction
Section B2.2. Self-Defeating Beliefs
Section B2.3. Repeated Defeat

Section B3. Helping Youth Have a Future
Section B3.1. Seeing Opportunity
Section B3.2. Having a Preferred Future or Vision
Self and Client Application Tool B1.1. Magnusson's "5Ps of Planning"
Self and Client Application Tool B2.2. Self-Defeating Beliefs
Self and Client Application Tool B3.2. Creating a Preferred Future (visioning exercise)
Self and Client Application Tool B3.1. Opportunity Files
Section C1. Career Development
Section C1.3. Exit Strategies
Self and Client Application Tool C1.3. Exit Strategies

Section C2. Setting Goals and Making Plans
Section C2.1. Linking Mid-Term Goals to Your Preferred Future
Section C2.2. Learned Optimism
Self Application Tool C2.1. Scenario Building
Self Application tool C2.2. Building Optimism
Client Application Tool C2.1. Last 10 Decisions

Learner Log-In: 1. Setting the Learning Stage (a) Career Building—Step 1: Develop Your Preferred Future
## Workshop Outline

<table>
<thead>
<tr>
<th>Set-up</th>
<th>Set-Up</th>
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</thead>
<tbody>
<tr>
<td>(30 min. before start)</td>
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<tr>
<td>Materials Needed:</td>
<td>• Place the Community Workshop Registration Form on the table for participant sign in.</td>
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<tr>
<td>• Community Workshop Registration Form</td>
<td>• Have the nametags, pens, paper, and participant portfolios or notebooks prepared with handout packages ready for pick up by the participants.</td>
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<tr>
<td>• Community Workshop Planning Checklist</td>
<td>• Check equipment.</td>
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<tr>
<td>• handouts/overheads</td>
<td>• Ensure coffee/refreshments are ready and waiting (as appropriate).</td>
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<tr>
<td>• refreshments</td>
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<tr>
<td>• nametags or labels</td>
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<tr>
<td>• flip chart</td>
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<td>• markers</td>
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<td>• tape</td>
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<table>
<thead>
<tr>
<th>Welcome and Introductions</th>
<th>Welcome and Introductions</th>
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<tr>
<td>(10 to 20 min.)</td>
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<tr>
<td>Welcome all participants to the workshop.</td>
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<tr>
<td>Introduce yourself and briefly share a little background about yourself and how you became involved in presenting this workshop.</td>
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<tr>
<td>Acknowledge those who have made contributions to the workshop (e.g., host agency, in-kind donations, and helpers).</td>
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<tr>
<td>Briefly reference the focus of the workshop.</td>
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<tr>
<td>Invite all participants to introduce themselves and share a brief description of the type of work they are engaged in with youth, and why the topic of this workshop is of interest to them.</td>
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<table>
<thead>
<tr>
<th>Optional Introduction Activity</th>
<th>Optional Introduction Activity</th>
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<tr>
<td>(20 min.)</td>
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<tr>
<td>Materials Needed:</td>
<td>You can replace the participants' introductions (above) with a favourite icebreaker activity, such as the following &quot;licence plate&quot; activity:</td>
</tr>
<tr>
<td>• sturdy paper for making name tents</td>
<td>• Ask participants to create their own personalized license plate, using up to eight letters and numbers.</td>
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<tr>
<td>• coloured markers</td>
<td>• Once the group has finished their licence plate, ask them to use their plates to introduce themselves, and to share what they hope to get out of today’s session.</td>
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</table>
### Objectives

**(10 min.)**

#### Materials Needed:
- flip chart
- markers
- objectives on flip chart, overhead or slide

#### Objectives

- Review the following objectives for the session:
  1. To examine the benefits creating a preferred future or vision has for individual growth
  2. To explore both the internal and external barriers that people experience when they are involved with long-term personal planning
  3. To discover strategies, found in Circuit Coach, for gradually breaking down youth client resistance to planning for the future
  4. To produce an action plan for trying a minimum of two Circuit Coach activities that encourage youth clients to identify and to internalize a preferred future

- Invite participants to comment on the "fit" of these objectives with their own expectations. Negotiate amendments as appropriate.

#### Facilitator's Notes

If you plan to present the objectives on a flip chart, write them out ahead of time.

If you do agree to amendments, you may wish to record these as well.

After you've reviewed the objectives, tape them up where they can be viewed by participants throughout the workshop.

### Agenda and Logistics

**(5 min.)**

#### Materials Needed:
- agenda on flip chart

#### Agenda and Logistics

- Present and review the agenda on a flip chart.
- Outline any important norms such as punctuality and so forth.
- Note any important logistical or housekeeping details.

#### Facilitator’s Note

Ahead of time, prepare a flip chart sheet with an outline of the workshop agenda.
Setting the Context
(5 min.)

• Provide the following brief overview of Circuit Coach (no longer than five minutes):

  • Circuit Coach, developed by the Canadian Career Development Foundation, is a self-managed curriculum to support the professional development of career development practitioners.
  • Circuit Coach is also an excellent practical resource for career practitioners seeking dynamic tools, strategies, and interventions to address specific youth issues.
  • During this workshop, we are using Circuit Coach in its capacity as both a professional development support and practical resource to assist us and our clients to explore different learning options, and to help us to manage our own learning.
  • Note that Circuit Coach is available to all in a variety of formats (online at <http://www.thecircuit.org/coach/english/default.htm>, disk, CD-ROM, and in print format as PDF files).

Facilitator’s Note

Many of your participants may not be familiar with Circuit Coach. If possible, you may want to have a version of Circuit Coach available for participants to view at the end of the workshop. I have my laptop set up showing Circuit Coach, and I also have a print copy available for participants to view.

State of Your Vision
(20 min.)

Circuit Coach Content:
• Section B3.2. Having a Preferred Future or Vision

Materials Needed:
• flip chart
• markers
• prepared notes on flip chart titled "State of Your Vision"
• FR #1—Creating a Preferred Future
• FR #2—Learner Log-In 1.
  (a) Step 1

State of Your Vision

Introduce

Facilitator’s Note

Explain that visioning is thinking about, or imagining in your mind's eye, your life in the future—perhaps 12–15 years from now. Explain that visioning is a format that lets you think about the future without having to commit to anything specific immediately. Visioning the future is an imagining of the life that you would like to live, a “best of all possible worlds” of one's ideal life.

• Ask the group, "How is your own vision of the future doing lately?" (This should result in some moans, groans, chuckles, and an immediate identification with the many obstacles that get in the way of accomplishing pre-set goals.)
• Invite the group to think about the "state of their vision," reflecting on their successes in moving towards their preferred future, stumbling blocks they have encountered, and revisions they have already made.
<table>
<thead>
<tr>
<th>Exercise: Creating a Preferred Future</th>
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<tbody>
<tr>
<td><em>(30 min.)</em></td>
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<tr>
<td>Circuit Coach Content:</td>
<td>Introduce</td>
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<tr>
<td>• Self-Application Tool B3.2.</td>
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<tr>
<td>Creating a Preferred Future</td>
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<tr>
<td>or</td>
<td></td>
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<tr>
<td>• Learner Log-In 1. (a) Step 1</td>
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<tr>
<td>Materials Needed:</td>
<td>Facilitator’s Note</td>
</tr>
<tr>
<td>• flip chart</td>
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<td>• markers</td>
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<tr>
<td>• prepared notes on flip chart—</td>
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<tr>
<td>Visioning Brings out Both Positive</td>
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<tr>
<td>and Negative Feelings</td>
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<tr>
<td>• FR #1—Creating a Preferred Future</td>
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<tr>
<td>• FR #2—Learner Log-in 1. (a) Step 1</td>
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</table>

- Ask for volunteers to share the current state of their vision, highlighting their successes in moving toward their preferred future, stumbling blocks they have encountered, and revisions they have already made.
- On the prepared flip chart, record under each of the appropriate subheadings, some highlights of their successes, stumbling blocks, and revisions.

**Facilitator’s Note**

Have a flip chart sheet titled "State of My Vision." Under this main heading have three subheadings: Successes, Stumbling Blocks, Revisions.

**Exercise: Creating a Preferred Future**

**Introduce**

**Facilitator’s Note**

This opening exercise assumes that career practitioners have previously participated in, and/or led, a visioning exercise. When introducing the visioning process it’s good to acknowledge any participant who has not experienced a guided vision exercise.

- Explain to the group that using the Circuit Coach Self Application Tool B3.2., Creating a Preferred Future (FR #1, attached) you will lead the group through either a refresher or a first time experience in creating a personal preferred future.
- Ask the group to find a comfortable position and close their eyes.
- Once they are relaxed and sitting quietly, calmly read the visioning script to them.
- Once you have finished reading the script, invite the group to return to the present and open their eyes.
- Ask the group to take a few minutes to write out their vision of their preferred future, making sure to include their envisioned work, recreational activities, relationships, and setting or location.

**Facilitator’s Notes**

The above exercise uses a combination of Circuit Coach Self Application Tool B3.2. and the visioning exercise found in the Learner Log-In (see FR #1 and #2, attached).

The Learner Log-In was developed by Dr. Dave E. Redekopp for the Canadian Career Development Foundation and Life-Role Development Group Limited. It is a workbook for youth workers to assist them with planning their own professional development, and it has been aligned to the topics and tools in Circuit Coach.
Debrief

Facilitator’s Note

On a flip chart have two columns prepared: one headed "Positive Reactions" and the other "Negative Reactions."

- Ask the group the following questions:
  1. What positive feelings did you just experience?
  2. What negative feelings did you experience?
  3. Has your preferred future changed significantly since the last time you created it?
  4. What has happened to your past and present that has impacted on your future?

- Record their responses on a flip chart prepared with the contrasting headings "Positive Reactions," and "Negative Reactions."
- Ask the group if they have any insight into the negative reactions they may have experienced.
- Ask for one or two volunteers to share any benefits they have experienced from their own personal or professional long-term visioning. (Have an example of your own in case you need it!)
- Stress the benefits that have been identified from both the visioning exercise and the testimonials.
- You may want to summarize with the fact that even if we may experience some negative reactions to long-term planning, we can still experience the benefits.

Break

Refreshment Break (optional)

(10 to15 min.)
<table>
<thead>
<tr>
<th>Exercise: Identifying Barriers and/or Resistors to Long-Term Goal Setting</th>
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<tbody>
<tr>
<td><strong>Exercise:</strong> Identifying Barriers and/or Resistors to Long-Term Goal Setting <strong>(20 min.)</strong></td>
</tr>
<tr>
<td><strong>Materials Needed:</strong></td>
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<tr>
<td>• flip chart titled &quot;Common Resistors/Barriers&quot;</td>
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<tr>
<td>• flip chart paper and markers for each group</td>
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<table>
<thead>
<tr>
<th><strong>Introduce</strong></th>
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<tbody>
<tr>
<td>• Explain that the exercise they just did, visioning a preferred future, is the first step towards long-term goal setting, and long-term goal setting is about planning for our preferred future.</td>
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<tr>
<td>• Also suggest that people can sometimes have negative feeling towards this process, as we just saw in our exercise.</td>
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<tr>
<td>• Note that many of us are working or have worked with young people who have difficulty seeing a future for themselves. They live in the moment and seem to have no motivation to look ahead and plan for the future. Perhaps their pasts haven't been very pleasant. Perhaps the dreams they had before have been repeatedly shot down.</td>
</tr>
<tr>
<td>• Explain that in the next exercise they will explore some of the barriers or resistors youth clients might have towards a future planning exercise like the one we just did.</td>
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<tr>
<td>• Divide the large group into groups of three. Provide each small group with flip chart paper and markers to record their responses to the question, &quot;How would your youth clients react to a visioning exercise for creating a preferred future, or to long-term goal setting?&quot; Tell them to consider what barriers or resistors they may have towards long-term planning for their future.</td>
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<tr>
<td>• Ask the group to take 10 minutes and to record the results of their discussion.</td>
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<tr>
<td>• At the end of the exercise ask the groups to report back.</td>
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<tr>
<td>• Consolidate the reported results on a flip chart under the general heading &quot;Common Barriers/Resistors.&quot; Record key words such as hopelessness, self-sabotage, no control over events, unmotivated, no confidence, poor self-esteem, etc.</td>
</tr>
<tr>
<td>• Make sure the key words are prominently displayed.</td>
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### Energizer

**Energizer**

(10 to 15 min.)

- Have packets of Post-it Notes distributed to each of the tables where participants are sitting.
- Explain to the group that before continuing, you would like to do a brief exercise.
- Tell the group you are going to list off some activities. Tell them that if they have ever done any of these activities to pop up from their chair when the activity is read.
- Read the following activities list:
  1. planned a financial budget for a year
  2. made bookings for a vacation a year in advance
  3. planned a wedding
  4. helped produce a mission statement for an organization
  5. produced a two- to five-year plan for your own professional development
- Ask the group to think back. Ask, "Did you have any negative feelings or resistance towards any of these activities you when you first considered doing them? What were those feelings?"
- Ask participants to take three to five Post-it Notes and to write those feelings down.
- Then ask the participants to stick their notes on the flip chart key words that come closest to their feeling.
- Conclude that all of us have feelings that act as barriers to us when we indulge in long-term planning.

### Exercise: Identifying Self-Defeating Beliefs

**Exercise: Identifying Self-Defeating Beliefs**

(20 min.)

**Circuit Coach Content:**
- Learner Log-in 1.(a) Step 1 (optional)

**Materials Needed:**
- HO #1—Self-Defeating Beliefs and Beliefs Table
- prepared notes on flip chart—Quote: Preferred Future vs. Planless Present

**Introduce**

- Explain there are beliefs that prevent people from leading the lives they want to lead. We may have beliefs about ourselves and the world that actively prevent us from seeing a future that is desirable. These are self-defeating beliefs.
- Give the following example of such beliefs:
  
  I’ll never get any where without a college education, so why even think about it?

- Go on to say that if you believe you are never going to get ahead without a college education, and it is not within your means, you are probably not going to think about a good or ideal career in the future.
• Invite the group to try an exercise that looks at some of our own beliefs.
• Distribute HO #1—Self-Defeating Beliefs and Beliefs Table.
• Ask the participants to take some time to record some of the main beliefs they live by, and take for granted, using the Beliefs Table.
• Ask them to distinguish between beliefs about themselves, beliefs about their relationship with the world, and beliefs about the world.
• After they have listed some of their beliefs, ask them to ask themselves the suggested questions about each of their beliefs.
• Give the group about 20 minutes to do this exercise.
• Have the following quote prominently displayed:

   The personal potential that results from working toward a preferred future is more empowering than the prohibitions and powerlessness that result from working through a planless present.

• Ask participants to review their beliefs against the displayed statement: The personal potential that results from working toward a preferred future is more empowering than the prohibitions and powerlessness that result from working through a planless present.
• Ask them to label each of their beliefs as follows. Tell them if it is a belief they associate with working towards their preferred future, they should place "pf" next to it; if it is a belief they associate with a planless present, they should place "pp" next to it.

Debrief

• Ask the group if there were any surprises or insights from this exercise.
• Summarize by saying that this exercise helps us to understand the connections between envisioning the future, goal setting, and our self-beliefs.
• Ask the group if they can see using any of these exercises with their youth clients.
• Explain that we have been using them as self application tools because we want to encourage practitioners to try out all of these exercises before they use them with clients.
• You may also want to caution practitioners that all of these exercises may bring up some strong feelings and emotions with youth, and they need to be sensitive to issues of trust, confidentiality, and follow-up support with youth who might be involved in doing this type of work.
### Lunch Break

(1 hour)

### Exercise: Breaking Down Resistance to Long-Term Planning

(1.5 to 2.0 hours, depending on length of workshop)

**Materials Needed:**
- HO #2—Navigating through Circuit Coach.
- HO #3—Circuit Coach Menu
- prepared flip chart with relevant Circuit Coach subsections and tools listed
- HO #4—Sample of Circuit Coach Section B1

**Exercise: Breaking Down Resistance to Long-Term Planning**

- This exercise uses Circuit Coach tools. You can introduce the participants to Circuit Coach using computers (Option 1, below), or through alternate means (Option 2).

**Facilitator’s Notes**

If you are using computers, make sure that each computer station has access to Circuit Coach (through the Internet, or through downloading of the program from floppy disk onto each computer’s hard drive). All of this needs to be set up and checked well in advance so there are minimal technical problems during the workshop (famous last words).

You will also need to ensure that each computer is linked to the printer, and that each computer’s print function is working.

You will need to have a minimum of eight to 10 stations for a group of 20 or more.

**Introduce Circuit Coach (Option 1— with Computers)**

- If you are using computers to explore Circuit Coach, you will need to introduce the group to the navigational features of Circuit Coach.
- The most effective way of doing this is to have your own computer linked to an LCD projector so the entire class can watch while you move through the various navigational features and pages of Circuit Coach.
- Arrange the participants into small groups of two or three at each computer station. You may want to ensure that each group has one person who is very computer literate.
- Distribute HO #2—Navigating through Circuit Coach.
- Once the group has the handout, read and demonstrate each step, so the participants can see what you are doing and follow along.
- After you demonstrate a step, have the group try it.
• Once the group is comfortable with the navigation features, start your exercise.

Introduce Circuit Coach (Option 2—without Computers)

If you are not using computers during the workshop, there are two different ways of introducing Circuit Coach:

1. Have Circuit Coach downloaded onto a laptop computer linked to an LCD projector so the entire class can watch while you move through the various navigational features and pages of Circuit Coach.
   • Distribute HO #2—Navigating through Circuit Coach.
   • Also distribute HO #3—Circuit Coach Menu, and Handout #4—Sample of Circuit Coach Section B1., which is a print copy of an entire subsection of Circuit Coach.
   • Once the group has the handouts, read through each step of HO #3—Navigating through Circuit Coach, demonstrating it one step at a time on your computer linked to the LCD projector, so the participants can follow along.
   • Remember to use Section B1. and B1.1. as your samples in your navigational demonstration, since the group will have a print copy of these subsections and can refer to it as you go through the different features of Circuit Coach.

2. If you do not have access to an LCD projector or any computer equipment:
   • Distribute HO #3—Circuit Coach Menu, with all the subsections listed, and HO #4—Sample of Circuit Coach Section B1, which is a print copy of the entire subsection.
   • While this is a lot of photocopying, it may be the most accessible way to give your participants an idea of how Circuit Coach works and what a very rich and layered resource it is.
   • Go through each of the pages with participants.
   • Distribute HO #2—Navigating through Circuit Coach for participants to take away for their own use with Circuit Coach on computer. Explain that this "cheat sheet" is available on the program under "Users guide: How do I get around in Circuit Coach?"
Exercise (Option 1—with Computers)

- Once the group is back and settled in, remind them that during the morning portion of the workshop, the group had identified and explored some of the common barriers and resistors to future planning.
- Invite them, through the use of Circuit Coach, to explore some of the many strategies and tools that address this issue of barriers to long-term planning.
- Assuming you are using computers to access the program, break into groups of two or three participants.
- Introduce Circuit Coach and its navigational features (see above).
- Ask each person to select two of the following Circuit Coach topics and activities. Have the topics listed on a flip chart so that everyone can see them. If they are working on computer, suggest that they might want to print out a copy of the materials they are working with.

1. Section B1.1., Magnusson’s "5Ps," and Self and Client Application Tool B1.1., Magnusson’s "5Ps"
2. Section B2. Increasing Youth Hope (including the article "Keeping Hope Visible," and the suggested strategies)
3. Section B2.3., Repeated Defeat, and the suggested strategies
4. Section B3.1., Seeing Opportunity, and Self and Client Application Tool B3.1., Opportunity Files
5. Section C1.3., Exit Strategies, and Self and Client Application Tool C1.3., Exit Exercise
6. Section C2.1., Strengthen the Links Through Scenario Building (mid-term goal setting), and Self Application Tool C2.1., Scenario Building
7. Section C2.2., Learned Optimism and Self Application Tool C2.2., Building Optimism
8. Client Application Tool C2.1., Last 10 Decisions

- Tell participants that each group will review the contents and try the exercises.
- Explain that when they have finished, they will be reporting back to the large group on the two topics they selected. When reporting to the group, each group should be prepared to:

1. give a brief description of the content, strategies, and tools they reviewed
2. state what barriers towards long-term planning these sections and/or activities address
3. discuss their potential use with youth clients
• Allow the group about one hour to go through all of their material and prepare their comments.
• When the time is up, have each group report back.
• In conclusion, point out how each of these activities helped to address specific barriers to goal setting as identified earlier in the workshop.
• Ask the group if they will use any of these strategies or tools in the future.

Exercise (Option 2— without Computers)

• If computers are not available, select four of the topics outlined above. Print enough complete copies of each of the four topics so that each group gets a full set each of the four topics.
• Have the large group divide into groups of three.
• Distribute copies of all four topics to each group, and ask them to select two or three to work on together, following the same process as above.
• Do the exercise as described above.

Facilitator’s Note
This is a long exercise, especially if you are working with computers. The group works on this for an hour or more, so you may wish to tell them that they may take a 15-minute break at their discretion as they are working.

Exercise: Action Planning

(10 min.)

Materials Needed:
• HO #5—Action Planning Worksheet

Exercise: Action Planning

• Referring to the last exercise, mention that many of the participants said they thought some of these Circuit Coach exercises were useful, and expressed their desire to use them with their youth clients.
• You may wish to suggest that in the spirit of the workshop, you would like them to actualize that goal by helping them with their planning.
• Distribute HO #5—Action Planning Worksheet.
• Ask participants to use the Action Planning Worksheet to commit to a minimum of two Circuit Coach activities aimed at breaking through their clients’ resistance to planning a preferred future. This commitment involves:
  1. trying the activities with a variety of clients,
  2. sharing the results with colleagues
  3. applying it to their own preferred-future plans
• Give the group about five to 10 minutes to complete this.
| Optional Closure Activity: "The Little Red Hen" | Optional Closure Activity: "The Little Red Hen"
|---|---|
| (10 to 15 min.) | Tell the group that you would like to end the day with a story.
| Materials Needed: | Explain that you are going to read aloud the children’s story, *The Little Red Hen*. Ask participants to work individually to record examples of self-defeating beliefs during the reading.
| • prepared flip chart titled "Empowering the Little Red Hen" | Read the story to the group.
| | Afterwards, ask them to identify some of the self-defeating beliefs that were demonstrated.
| | Record these on the flip chart.
| | Ask the question, "How could envisioning a preferred future have empowered the Little Red Hen to live up to her personal potential, and create a win/win situation for everyone involved?"

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| (10 to 15 min.) | Provide an opportunity for participants to reflect on the day’s activities, ask questions, and to say goodbye.
| Materials Needed: | Provide participants with time to complete a written evaluation of the session and submit their comments prior to leaving.
| • Community Workshop Evaluation Form | Distribute the evaluation form.
| | You may decide to do a summary close or a closing quotation.

**Facilitator’s Notes**

**Best Practice**
It is always a good idea to leave your participants feeling like they’re walking away with some practical material. Ensure that everyone leaves with their handouts and their portfolio, if one has been provided.

You may want to close with one last quote. You could have this printed out for them to put into their portfolios, or have it on a flip chart, as an overhead, or PowerPoint display.

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<td>Thank participants for their participation and contributions, and be sure they know how to contact you for support as they continue their learning journey.</td>
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Handouts and Facilitator's References
Facilitator's Reference #1—Creating a Preferred Future
(Circuit Coach Self Application Tool B3.2.)

Try the following exercise:

1. Find a comfortable place to think, free from distractions. Begin the exercise by thinking about your life in the future—perhaps 12 to 15 years from now. Be prepared to write, in a narrative and/or point form style. The "preferred future" form is available for your use. If you prefer, you may wish to tape your answers. Fill in the following thought:

In the best of all worlds, in 12 to 15 years, I would like to be living in the following manner . . .

"Why 12 to 15 years?" you might be asking. "Why this length of time? Why not five years? Twenty-five years?" By reducing the time to five years, you get too close to the setting of long-term goals, rather that establishing a preferred future. History has shown us that, since change is constant, setting long-term goals (individual, family, and/or organization) has not been a productive activity. There is no problem in extending the length of time for yourself unless you are projecting well into your senior years when your activity level will be dramatically reduced.

2. To assist you in forming images of your life in the "best of all possible worlds," answer the following questions:

Work-related Activities

1. In 12 to 15 years, on a work-related basis, what activities are you doing?

2. What work setting do you see yourself in? Are you working in an office, building, and/or outdoors?

3. Are you making any particular contributions (innovations, etc.) as a part of your work activities?

4. What learning activities are you undertaking? Are there any activities that you will be undertaking that require ongoing learning?

Leisure and Lifestyle Activities

1. How are you spending your time outside of formal workplaces?

2. What recreational activities are you undertaking? Are you making money on any of these pastimes (crafts, art, etc.)?

3. What new things are you learning?
4. What lifestyle patterns have you undertaken? For instance, what kind of car do you have?

**Relationships**

1. What family members do you have around you?
2. Who are you spending your time with? At work? During leisure time? While involved in recreational activities?
3. Are you involved in re-acquainting yourself with people from your past (classmates, old friends, etc.)?

**Location or Settings**

1. Where are you living? In the city? In the country? Are you travelling to different locations to live? South in the winter? North in the summer?
2. What type of house or dwelling are you living in? A large house? On a boat? In a condo?

This simple exercise will provide you with a format that lets you think about the future without having to commit to anything specific immediately. It is not designed as a once-in-a-lifetime activity. Many people review their preferred futures on an annual basis. The additional information that you gain about yourself and the world over the space of a year will impact on your view of the future. As you gain additional insights into yourself, your perception of yourself as a youth worker may change dramatically. The increased competence you gain in working with youth will open up additional possibilities for yourself, and consequently, change the career-path strategy that will take you to your preferred future.

The visioning activity you have just experienced was designed to help you develop a strategy to assist clients to develop their own preferred futures. It is imperative that the youth you work with undergo a similar type of activity. Youth often feel a certain degree of anxiety when they are unable to determine "what they would like to be." One way of reducing their anxiety without having the young person make the "big decision" occupationally is to take them through a visioning exercise. Young people who are feeling they have a lack of focus will be less concerned after they have carved out an initial preferred future for themselves. You can assure them that this vision, and the subsequent descriptions within it, will assist them in further identifying work and school/learning opportunities that will move them closer to the life they want to live. The preferred future need not, and should not, be written to be "real." Reality will be more important when they are setting their short-term goals and building a number of alternative scenarios to accommodate changes in the workplace and in themselves. Creating a preferred future is an excellent starting point that presents few barriers for the young person.
1. Setting the Stage

a. Career Building

Learning is one of the key ways of developing your career, and thinking about your career is one of the key ways to enhance your learning. Learning takes on direction, meaning, and purpose when you can see how it helps you live the life you want to live.

A point of clarification: "Career building" means doing things that move you towards living the life you want to live. Career building is not just about paid work, although work is usually an important part of career building.

Six career-building steps follow, each with activities for you to do. You may want to do these before, or while, you develop your learning plans.

See Circuit Coach E2.1. for more on career building, or skip this section if you have done these activities within Circuit Coach.

Step 1: Develop Your Preferred Future

What do you want your life to be like? In the best of all possible worlds, where would you be living? Who would you be living with? What would your relationships be? What would you be doing in work and/or leisure? What kind of lifestyle do you want? Answering these questions is part of developing your preferred future. So is identifying where your heart lies. Your heart is about your values, beliefs and interests.

Each of these questions reflects on matters of the heart. Every decision potentially either moves you closer to your preferred future or farther away from it. It is important, therefore, that you have a dream or preferred future towards which you can work.

Developing a preferred future is not about making an occupational choice; it is about setting a direction towards a desirable life.

Activity: Dreams

To do this dream exercise, you will either need a tape recorder or the assistance of someone you trust. Either record the script below with your own voice and then play it back, or have someone read the script to you. Read the following slowly and quietly, leaving long pauses at the ellipses ( . . . ). Listen, relax, and close your eyes. . . .

It's quite some time from now, maybe 10–20 years or so, and you're just waking up one morning from a good sleep. As you wake up, you reflect on the fact that your life has gone almost exactly the way you've wanted it to. . . . You get out of bed and begin noticing what's around you. You take notice of where you're living and what your home is like. . . . You look outside and notice where you're living— which town or city, which province or state, which country. . . . You pay attention to your immediate surroundings as you get ready for the day, taking special notice of
who you're living with—a spouse, partner, children? . . . You also attend to your lifestyle—your accommodations, furniture, and hobby equipment—as you walk around your place getting ready for the day. . . . Now, you take a moment to think about the upcoming day, examining what you will be doing, who you will be with, and what you will enjoy most that day. . . . You notice whether or not you are still working, or whether you've moved on. . . . Then, as you go outside for the first time, you come across a friend you haven't seen in a long, long time, and the friend asks about what you've been doing. You answer, describing your life and the things you've been doing since the last time you saw this friend. . . . You describe your hobbies, your relationships, your work and your lifestyle to this friend. . . .

When you have finished describing your life to this friend, you can return to the present and open your eyes. . . .

Record (point-form is fine) all the features of your future life in the "Dream Notes" section that follows. Incorporate answers to the following questions:

- Where are you living?
- Who are you living with?
- What kind of home do you have?
- If you are working, what work are you doing?
- What lifestyle do you lead?
- What hobbies or activities are you involved in?
- What kinds of friends do you have?
- What are your special relationships?
- Is there anything special that you own?

**Dream Notes:**

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

Far away there in the sunshine are my highest aspirations. I may not reach them, but I can look up and see their beauty, believe in them and try to follow where they lead.

—Louisa May Alcott
Handout #1—Self-Defeating Beliefs and Beliefs Table
(Circuit Coach Self Application Tool B2.2)

Take some time to record some of the main beliefs you live by and take for granted. Distinguish between beliefs about you, beliefs about your relationship with the world, and beliefs about the world.

For example, "beliefs about me" might include views such as:

- I'm competent in all areas of my work.
- My success has been due to luck.
- I'm not very intelligent.
- I'm not the winning type.

"Beliefs about my relationship with the world" may include:

- If I work hard, I'll get what I want.
- Better safe than sorry.
- Sacrifices now won't pay off later.
- There's opportunity for me just around the corner.

"Beliefs about the world" may include:

- We're moving to a jobless economy.
- The government doesn't care about youth.
- The youth I work with will never escape poverty.
- There is no justice.

Now go through each belief and answer the following questions:

1. Is this true or do I just think it's true?
2. What evidence do I have to support this belief?
3. What evidence would be needed to support this belief?
4. Does this belief stop me from moving toward the future I want?
5. If so, what can I do to dispute this belief?
# My Beliefs

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Go through each belief and answer the following questions:

1. Is this true or do I just think it’s true?
2. What evidence do I have to support this belief?
3. Does this belief stop me from moving toward the future I want?
4. Does this belief help build or decrease my hope?
5. What can I do to dispute or strengthen this belief?
Handout #2— Navigating Circuit Coach

Navigating Circuit Coach is easy. To get started, double-click on the Circuit Coach icon. Then, you can either click on the **Menu** button, or on the arrow button (doing this will give you information in this guide).

1. **Click on Menu.** This will take you right to the issues and topics that form the core of Circuit Coach.

2. **Click on one of the five menu issues.** You will now see the topics within the issue (Try B., Help Youth Get Ready).

3. **Click a topic of interest (try B1., Increasing Initiative).**

4. **Read the introduction to the topic.** Use the scroll bar on the right hand side to move up and down within the introduction.

5. **Click on one of the sub-topics that appear at the end of the introduction (try B1.1. Magnusson’s "5Ps of Planning").**

6. **To see tools, more resources, information about special needs groups, indicators of success, feedback information, or possible pitfalls, simply click on the appropriate button located on the top right of the window.**

   <Tools>   <Ponder This>   <Refer Me>   <Warning>   <Feedback>   <Success>

7. **To go back, click on the X that appears on the top right of the window you want removed.** You will notice that Circuit Coach follows the rules of a standard Windows help file; you can also expand the window by clicking on the box (□) on the top right corner or hide the window by clicking on the line (_) on the top right corner. When you hide a window, a button will be created on your Windows taskbar (usually at the bottom of your screen) with the name of the window. Clicking on this button will bring the window back into view.

   Tip: There are many levels of windows within Circuit Coach. In almost all cases, you will be better off closing windows when you’re done with them (by clicking on the top right X), rather than hiding windows. You may find that you get lost among all the hidden windows!

You now know everything you need to know to successfully work through Circuit Coach. Below are some additional pointers:

**Print:** To print anything you see within a section, simply click the **Print** button at the top of the window. Then, follow the on-screen instructions.
Font Size: To change the size of the font on the screen, click the Options button at the top of the window. Then, click on Font and choose the size you like. Note: This change will not affect the size of the font when printed.

Notes: To make notes about a section, click on the Annotate button at the top of any window. A window will appear in which you can make notes. Make your note and click on Save. The window will disappear and you will notice a paperclip icon appears at the top of the section. To read and/or change your note, click on the paperclip icon.

Bookmark: To bookmark a topic, click on the Bookmark button at the top of any window. To open a topic already bookmarked, click on the Go To button and select the bookmark you want.

Copy a Section: To copy an entire section (for example, if you want to put a section in a word processing software file so that you can change the formatting), click on the Options button at the top of the screen, and then click Copy. Move to the area to which you want the section copied and click Paste. The whole section will be reproduced.

Copy a Portion of a Section: To copy a line, paragraph, or group of paragraphs, move the mouse to the beginning of the desired portion, click and hold, and, while holding, block the portion by dragging your mouse over it. Once it is blocked (it will be highlighted in black), click on Options at the top of the screen and then click Copy. Move to the area to which you want the portion copied and click Paste. The whole blocked area will be reproduced.
Handout #3—Circuit Coach Menu

A. Building Relationships/Developing Community Support: Working with . . .
   A1. Community Stakeholders —"How do I connect with colleagues, other service providers, and community stakeholders? How do I get and stay connected with others helping youth? How do I keep up with professional development opportunities?"
   A2. Community Supports—"How do I find out about services in my community related to health, justice, child care, parenting, income assistance, housing, transportation, and other issues affecting youth? How do I make appropriate and timely referrals?"
   A3. Employers—"How do I build relationships with employers so that they're receptive to having youth in for work experience placements, hiring youth, and/or helping educate youth?"

B. Helping Youth Get Ready: Helping youth with . . .
   B1. Motivation—"How do I help youth feel good about themselves, take charge, and be accountable for their actions?"
   B2. Hope—"How do I help youth feel optimistic about the future? How do I help them move away from pessimism, despair, and hopelessness?"
   B3. Having a Future—"How do I help youth see that they have a future, that there is a better life that they can create?"

C. Helping Youth Get Set: Helping youth with . . .
   C1. Everyday Career Development—"How do I help youth see that everything they do has an impact on their life and work? How do I help them think about their own development on a continuous basis?"
   C2. Goals and Plans—"How do I help youth set specific, short-term goals, develop action plans to reach these goals, and then follow their action plans?"
   C3. Workability Skills—"How do I help youth develop the basic skills they need to find/create and maintain work?"
   C4. Little Education—"How do I help youth who have not finished school create meaningful and rewarding career paths?"

D. Helping Youth Go: Helping youth with . . .
   D1. Work Experience—"How do I set up effective systems for youth to explore the world of work directly, and to learn from those around them?"
   D2. Exploring Work Possibilities—"How do I help youth explore, through media and through people, work opportunities for themselves? How can I help them look beyond traditional occupations and toward new roles that are emerging in this changing economy?"
   D3. Work Search and Maintenance—"How do I help youth with strategies for finding and keeping work? How do I help them write resumes, proposals and cover letters?"
   D4. Exploring Work Alternatives—"How do I help youth see and consider a broad range of work?"

**E1. High-Risk Youth**—"How do I help youth who have a lot stacked against them, such as a dysfunctional family background, addiction, destructive relationships, self-defeating beliefs, etc?"

**E2. My Own Development**— "How do I look after my own learning and development? How do I learn with my colleagues?"

**E3. Youth Interventions**—"How do I make sure that youth are really involved in my program, and that I'm choosing the right strategies for working with them?"
Handout #4—Sample of Circuit Coach Section B1.


Youth who are “down and out” often find themselves in a place where they have little motivation. They don’t take initiative because they see no reason to do so. They don’t demonstrate responsibility because they wonder, “What’s the point?” When working with youth of this mindset, your role is to kick-start motivation. Notions such as initiative and responsibility must be presented in ways that readily make sense to youth.

In this section, we’ll look at strategies for increasing youth initiative, responsibility, and motivation. This is an enormous topic, so don’t expect to get all the answers here! Do expect, however, to learn some basic principles and strategies that will enhance the natural inclinations of youth to grow, develop, and manage their lives.

Topics addressed in this section include:

1. Magnusson’s "5Ps of Planning," a very direct strategy for enhancing motivation
2. Amundson's "Mattering," an approach to help youth see that they and their actions actually matter
3. Basics of Motivation Theory
4. Giving and Receiving Feedback in a way that increases initiation and responsibility
5. Negotiation Skills, which will give youth a sense that they can influence what happens to them
6. Action Planning as a way to mobilize youth into action
7. Creating Experiential Successes, so that success can breed more success

Related topics, addressed in other sections, include:

- C3. Workability Skills, which give youth the basic skills needed to show responsibility and initiative
- C4. Helping Youth with Little Education, so that youth can see that there is a desirable future

This is a pretty big section because there are many ways to enhance initiative and motivation. Following is a brief recap of what each section comprises.

Magnusson’s "5Ps" model taps into clients’ personal success stories from the past as a prelude to working toward future success. Amundson's "Mattering" highlights the importance of the counsellor-client relationship as a motivational tool. The section on motivation theory provides basics on what motivates people in a sustaining way. In the next section, feedback is highlighted as a motivational tool, one that is most effective when the person receiving the feedback is also in charge of the process of getting it!
Further along, negotiation skills serve as a backdrop to bring home the idea that initiative and motivation actually do make a difference. Action planning provides a model that is self-motivational, as it considers the future in terms of making things concrete. Experiential success, likely the single most powerful factor influencing motivation, is addressed in the adjacent section. Under a related heading, the notion of career pathway thinking shows people that there are no—or at least very few—dead ends in life (see C4., Helping Youth With Little Education). Finally, workability skills, those skills that give individuals the tools they need to take initiative and be accountable for the results, are presented as a related topic in a later section (see C3., Workability Skills).
B1.1. Increasing Youth Initiative, Responsibility, and Motivation: Magnusson's "5Ps of Planning"

Kris Magnusson of the University of Lethbridge has developed a planning model called the "5Ps of Planning" that guides clients through five carefully defined steps for generating purposeful motivation. They are pride, passion, purpose, performance, and poise, in that order. Let's take a closer look at what they mean.

**Pride** is the starting point in the planning process. Your clients need to make changes, to get moving, and to have direction; however, they may lack motivation and incentive. It's pretty difficult to get anything going with these youth unless you are able to generate a spark of enthusiasm. Pride will ignite that spark. Rather than starting the planning process by focusing on problems, the 5P model proposes that you zoom in on events where youth have experienced pride. The strategy is quite simple: You start a change process by having clients identify moments in their lives when they felt quite proud. The experiences need not be work-related; any experience that the person feels proud of will do. Then have the person identify and list (a) the skills and knowledge they used within the pride experience, and (b) the values, interests, and beliefs associated with the experience. The twofold benefits of this exercise are that the participant is likely to feel a renewal of energy that comes from tapping into pride experiences, and a list of assets will begin to emerge.

**Passion** follows directly from pride. It's about values, beliefs, and interests. As clients work their way through a number of pride experiences, they begin to note a recurring pattern in their values, beliefs and interests. This consistent set of values, beliefs, and interests has generated pride over the years. It represents passion—what sustains people and keeps them going even when everything's going wrong.

Passion keeps us going, but unless it's harnessed, it leads to lots of sizzle and no steak. Helping clients find passion will enhance their motivation in the short term, but they also need to see that passion can only be fulfilled if motivation is sustained. If you've ever gone to hear a motivational speaker, you'll know what we mean; you leave the talk feeling incredibly enthusiastic, but within a couple of days the excitement fizzles away because it wasn't channelled.

After passion comes **Purpose**. This is that place where you think about ways to actually live out your passion. Finding purpose is about seeking opportunity; you search for specific ways to bring your passion into reality. This can mean exploring the world of work, being open to opportunities, determining needs, and creating opportunities. It doesn't necessarily mean finding the purpose, as in life purpose. It doesn't have to be done all at once! A small purpose, or set of purposes, provides a great starting point for action. The young person who is passionate about the entertainment industry may find achievable purpose in janitorial work in a recording studio, for example.
Purpose must ultimately be accompanied by action, however, if it is to amount to anything. The fourth P, **Performance**, is all about taking action. Effective action, in turn, requires skills and strategies. Therefore, performance can include a host of competencies, such as work search strategies, action-planning methods, work-specific skills, self-management skills—whatever it takes to effectively fulfill the purpose.

Finally, with practice and success comes **Poise**. As individuals perform, they get better at what they do and see results from what they have done. When this happens often enough, the confidence and grace of poise begins to develop. The poise that is acquired leads to new pride experiences, and the circle is complete; the 5P process starts all over again!

Now, let's take all of this back to motivation, initiative, and responsibility. Motivation builds on itself, but it has to start somewhere. When dealing with people who are lethargic, apathetic, and feeling that life is hopeless, it's imperative that you find a kernel of motivation somewhere. Pride, the first of the 5 Ps of planning, is a reliable starting point, and feeds into a process that becomes self-propelling.
B1. Increasing Youth Initiative, Responsibility, and Motivation: Tools

Tools/Applications for Increasing Youth Initiative, Responsibility, and Motivation

Choose from the list of applications below to find out how you can increase youth initiative, responsibility, and motivation.

Self Applications

B1.1. Magnusson's "5Ps"
B1.2. Amundson's "Mattering"
B1.3. Motivation Basics
B1.4. Feedback
B1.5. Negotiation Skills
B1.6. Action Planning
B1.7. Creating Experiential Success

Client Applications

B1.1. Magnusson's "5Ps"
B1.2. Amundson's "Mattering"
B1.3. Motivation Basics
B1.4. Feedback
B1.5. Negotiation Skills
B1.6. Action Planning
B1.7. Creating Experiential Success
Increasing Youth Initiative: Ponder This

Each of the strategies described in this section work with pretty much everybody. As with every intervention, however, you may need to adjust what you're doing to accommodate unique cultural and/or physical requirements. Here are some areas to watch for:

**Magnusson's 5Ps.** There are three things to consider in this process. First, you may have clients from some cultures who are shy about talking about their pride experiences because they don't want to appear boastful. In this case, you may want to watch how you frame your introduction to the activity. If you need to call these experiences something other than pride experiences, feel free to do so. Just make sure you adjust the terminology you use to match what has importance for the individual.

The second consideration is that individuals often concern themselves with finding a single purpose rather than a number of purposes. Some youth have a lot of pressure placed on them to find their calling; your job will be to help them see that a calling may be made up of a number of purposes and may only become visible when some purposes have been fulfilled.

Finally, bear in mind that most career development activities can be done graphically, as well as through words. Participants can create collages, draw pictures, or express themselves in any way that enables them to identify passion; they need not write these in words.

**Amundson's Mattering.** Something that helps one client feel like he or she matters may not work for another client. You'll need to pay attention to what seems to work with clients from different populations, and not expect generic strategies to work with everyone.

If you're working with a group predominantly composed of a single culture (e.g., Aboriginal youth, Vietnamese youth), a programmatic mattering initiative you can do is to integrate as much of the culture as you can into your program. For example, programs for Native youth that incorporate activities such as smudges, traditional prayers, and talking circles show these youth that they and their cultures matter.

**Negotiation Skills.** Some individuals, regardless of cultural background (and sometimes because of influences of cultural background), have great difficulty asking for things from others and asserting their needs and feelings. There are three things you can do in this case:

1. Take considerably more time for practice with these individuals than you normally would.
2. Instead of teaching negotiation, work on assertive communication skills first; come back to negotiation if it seems appropriate.
3. Help the individual modify the process so that it remains effective, but works comfortably for the individual.
Increasing Youth Initiative: Refer Me

Print Resources

1001 Ways to Motivate Yourself and Others by Sang H. Kim, Turtle Press, 1996. A unique mixture of inspirational sayings and how-to applications, this book is an overview of motivation theory, with some practical suggestions to help overcome barriers to productivity, creativity, or success. Available from libraries and bookstores.

Active Engagement: Enhancing the Career Counselling Process by Norm Amundson, Ergon Communications, 1998. This book challenges the traditional career counselling conventions and emphasizes the importance of creativity and imagination in the career counselling process. Available from the Canadian Career Development Foundation, Ottawa. Tel: 613–729–6164, Fax: 613–729–3515, E-mail: information@ccdf.ca


Career Counselling Techniques by Kris Magnussen, Life Role Development Group, 1993. This manual presents a current career counselling process that can be adapted to any individual. Available from Life Role Development Group. Tel: 780–963–9898, Fax: 780–963–0933, E-mail: liferole@compusmart.ab.ca


Seven Habits of Highly Effective Teens by Sean Covey, Fireside, 1998. Covering the timeless habits and filled with stories and anecdotes, this book provides step-by-step guidelines for youth wanting to achieve goals, build relationships, and improve their self confidence. Available from libraries and bookstores.
Videos

*Cultivating the Spirit to Work* by Denise Bissonnette, Milt Wright and Associates, Inc. This four-hour training video challenges counsellors to reconsider their understanding of the concept of "motivation", and persuasively argues that a person can lose touch with his or her spirit to work, but nobody is ever truly unmotivated. She offers practical tools for exploring, nurturing, and rejuvenating the spirit to work in people who are unemployed, thereby increasing job placements and retention. Available from the Winnipeg Transition Centre, Winnipeg. Tel: 204–338–3899, Fax: 204–338–4299.

Web Sites

*Creative Quotations* is a site that challenges you to look for connections between quotations and the creative process because “creativity is the power to connect the seemingly unconnected.” Available at <http://www.bemorecreative.com>.


*Mindtools* is a web site dedicated to techniques to help you think positively and develop skills for high performance living. <http://www.mindtools.com>.

Training Options

*Concordia University College of Alberta* offers a Certificate (23 credits) and a Diploma (40 credits) in Career Development. Courses can be taken on site or by distance. Phone: 780-413-7806, Fax: 780-466-9394, E-mail: kweatherall@concordia.ab.ca

- S642 Games, Stories and Magic for Career Practitioners (1 credit) teaches practitioners how to deliver career or employment messages and themes in a playful and memorable way.
- S676 Maintaining Momentum (1 credit) provides ideas and resources on how practitioners can assist their clients to maintain the momentum they need to complete each of the sequences of the career building process.
Increasing Youth Initiative: Warning

Trying none of the interventions in this section may lead to a host of negative outcomes:

- clients drop out of your program (if it's an option to do so)
- you become increasingly burned out trying to work with unmotivated youth
- your youth clients' motivation level decreases to the point where a nihilistic worldview becomes the only viable one; clients see nothing as valuable and lead a moment-to-moment existence which, in turn, leads to other undesirable outcomes such as crime and substance abuse
- your youth clients' motivation level decreases to the point where depression sets in, and then you have a clinical problem, rather than an educational one

Clearly, motivation and initiative are cornerstones of a satisfying life.
Feedback

If you would like to have one of your applications reviewed by an expert career practitioner, mail your application to Circuit Coach Feedback, Canadian Career Development Foundation, 202–411 Roosevelt Avenue, Ottawa, ON, K2A 3X9, or, e-mail them to s.hopkins@ccdf.ca and put "Circuit Coach" in the subject line. See the Help section for instructions on how to copy and paste applications from Circuit Coach into your word processor or e-mail software.
Increasing Youth Initiative: Success

You'll know things are working from a motivation and initiative perspective when:

- attendance in your program improves
- punctuality improves
- it takes you less energy to facilitate your program/service
- youth ask you for feedback
- youth explore options on their own
- youth have more energy

You will actually see youth demonstrate changes as basic as:

- better posture
- more eye contact
- more physical energy
- stronger voice tone
Handout #5—Action Planning Worksheet:  
A Commitment to Act on Circuit Coach Strategies

1. In the next _________________, I will try the following Circuit Coach exercises with my youth clients:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. I will share the results of these exercises with my colleagues, in particular:

________________________________________________________________________
________________________________________________________________________

3. I will apply the exercises to my own long-term personal and/or professional planning, paying particular attention to:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________