



**CONVERSATIONS, CLARIFICATION AND COLLAGES:
Innovative Workshops for Undecided Students**

**THE ADVISING FIRST CENTER FOR EXPLORATORY STUDENTS
THE FLORIDA STATE UNIVERSITY
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Pack Your Values

Learning Outcomes

- Each participant will develop a better understanding of the term 'value'.
- Each participant will know what their top values are.
- Each participant will be able to use this new information to align their values with their actions.

Materials

- Seven small pieces of paper for each participant or one big piece that they can make into seven small pieces
- Pencils or pens
- Large sheet of paper
- Tape
- Large marker

Step 1: Define Value

As a group, use the definitions below to come up with a common understanding for the word *value*. You will need to write it on a large sheet of paper and display it in a prominent place. You can use the list below as a springboard for your discussion.

- Value – the beliefs of a person or social group in which they have an emotional investment, either positive or negative. "He has very conservative values."
- Values – plural; a collection of guiding, usually positive principles; what one deems to be correct and desirable in life, especially regarding personal conduct.
- Value – respect, regard highly; think much of. "I value his creativity."
- Value - an ideal accepted by some individual or group. "He has old-fashioned values."

Values are priorities that tell you how to spend your time, right here, right now.

Step 2: Road trip!

Please read aloud:

"Now that we have decided what a value is, please write down your personal top seven values. Make sure to write only one value per piece of paper." Please read the following narrative and have the group perform the appropriate actions.

Pack your bags. We are going on a road trip to a far off exotic land. As you load your backpack you realize that you only have room for 6 values. You must pick which one you are going to leave behind. *Place the discarded value in front of you.*

Darn economy cars. Your ride to the airport arrives and you begin to pack the car. The trunk will not shut. Since riding on the roof is not an option, you must each discard another value. *Place the discarded value in front of you.*

Heavy stuff. The check-in person at the airport weighs your baggage and informs you that your pack is overweight. You have no extra money to pay the extra fee so you need to lighten your load and discard another value. *Place the discarded value in front of you.*

What evil lurks in the hearts of men? You arrive at your destination after a very long and sleepless flight. You were kept awake for the entire flight by an intoxicated row mate who cursed at the in-flight movie, smelled bad and then snored loudly for the remainder of the evening. After the ordeal, sleep comes easy and you awake to find your packs have been burglarized. You lose another value. *Place the discarded value in front of you.*

Be a traveler not a tourist. After resting up and a long hot shower, it is time to play. The group heads out to explore the town. You meet a group of locals and spend the next week living like a rock star. Play all night, sleep all day. Alas the time comes and it is time to move on. An hour from the hotel you realize that you left one of your values back in town. *Place the discarded value in front of you.*

Really heavy stuff. This part of your adventure takes you on an over-night hike into the hills by the coast. The plan calls for a night under the stars atop a tall rise. As the group starts the climb toward the campsite, you run out of energy and stop to rest. You all decide to try and lighten your load. *You may exchange one of your existing values for one from your discard pile.*

A three hour tour. After an amazing night camping, where you and all of your friends spent most of the night talking around the fire, you then drifted into a well earned deep sleep. Morning has broken and breakfast has been consumed. All you have to do today is hike down the hill and board a ferry to cross the channel over to the mainland. You are in the middle of the channel when you hear, "Abandon ship! All passengers please head to the life boats." Of course the life boats are very small and everyone is forced to leave your packs behind. *Grab your most precious value and abandon ship.*

Step 3: Reflection

Now that we know our top value it is time to discuss what we are going to do with this new information. You can use the list below as a springboard for your discussion.

- Do you feel that you ended up with the right value? Why?
- Is this the one that is most important to you?
- If you exchanged a value, why did you trade?
- What value was the most difficult to part with?
- How did this exercise make you feel?
- Would anyone like to comment on how it felt to give up certain values?
- Would anyone like to share with the group what their final value is?
- What did you learn today?
- How will you use this new information?
- Will this new knowledge help you align your values with your actions?

Facilitation Notes

Please read the whole Pack your Values hand out before you present the activity. Feel free to modify the Road Trip story line to personalize the trip for your group. You can decide on a destination as a group or pick some place you have traveled to so you can add those personal details that make traveling so exciting.

With professional groups you can focus on the values that are specific to that field. Have everyone come up with 10 to 20 values for the group to use. Then have each person write down their top seven. As the values are discarded instruct each participant to pile each value in a neat stack in front of them from first discard to the last. At the end of the session the values will be ranked and a great start to debriefing will be in front of you.

You might try removing Family and Personal Faith from your list of values. These two commonly come in first and second on most lists. By removing them from consideration we can go a little deeper into prioritizing values.

*This workshop was adapted from the popular "Trash Your Values" Values Clarification Exercise, Author Unknown

Question Ball

Learning Outcomes

- Students will identify personal values, interests, and skills.
- Students will start to form their own exploratory network.
- Students will be able to use this new information to continue the self discovery process.

Materials

- One beach ball covered with exploratory questions
- One or more facilitators per group

Step 1: Let's get started

Have the students form a circle. Every one places both hands in front of their body. Toss the ball to a student across from you and have them catch it, and read and answer the question closest to their right thumb. When the discussion dies down, instruct the student to throw the ball to another person. The student now places their hands behind their body to let every one know they have answered a question. Repeat this process until everyone has answered a question.

Step 2: Reflection

Keep it light and upbeat. You want to exit this exercise before anyone gets bored with the activity.

Facilitation Notes

This is a fantastic ice breaker for any program. It works best when done at one of your initial meetings with a new group of students. The following questions are simply suggestions. You can add more serious or in-depth questions, depending upon the level of ice breaker you want this to be.

1. What job would you do for free?
2. My ideal work environment would include...
3. Who do you know that loves their work?
4. I would like to contribute to society by...
5. Name one thing you couldn't live without.
6. One social problem I want to solve is...
7. What hobbies or activities do you do in your spare time?
8. What does "Living the dream" mean to you?
9. What topics of conversation hold your attention?
10. If you were a reporter, what type of stories would you write?
11. What type of people do you want to work with?
12. My favorite academic subject is ...
13. Describe yourself in three words.
14. Who do you admire for their accomplishments?
15. What is your dream job?
16. What is your passion?
17. What is your greatest strength?
18. What did you want to be when you were a child?
19. How would your friends describe you?
20. What motivates you?
21. When daydreaming about a career, what do you see yourself doing?
22. What activities leave you energized?
23. When have you had the most fun at a job/club/volunteer work?

Recipe for Your Life

Learning Outcomes

- Students will identify personal values, interests, and skills.
- Students will connect values, interests, and skills to potential majors.
- Students will learn the perspectives of other students through group interaction.

Materials

- “Recipe” cards
- Pencils or pens
- “Spice jar” cutouts
- Brown paper bags
- Large marker

Step 1: Define the Ingredients

What are the essential ingredients for your life? What values, interests, and skills are needed to have a fulfilling career? The answers to these questions will go on the recipe card in the form of a recipe. Some “ingredients” may be more important to the students than others, so encourage them to use simple measurements (1 cup leadership, ½ cup of job security, ¼ cup of passion, etc.).

Step 2: Spices?

What flavors or spices will add variety to your recipe? What will make or break the outcome of your recipe?

- These one or two word answers should be written on the spice jars. Examples include: salary, vacation, weekends off, office, working alone, etc.
- When students are finished, both the recipe card and spice jars go into the brown paper bag. All bags will be passed to the group facilitator, who will then redistribute the bags amongst the group. Make sure no one ends up with their own bag!
- Have students pull out the recipes and spice jar one at a time and present the contents of the bag. They will come up with a few initial thoughts about the person and major/career possibilities based on what the student has on their recipe card and spice jar. The rest of the group will share their ideas as well. Depending on the amount of students and the size of the group, have just a few people talk about the recipes in the bag they were given. If the time allows, have everyone talk about the contents of the recipe and suggest appropriate majors/careers.

Step 3: Reflection

Before groups break out for debriefing, make sure each student has their recipe, spices and brown bags back. Suggested questions include:

- Do you feel as though the majors connected to your “ingredients” are an accurate reflection?
- Were you surprised by any of the results?
- Will this new knowledge help you align your values, interests, and skills with your future goals?

Facilitation Notes

A good introduction tool for this activity is a short film from Road Trip Nation featuring a Ph.D. student-turned-chef, Jennifer Appel: <http://roadtripnation.com/JenniferAppel>

When I Was a Kid

Learning Outcomes

- Students will identify personal values, interests, and skills.
- Students will be able to use this new information to continue the self-discovery process.

Materials

- Worksheet with space to write under each question
- One facilitator per group.

Step 1: Create the Worksheet

We use the following opening statement:

As children we have different ideas about who we are and what we want to become. Some of us want to be superheroes. Others want to be a lawyer, doctor or astronaut. Quite often life experiences help shape and redefine our visions and professional dreams. As we go through these life occurrences we develop values, interests, and skills. These three components in turn, enable us to determine our major and career paths with confidence. In this exercise we would like for you to reflect on your childhood dreams and the visions you hold today.

Then we follow with these three questions:

1. As a child how did you answer the question “what do you want to be when you grow up?”
2. As you transitioned through your school years, did your answers change? If so, what were some of the factors which contributed to the change (reflect on experiences, exposure to new subject areas, influential people, etc)?
3. List some of the values, interests and skills that have remained constant throughout your life.

Step 2: Reflection

Keep this activity light and upbeat. It’s a great way for students to reflect back, focus on the future, and identify the themes that are woven throughout.

Facilitation Notes

This activity can work in any group size. It’s fun to have students share their experiences with one another and/or the group. This is a fantastic icebreaker and a great jumping-off point to more involved activities/discussions.

Speed Exploring

Learning Outcomes

- Students will discuss issues concerning values, interests, and skills.
- Students will gain perspective through communication with others.
- Students will connect questions regarding values, interests, and skills to majors and occupations.

Materials

- PowerPoint presentation with projection capability or poster board
- Long table or series of desks facing one another
- Watch or timing device
- Bell or whistle

Step 1: Pairings

- Establish the space. A long table with seats aligned opposite one another is best. A series of desks lined up in a row and facing one another also works. The students need to be seated facing one another.
- Instruct them that they will have two minutes to discuss each question (times may vary; however, two minutes gives each participant one minute to address the question), after which ONE SIDE of the table will stand and move one seat to the left. The other side of the table remains where they are.
- Offer the first question and begin the timer. Monitor and observe the various discussions. Ring the bell after two minutes. Integrate one or two of the STEP 2: REFLECTION/PROCESSING questions (see below) for further discussion after each individual question, so that it's fresh on the students' minds for direct response.
- Repeat for each question.

Step 2: Reflection/Processing

Final processing questions tend to work better directly after each individual question, as stated. However, further questions at the end might be worth consideration, depending upon time and engagement levels of the group.

- How did you and your discussion partner address this question?
- Was the answer easy for you to come by, or did you struggle?
- Have you thought about this question before?
- Was your partner's answer different than your own? Did their answer surprise you? Did your own answer surprise yourself?
- Which question was the most difficult or challenging to answer? Why?

Facilitator Notes

The length of time allowed for discussion with each pairing can vary depending upon how long the activity is scheduled to run. If discussions are enthusiastic, it may be appropriate or suitable to give the participants more time, bearing in mind that they will switch pairings with each new question.

Either a Power Point and projector or a series of poster boards with the questions should be prepared ahead of time. Here are some suggestions:

- *What did you want to do when you were a little kid? (Does it still sound like a good idea?)**
- *Where do you want to live after college? (Why there? Have you thought about this question before?)*
- *How many college majors can you think of? Name as many as you can. (Bet you can't name ten!)*
- *Imagine that you could take ANYONE'S job the day you graduate from college. (Whose job would you go for and why? And what major would you choose for this job?)*
- *What is one major that interests you, but you know you will not pursue? (Why not?)*
- *Do you think your strongest skills will eventually lead you to a career which requires them? (How many careers do you know of that utilize those skills?)*
- *Which career is more challenging, a doctor or a social worker? (How do these careers pose different types of challenges?)*
- *How do these occupations measure success differently: a pharmaceutical saleswoman, a teacher, and an attorney? (Does one type of "success" seem preferable to you?)*
- *Think of a major that interests you. How many potential careers can you name associated with this major? (Not enough! Never enough!)*

*Secondary questions (in parenthesis) can be written in smaller font beneath the main question.

Vision Boards

Learning Outcomes

- Using words, phrases, and images, students will create a vision for their future.
- Students will focus on who they want to become, subjects of interest, and goals they wish to accomplish.
- Students will engage with one another and share ideas. They may choose to present their vision boards to the group.

Materials

- Several Magazines (contact your local library for donated magazines)
- 8.5 X 11 Cardstock Paper
- Scissors
- Glue Sticks
- Markers or Sharpies
- Relaxing Music

Step 1: Set Up

- Place magazines, scissors, glue sticks, markers, and paper in the center of tables. Ideally, the work space is a round table seating approximately four to six students. This promotes interaction and allows for the sharing of supplies.
- Greet participants and outline the activity. Encourage students to include images that energize them and ring true for them. They may not know why an image calls out, but encourage them to trust the process, and have fun with the exercise.
- Turn on music to create a space that is relaxed and reflective.

Step 2: Instructions

- Have students begin by looking through the magazines and tearing words and images that stand out. Have students assemble the images into a pile.
- Have them go through the stack and select the most powerful images and words.
- Trim these and prepare to lay them out.
- Take the cardstock paper and enjoy the layout process. This is where participants will get very inventive. They may want to lay out the images as a whole picture or divide the board by topic or theme. Their boards may connect to their role as student, or may focus on their lives outside of school. Encourage participants to follow where the images lead them and let their vision board come alive.

Step 3: Reflection

If time permits, ask participants to volunteer and share their boards. This **must** be voluntary since the boards will reflect their personal goals and interests. You may also want to debrief with the following questions:

- How was this exercise for you?
- Were you surprised by any of the results?
- Will this new knowledge help you clarify your values, interests, and talents? Can you see any connections to academic areas you may wish to explore?

Exploratory PowerPoint Challenge

Learning Outcomes

- Students will identify a preferred academic/career zone to explore.
- Students will engage with others who share this interest.
- Students will identify and access valuable academic and career-related websites.
- Students will gain information and discover opportunities within all academic/career zones.

Materials

- 6 laptop computers with PowerPoint and Internet access
 - LCD projector and screen
 - 6 large tables
 - A cardstock sign designating the academic/career zone
 - A list of academic/career websites
 - Career related materials (books, pamphlets, and any additional educational materials)
- *Ideally this workshop can be facilitated in close proximity to your institution's Career Center

Step 1: Set Up

- Identify six (or more) academic/career zones. Examples include: Helping Professions and Education, Liberal Arts and Pre-Law, Science, Mathematics and Technology, Business, Pre-Health, and Communication, Entertainment and the Arts.
- Place zone signs, copies of academic/career websites, and any related print materials in the center of the table.
- Greet participants and have them sit at the table that best reflects their strongest area of interest.
- Encourage them to meet their "teammates".

Step 2: Instructions

- Introduce the activity and explain that each group will have twenty minutes to create a PowerPoint presentation that depicts their academic/career zone.
- They must answer the following questions:
 - 1) What majors at the university fall within this zone?
 - 2) What careers opportunities exist within this zone?
 - 3) What values, interests, and skills do professionals in this field possess?
 - 4) What are some of the best web resources for people interested in this zone?
- Students must create a five minute PowerPoint presentation and present this information to the full group.

Step 3: Reflection

- Ask each participant (or a few volunteers) their "take-away" from the workshop.
- Ask each participant to identify their next action steps in the exploration journey.
- Encourage each participant to leave with the list of academic/career websites.

“Get In Your Zone” Infomercial

Learning Outcomes

- Students will identify a preferred academic/career zone to explore.
- Students will engage with others who share this interest.
- Students will identify and access valuable academic and career-related websites.
- Students will gain information and discover opportunities within all academic/career zones.

Materials

- 6 laptops with Internet access
 - A cardstock sign designating the academic/career zone
 - A list of academic/career websites created by the facilitators
 - Career related materials (books, pamphlets, and any additional educational materials)
 - Prizes for winning team
- *Ideally this workshop can be facilitated in close proximity to your institution’s Career Center

Step 1: Set Up

- Identify six (or more) academic/career zones. Examples include: Helping Professions and Education, Liberal Arts and Pre-Law, Science, Mathematics and Technology, Business, Pre-Health, and Communication, Entertainment and the Arts.
- Place zone signs, copies of academic/career websites, and any related print materials in the center of the table.
- Greet participants and have them sit at the table that best reflects their strongest area of interest.
- Encourage them to meet their “teammates”.

Step 2: Instructions

Introduce the activity and explain that each group will have twenty minutes to create an infomercial that depicts their academic/career zone.

- They must include the following:
 - Introduce all majors in the zone, including the ones that are not popular, and identify whether or not the majors are limited access and/or require an application.
 - Highlight interesting courses that students would take to explore these majors.
 - Identify specific people on campus that students can speak with about these majors.
 - Identify possible careers that link to these majors.
- Students must create a 5 minute infomercial, and present this information to the full group (they can alternatively choose a variation on the infomercial including a skit, a talk show, a play, etc. (any creative display of depicting the academic/career zone).

Step 3: Reflection

- Ask each participants (or a few volunteers) their “take-away” from the workshop.
- Ask each participant to identify their next action steps in the exploration journey.
- Encourage each participant to leave with the list of academic/career websites.

Panel Discussions

Learning Outcomes

- Students will get an opportunity to hear from faculty, graduate students, upperclassmen, and people in the field.
- Students will gain perspectives of the above mentioned through interaction.
- Students will connect the narratives of the panel speakers to their own paths.

Materials

- Large room with available seating and at least one table for the panelists
- Placards for listing the names of the panelists
- Microphones if needed

Panel Discussions

A panel should be arranged by a certain field or major zone. Successful panel themes include:

- Engineering, Physical Sciences and Technology
- Liberal Arts and Pre-Law
- Communication, Entertainment, and Production
- Business-Oriented
- Health Professions and Life Sciences
- Counseling, Education, and Helping Professions
- Former Exploratory Students

The Center for Exploratory Students at Florida State University has found a high level of success in finding faculty, administration (including deans), and student volunteers for our panel discussions through direct solicitation. For each of these major zones above, we will typically email the deans, directors, and chairs of specific departments and academic programs, as well as other professors who we either select because of their area or because of an established relationship. For graduate and undergraduate students (the panel of "Former Exploratory Students" would be entirely made up of seniors and juniors, ideally), soliciting recommendations from faculty and advisors in specific departments is a good strategy, as well as using students with whom you also have advised in the past.

In order to facilitate this activity, a panel of between five and seven speakers for any given area is suggested.

Facilitator Notes

The time allotted for this activity can vary, although the optimal range is between one hour to an hour and-a-half. Once the panel is assembled, it is important that each panelist has an opportunity to speak, and also that students are given time to formulate (and then ask) questions of their own.

A prepared list of questions may include the following:

- *Did you always know what you wanted to do with your life? When you were a college freshman, did you know your direction already? In other words, how did you get where you are today?*
- *What are the strengths of successful people in your field/profession?*
- *What are the possible career paths currently opening up in your field?*
- *Did you have an "Aha!" moment?*
- *What are some of the challenges you have faced? Challenges in your field?*
- *What are some non-monetary rewards that your profession/field provides?*
- *What other paths did you consider before you chose this one?*
- *If you had to pick another direction, what would it be?*
- *What advice would you give to the students in the audience that you wish you had when you were in their place?*

Step 1: Narratives

The first question(s) from the bulleted list above gives the panelists a chance to tell their personal narratives; it's a relatively open question, and each panelist will typically spend close to five minutes or more telling the story of how they found their path. Their individual narratives are possibly the most important part of the panel discussion, as they give students a chance to connect their own current situation (of indecision) with the far-less-direct-than-expected paths of the panelists.

- After each panelist has had the opportunity to tell their narrative, pause and implore the audience for questions. Do this after each round of answers from the panelists; if the audience does not ask questions, then refer to your list of prepared questions.
- As facilitator, focus your questions and transitions on elements of the panel discussion which you feel will connect to the students and perhaps encourage them to ask questions of their own.
- Some panelists are more talkative than others. Depending upon the size of the panel and length of their answers, some questions may be more suited to individual panelists as opposed to the entire group.

Step 2: Reflection/Processing

The final question on the list ("One piece of advice you wish you had as a freshman") serves as a good closing round of discussion from the panelists. If the audience is small (less than twenty), and time allows, it's a good idea to go around and ask each student to name one valuable piece of information they took away from the panelists. The information and perspectives shared by the panelists in these discussions is invaluable to the students and difficult to replicate; therefore, a quick summary of the main themes is often appropriate before ending the session.

Scavenger Hunt

Learning Outcomes

- Students will learn about career options developing from a specific major or majors.
- Students will learn about the numerous career-oriented resources available to them.
- Students will connect with one another through group interaction.

Materials

- Computer lab
- Career Center
- Scavenger Hunt worksheet (including copies for each student)
- List of majors sheet (including copies)
- Pencils or pens

Facilitator Notes

This activity requires the cooperation (and access to the resources of) a campus Career Center library and computer lab. The scavenger hunt itself is about helping students become aware of the available resources, both those specific to the campus Career Center Library and those found online. It is strongly suggested to coordinate with a Career Center staff member who is familiar with its resources and can assist in developing the sheet of items for students to find.

Step 1: Pick a Major

Students need to choose a major which they will use only as an example in order to discover the resources available and learn how to use them. Depending on preference, facilitators can assist students with picking one representative major in a number of ways (The Holland Party Game, for example). Contact a Career Center representative for ideas on possible methods, if needed. Ideally, students will choose the major they are currently most interested in researching and possibly declaring.

- Have a printed list of the all majors available at your institution for students to reference. It is best if this list is organized by major zones (Science and Math, Liberal Arts, Business, etc).

Step 2: Hunt

Distribute the scavenger hunt worksheet developed in coordination with the Career Center to the students. It should follow a path similar to this:

- Choose a major.
- Use a Career Center resource to view a list of sample occupations associated with this major.
- Choose one of the sample occupations.
- Explore the various Career Center library resources using the major/occupation combination, including books, reference guides, periodicals, and online resources (popular websites include the Occupational Outlook Handbook and O*Net).

Step 3: Reflection/Processing

The final instruction on the scavenger hunt worksheet should be similar to, "Write one interesting or new fact or insight that you gained from this exercise." Go around the group and ask students to share what their one interesting fact or insight was. Use this information to build a quick overview and summary of all the resources available to students in their campus Career Center.

SELF EXPLORATION RESOURCES

Recommend a free on-line assessment to help your students better understand their values, interests, skills, and personality traits. Here are a few of our favorites:

www.mymajors.com Mymajors is an on-line assessment that gathers subject interests and previous successes, and matches these with specific majors. Students will receive five majors that correspond with their profile.

www.humanmetrics.com/cgi-win/JTypes2.asp The Myers-Briggs personality inventory helps to identify preferences and translates answers into a four-letter personality profile. Once students complete the assessment, they can visit **<http://www.personalitypage.com/careers.html>** for a list of common careers for their personality type.

<http://www.keirsev.com/sorter/register.aspx> The Keirsev Temperament Sorter reveals innate characteristics that portray one's personality type.

MAJOR EXPLORATION RESOURCES

Have students conduct a major search utilizing **<http://www.princetonreview.com/majors.aspx>** or **http://www.collegeboard.com/csearch/majors_careers/profiles/** for snapshots of information.

Suggest that students identify occupations that relate to specific majors through these websites:

<http://www.career.fsu.edu/occupations/matchmajor/>

<http://www.udel.edu/CSC/mrk.html>

<http://www.k-state.edu/acic/majorin/>

<http://careerweb.unc.edu/cgi-bin/odbic.exe/careerxplore/index.html>

www.collegeboard.com/student/csearch/majors_careers/232.html

Recommend that students visit the campus bookstore to peruse the aisles of textbooks for courses/subjects of interest.

CAREER EXPLORATION RESOURCES

Encourage students to seek out inspiration from others who have set out on a quest to find their passion and purpose at **www.roadtripnation.com/explore/themes.php**. Amazing interviews with successful and passionate people from all walks of life are organized by subject and theme on this website.

Recommend the Occupational Outlook Handbook website **www.bls.gov/oco/** for the latest career information on including training and education requirements, earnings, working conditions and projected job openings for literally hundreds of occupations.

Suggest the O*NET system, **<http://online.onetcenter.org/>**, the nation's primary source of occupational information, including key attributes and characteristics of workers and occupations.

Have students explore graduate and professional schools at **www.petersons.com/gradchannel/** and start investigating future educational options. Offer to critique your students' essays when applying for internships or graduate schools.

A Note From the Presenters:

All of the workshop material (with the exception of the Pack Your Values exercise) is original, created by team members of the Advising First Center for Exploratory Students. We grant full permission for you, our NACADA colleagues, to utilize or adapt any of these workshops for use with your students. We ask that if any of these materials are published in any format, that you cite the Advising First Center for Exploratory Students, Florida State University.

Thank you!

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