

Five Career Roadblocks Worksheet

Description:

The world of work is changing dramatically. The Five Career Roadblocks Worksheet provides a table describing the challenges and opportunities young people face as they transition to look for work, and prompts you to analyze how your school and communities experiences with these challenges align or differ.

Purpose:

This tool is a terrific starting place for familiarizing yourself with the first of the 5-5-5 Realities, the roadblocks to launching a career. By completing the table and answering the guiding questions, you will see how your community's experiences map to these national trends and how you are already tackling these challenges in your model, which can spark discussion and meaning-making, and set you up for your next discussion and work around a definition of student success. Like all MyWays tools, the Five Career Roadblocks Worksheet is flexible and adaptable to many purposes. We highly recommend customizing the tool to fit your needs.

Instructions for Use:

Working individually, compare your school and community's model to these national trends by filling in the blank spaces in the table. (Work on hard copy, or load the template into a Google doc for collaborative editing.) Then as a team, compare your worksheets and discuss using these guiding questions:

- Where is your model strongest?
- What challenges are you not considering at all and need to?

Activating Next Steps:

Based on that analysis, create an action plan using this simple framework:

- **Act:** What needs to be done?
- **Potential support:** Who can help? Who are our potential partners?
- **Resources needed:** What resources do we need to be able to do this? Where will they come from?
- **Potential obstacles and ideas for overcoming:** What potential obstacles might we face and what can we do to overcome them?

MyWays Five Career Roadblocks Worksheet

MyWays Five Career Roadblocks	How do we see this roadblock occurring in our community & region? OR: How does this roadblock reflect (or not) experiences our students are having in our region and community? OR: Consider how each roadblock is playing out in our community/region and what we are doing about it in the space below.
<p>A chronically weak labor market, particularly for young adults</p> <p><i>What jobs exist in our community or region that don't exist elsewhere?</i></p> <p><i>How much and how openly do we discuss what our students will encounter once they graduate from our school or district? How aware are our students of the trends and forces that are shaping the job market they will be entering?</i></p>	
<p>The accelerating pace of automation</p> <p><i>How tech savvy are our students? Are they familiar with/do they have access to new applications, programs, and technologies? Do we offer learning programs in coding, robotics design, and other STEM-related</i></p>	

career fields?

How are people/social-oriented, 21st-century skills being taught and emphasized in our definition of student success and our school and learning model? Even in an increasingly automated economy, these skills help to set apart new, young workers.

The hard shift to an on-demand workforce

Discuss: what do freelance workers need to know and be able to do, in addition to their area of expertise? (Networking with potential employers, maintaining relationships with previous companies, figuring out their own benefits and tax information, learning quickly and in a job-embedded way, seeking professional development opportunities, figuring out how to survive in the “dry season”, agility to turn quickly, etc.)

How do on-demand workers “sell themselves”? (Personal website development, social media outlets (LinkedIn), networking events, etc.)

What adaptive abilities are our students working towards? How do we value and “teach” entrepreneurialism in our classrooms?

<p>A bias for hiring experience over potential</p> <p><i>What sorts of hands-on job experience are our students being offered? (Apprenticeships, internships, summer work, etc.)</i></p> <p><i>How do our students currently learn about and briefly explore different careers while in school? (Career exploration day, shadowing workers, visitor/presenters from different fields, career exploration self-assessments, etc.)</i></p> <p><i>Are our students creating resumes that highlight their work experience and broad set of skills, or are they focused almost exclusively on academics?</i></p> <p><i>Do we provide assistance and guidance to students in creating accurate, competitive online profiles and resumes for themselves? Can they readily convert and post examples of their own work into artifacts that demonstrate what they know and can do?</i></p>	
<p>The job-hunting labyrinth</p> <p><i>Do our students have consistent and reliable access to the internet -- the place where they will apply to most jobs?</i></p> <p><i>Do we offer guidance to students on how to proactively seek</i></p>	

employment, from scanning open positions to nurturing and using contacts and social networks?

Does our academic program offer opportunities for students to work with specialists on their online applications?

In a job-seeking environment that is largely read by computers and filtered by algorithms, communication skills and clear and precise language are paramount. How are our students practicing and developing these skills?