Making Career and Education Choices

A workshop for students

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Making Career and Education Choices

A workshop for students

The Making Career and Education Choices workshop aims to support and empower students in their efforts to make choices about the direction of their lives. We specifically focus on the educational and career-related choices that students face. Our goal is to create a context in which students can make choices that will result in positive directions for their lives.

We think of each person as moving along a life path or life course. Like any pathway, the course of our lives goes through many changes. It sometimes twists and turns and even circles back on itself -- but in the end, it always moves forward.

We think that college is an important transition in a person's life course that brings with it important life choices. Many people enter college when they are eighteen years old. However, many others enter at a later age. We think that, regardless of when in your life you go to college, your time in college presents you with difficult choices that will impact the direction of your life.

The Making Career and Education Choices workshop is designed to help you when you are unsure about what direction you want to take your education and career. It is also helpful at those times when you know the direction you want to go but are unsure of how to get there.

In short, this workshop is about you moving your life forward. It is about you steering or guiding your life in the direction that you want it to go.

The Making Career and Education Choices Journal.

We will use the Making Career and Education Choices Journal as a guide for our group workshop meetings. In group workshop meetings, members work to establish a safe and trusting environment where they talk openly and honestly. Group members also give feedback to each other by sharing their feelings and thoughts about issues. This gives group members' new information and differing perspectives. This also provides members with the opportunity to experiment with new ways of thinking, feeling, and acting.

For our workshop, the basic responsibility for success of the program rests with the group. It is your group and its success will result from the effort that all the group members put into the group sessions. Two co-facilitators will *facilitate* group activities. However, this does not mean that they are in charge of the group. The group as a whole is in charge of the group.

Each member of the group will be responsible of maintaining her/his own personal journal. Each individual will be responsible for keeping the journal up to date and for making up for missed sessions. Journals will be turned in at the end of the semester as part of a portfolio. Group members may make copies of the pages to keep for themselves, but they are responsible for returning the originals at the end of the sessions.

Making Career and Education Choices

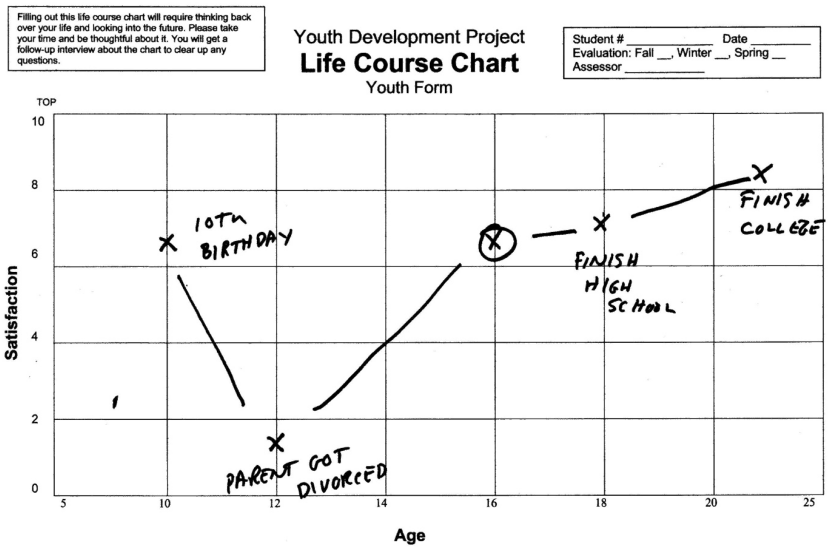
Life Chart Exercise[1]

Each person is moving along a life path or life course. Like any pathway, the course of our lives goes through many changes.

A. Life Chart

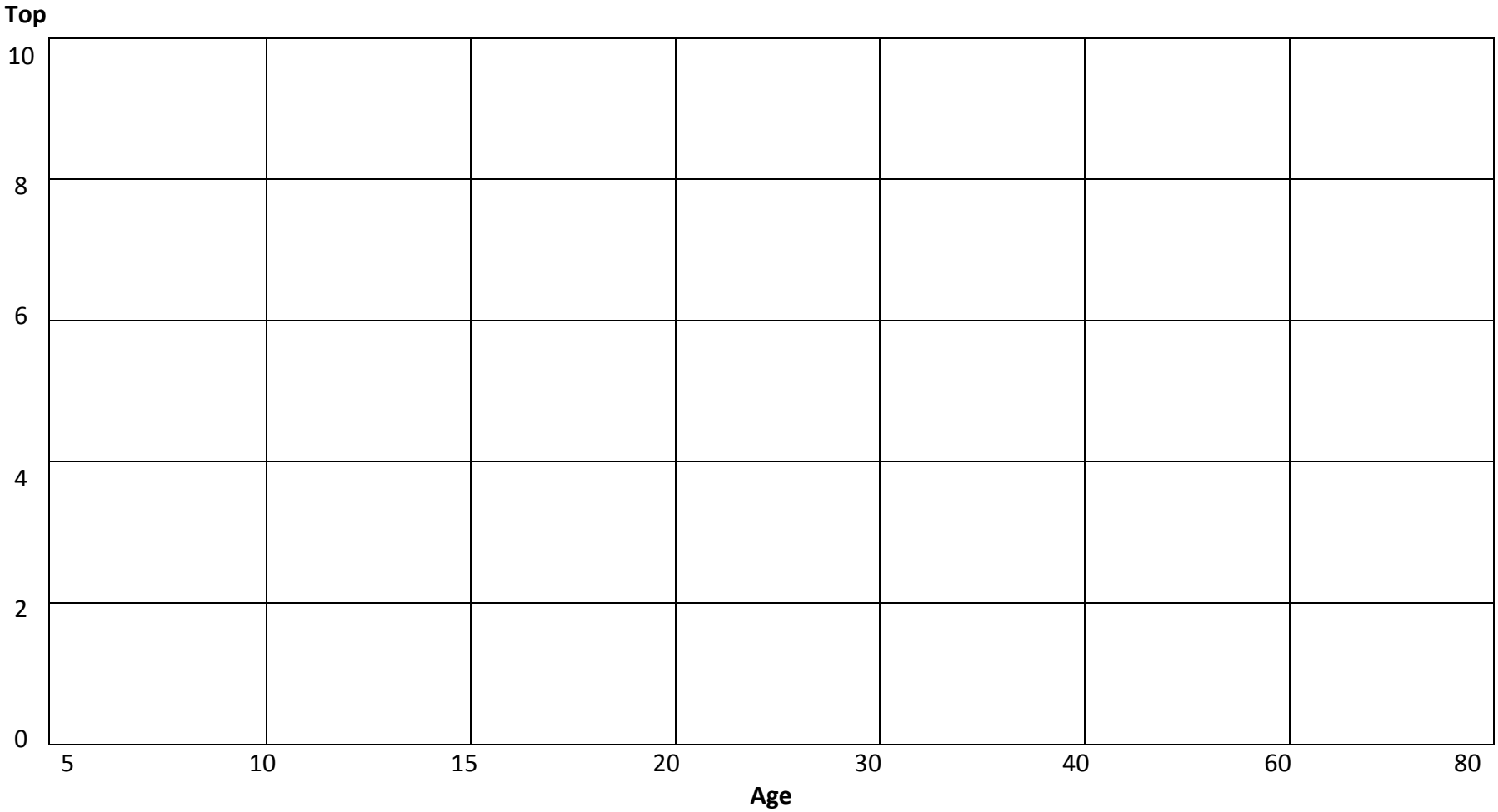
On the Life Chart on the next page, start the exercise by marking a circle with an x in it ⊗ where you are now (age) and degree of satisfaction with your life (0 to 10). Using that as a starting point, first think backward and identify the most important high and low points of your life up to the present. Locate the age and satisfaction of each of these points on the chart, mark it with an x, and briefly label it (e.g., parents divorced [age, 7; satisfaction, 3], got married [age, 24; satisfaction, 9]). Next, think forward and identify what you anticipate will be the most important high and low points of your life in the future and how satisfied you believe you will be. Locate and mark these on the chart the same way. Finally, look back over your chart and pick out any point or points along your life course that you would call a turning point – where your life really took a different direction. These points may be already included or they may be other points. Mark them (∧ for positive turning points or ∨ for negative) and briefly label them if they are not already labeled.

Sample Life Course Chart: Adolescent



[1] Adapted from the *Miami Youth Development Project* (Kurtines, 2008)

Life Course Chart



Filling out this life course chart will require thinking back over your life and looking into the future. Please take your time and be thoughtful about it. Follow the directions that were provided on the previous page.

B. Life Events

Let's think about the most important events in your life so far. We would like you to describe in as much detail as possible the most important high and low events in your life so far.

What were the most important high points of your life in the past?

What were the most important low points of your life in the past?

C. Turning Points

A turning point is a time in which your life takes a really different direction or when you undergo a dramatic change in how you see yourself or the world. Sometimes your life changes because of something that happens to you, and sometimes your life changes because of something that you do. This type of life course change may involve change in the direction of your current life path.

When in your past did the direction of your life change?

Is your life currently undergoing a turning point? Is the direction of your life currently changing?

Journal Entry 1: Career and Education Choices/Dilemmas[2]

A high school teacher once told the story of a former student. The student had graduated several years earlier and had come back to her for advice.

The young man was faced with a difficult choice. He had gone to school and studied to be an accountant. However, since he had finished college and had been working as an accountant, he felt that maybe he had not made the right choice. When he was young, one of the things that he had thought about doing with his life was to be a writer, but he wasn't sure whether he could make a living at it. He had tried writing in high school and enjoyed it, but now he had a family and could not pursue more than one career at a time. His problem, then, was deciding what was the right thing to do. Should he continue to work as an accountant, or should he consider changing careers? He had worked as an accountant for many years, was making good salary, had many friends at work, and would probably become a partner in the firm over time. On the other hand, because he had never attempted to make a living at writing, he was not sure he could do it.

The young man was indeed faced with a difficult career choice—a choice that had created a dilemma. The type of dilemma that he faced was what we call a life dilemma. A life dilemma occurs when you have to make a choice that will have an important impact on your life, and you are uncertain about what is the right thing to do.

A. The Right Thing to Do

We want you to begin by describing what you think the right thing is for the young man to do. Because we will be asking you to share your response to this dilemma with the group during the workshop sessions, your first task is to take a few minutes to write down what you think about it. In answering the question, we want you to say not only what you think is the right thing to do, but also *why* you think that is the right thing to do. Don't worry if you are not sure exactly what to say. Just try to be honest and frank about saying what is the right thing to do. That's all we need for now.

The two things we want you to write down are briefly described next, followed by specific instructions for completing the exercise.

[2] Adapted from the *Exploration Enhancement Workshop* (Schwartz, 2000)

1) What do you think is the right thing to do?

_____ Continue working as an accountant
_____ Become a writer
_____ Something else (specify) _____

2) Why do you think this is the right thing to do?

3) Do you feel that this was an easy decision to make? _____ Yes _____ No

4) How long did it take you to make a decision? _____

5) How confident are you that you made the best decision?

B. Your Career and Education Choices

Now that you have thought about what the young man should do to resolve his life dilemma, we want you to describe one of your own difficult career and education choices. Career and education choices are choices that you have to make related to your career and/or education that will have a big impact on you (example: looking for a job or going to graduate school). The type of career and education choices that we are talking about include not only choices directly involving career (as in the example) or education, but also choices related to career and education, such as balancing school and family, relocating, financing education, etc. We would like you to think about what is the most important career or education choice that you face and describe this choice. Remember that a career or education choice is not only a decision that you feel will have a major impact on your life, but also a dilemma about which you feel uncertain.

Because we will also be discussing this dilemma with the group during the workshop session, we would like you to take a few minutes to write down some things about it.

1) Briefly describe what you consider the most important career or education choice that you have to resolve and what led up to it:

2) Describe your current thoughts (thinking) and feelings (emotions) about this dilemma.

3) Now briefly summarize how you think this dilemma will resolve itself or is going to turn out.

4) Briefly describe *another* important career or education choice that you have to resolve and what led up to it:

5) Describe your current thoughts (thinking) and feelings (emotions) about this dilemma.

6) Now briefly summarize how you think this dilemma will resolve itself or is going to turn out.

7) Which of these two career or education choices do you want to focus on for this journal?

8) Rate how much **control** you will have over the **choice**.[3]

No control	A little control	Control	A lot of control	Total control
1	2	3	4	5

9) Rate how much **responsibility** you will have for the **choice**.

No responsibility	A little responsibility	Responsibility	A lot of responsibility	Total responsibility
1	2	3	4	5

10) Rate how much **control** you will have over the **outcome/consequences**.

No control	A little control	Control	A lot of control	Total control
1	2	3	4	5

11) Rate how much **responsibility** you will have for the **outcome/consequences**.

No responsibility	A little responsibility	Responsibility	A lot of responsibility	Total responsibility
1	2	3	4	5

[3] Adapted from the *Making Lives Choices Program* (Ferrer-Wreder, 1998)

Journal Entry 2: Cognitive Focusing[4]

One of the things these workshop sessions do is provide a context in which you will have the opportunity to learn skills, make choices, and **take actions** that move your life in the direction you want it to go.

We emphasize taking action because in this workshop we do more than talk about our choices – we **do** something about them. The kinds of actions we are talking about are what we call *transformative* actions – actions that change or transform your life and your world. Taking action is what matters. If we don't **DO** something about our lives, they won't change -- they will most likely continue along in the same direction.

This journal entry is very important. It is the one through which you can start to track your progress toward solving the career or education dilemma you described in the previous entry and the actions you take to solve the dilemma.

Today you are going to start this process, but you will not finish it today. The goal is to move your life the direction you want it to go, but it will be done one step at a time.

A. Problem Posing and Problem Solving

What we are going to focus on in this journal entry is problem posing and problem solving. People who work in the area of problem solving have identified four basic elements in successful problem solving. We use the acronym ICED to remind us of these elements.

- First, successful problem solving involves recognizing when a problem exists, **Identifying** what the problem is (i.e., problem posing) and gathering information about the problem and about how it might be solved.
- Second, successful problem solving involves **Creating** or generating potential alternatives for solving the problem. What are the positives and negatives of each alternative?
- Third, problem solving involves **Evaluating** the alternatives and selecting the best solution (problem solving).
- Fourth, it involves **Doing** something about the problem (the transformative action). The problem is not solved until you do something to change it!

[4] Adapted from the *Miami Adult Development Project* (Kurtines, 2008)

For this journal entry, we are interested in what you need make the career or education choice that you described, that is, to create alternatives, meet life challenges, and overcome obstacles.

1) For your career and education dilemma, describe as many **different** ways as you can for solving the dilemma (meeting this challenge, overcoming this obstacle, resolving issues, etc.).

2) What do you think is the Best alternative (the option that you would choose)?

3) What are all of the good things that could come out of your Best Choice?

4) What are all of the bad things that could come out of your Best Choice?

5) What do you think is the Worst Choice (the one that you would definitely not do)?

6) Are there any good things that could come out of your Worst Choice? If *yes*, answer 7b).

6b) What are all of the good things that could come out of your Worst Choice?

7) What are all of the bad things that could come out of your Worst Choice?

8) After thinking about this issue more, what do you now consider to be the Best Choice?

Best Choice

8b) Why?

9) Think about your final best choice for solving your career and education dilemma and what it would take for you to try doing this. Write down what it will take for you to try doing this.

10) When we discuss this as a group, you will notice that all of us have choices that we have to make. None of us can solve anybody else's problems, but when we meet as a group there may be things that we can do to help each other. What can the group do to help you solve your dilemma, and what could you do to help other group members solve theirs?

Journal Entry 3: Career and Education Goals[5]

Career and education goals are your most important goals related to career and education. In this journal entry, we would like you to think about these goals – what they are and why they are important.

Some people work hard and are successful at achieving their career and education goals (e.g., have "good" careers, make a lot of money, etc.) but they are still not happy with their lives. They often experience a profound sense of unhappiness about life, as if something very important was missing from it. Many times this happens because the career and education goals they choose at a young age (and later achieved) were not compatible with their best potentials (we will talk more about best potentials later). Although they achieved their career and education goals, the goals they achieved did not bring out the best that was in them. Helping you to understand how to identify career and education goals that will help you realize your full potential and how to use this knowledge to change your life in ways that help you reach your goals are the main aims of this workshop.

A good place to start is to identify all the career and education goals that you think you might like achieve. Identifying career and education goals is a good place to start because you have to know where you're currently headed before you can know whether it's the right direction for you to go in – like a road map for your life. So that's where we would like you to start.

A. Your Important Career and Education Goals

We would like you to describe your three most important career and education goals. The goals you describe should be your most important goals. Focus on your three most important career and education goals when you ask yourself the question, "What do I want to do with my life?"

1)

[5] Adapted from the *Miami Adult Development Project* (Kurtines, 2008)

2)

3)

B. Your Most Important Career and Education Goal

Now we would like you to tell us which of these career and education goals you consider your most important goal, that is, the career and education goal that comes to mind MOST when you ask yourself the question, "What do I want to do with my life?"

Write down your most important Career and Education Goal

This career and education goal serves as a good starting point. We recognize, of course, that everyone has many things they want to do with their lives. We also recognize that the meaning and significance of your career and education goals may change as you work out your life course. But for the time being, we are going to use as our starting point the one you have just identified as *your most important* career and education goal. It may change and evolve as we work on it (or you may even come up with a new one), but for now we will consider it your most important career and education goal.

C. Essential Activities

It sometimes helps in clarifying your career and education goals to make a list of activities that you consider most essential to the achievement of these goals. This is called searching for essential activities. The aim of searching for essential activities is to identify the activities necessary for the achievement of your career and education goals

Break down your career and education goal into the Essential Activities for achieving this goal (i.e., things that if you did not do them you would most likely not be able to reach this goal). These are not challenges or obstacles. Challenges or obstacles are things that KEEP YOU from reaching your goals; essential activities are things you have to DO to reach your goals. For example, if someone had the goal of running in a marathon, activities important for reaching this goal might include running every day, learning about nutrition and changing how you eat, etc. Some activity might be related to preparing to run a marathon, but not really essential for achieving this goal. For example, finding other running buddies, choosing a color for your running shorts, etc. Please only include those activities that you consider essential to reaching your career and education goal.

1)

2)

3)

What are Best Potentials and why are they Important?

We have talked about the importance of living up to your best potentials, but we have not said what we mean by the term. *Best potentials* are those special talents that we have that, if we realize them, often leads to one of the highest form of happiness that we can achieve. What we are going to focus on in this Journal Entry is determining whether the activities essential for reaching your most important career and education goal are tapping into your best potentials. This is important because if the essential activities are tapping into your best potentials, then career and education goals built around these activities are also likely tapping into your best potentials.

The technique we will be using is called **emotion focusing**. Emotion focusing involves exploring our emotional reaction to things (persons, events, activities, etc.). What we are especially interested in for this exercise is your emotional reaction to the activities necessary for achieving your career and education goals, particularly the chosen one. The aim is to use your emotional reactions to help you decide whether the activities essential to your career and education goals are in tune with your best potentials.

Focus on Flow. Emotion focusing is helpful in understanding emotional states in general, but in this case we are particularly interested in a special emotional state, one that has been identified as often related to fulfilling your best potentials.

When we are doing something that fulfills our best potentials and is challenging to us, we may experience a special emotional state that is called **flow.** When we are in a flow state, we lose track of time, we feel more involved than we do in most other activities, and we are not easily distracted. The Facilitator will tell you more about "flow" during the discussion.

How do I know if my life goals and future selves create a flow state in me?

You know you are in a flow state if while in an activity you experience some or all of the following:

- Lose track of time, at least to some extent
- Feel more involved than you do in most other activities
- Engage in the activities without needing any external rewards
- Feel a 'special fit' with the activity or goal
- Feel challenged by the activity but also feel that you are good enough at it

D. Emotion Focusing

Directions: Emotion focusing is a helpful way to identify whether activities and/or career and education goals move you into a flow state. Write down both the most important career and education goal you listed in the last exercise and its essential activities. Then rate each (your most important career and education goal, and its essential activities) for flow level using the Flow Scale. Enter a rating for the goal and activity.

Most Important Career and Education Goal:					
1.	1	2	3	4	5
Essential Activities:					
1.	1	2	3	4	5
2.	1	2	3	4	5
3.	1	2	3	4	5

Flow Scale

	Not at all		Neutral		Very Much
1. Lose track of time, at least to some extent	1	2	3	4	5
2. Engage in the activities without needing any external rewards	1	2	3	4	5
3. Feel more involved than you do in most other activities	1	2	3	4	5
4. Feel a 'special fit' with the activity or goal	1	2	3	4	5
5. Feel challenged by the activity but also feel that you are good enough at it	1	2	3	4	5

Why is flow Important?

If the essential activities associated with our chosen career and education goals move us into a flow state, then this tells us something very important about ourselves. It very likely means that the lifetime of work that will go into trying to achieve our goals will be an effort that we will find personally rewarding and expressive of our best potentials. This often leads to one of the highest forms of happiness that we can achieve -- self-fulfillment and the knowledge that we have lived up to our best potentials.

If the essential activities associated with our chosen career and educational goals do not move us into a flow state, then we have found out something else very important about ourselves, only in this case in the opposite direction. If these essential activities do not create a flow state, then this very likely means that the lifetime of work that will go into our efforts to achieve our goals will be accompanied by the experience of a profound sense of unhappiness about your life, as if something very important was missing. This will most likely be the case because there will be something very important missing from your life – you will have missed to opportunity to reach you full potentials.

This is illustrated by the example of successful people who experience a profound sense of unhappiness about their life, as if something very important was missing from it. In such cases, the negative emotional reaction they are experiencing (i.e., the pervasive unhappiness), seems most likely telling them that they are indeed missing something important in their lives -- the possibility of achieving their full potentials.

Journal Entry 4: Transformative Goals[6]

Everyone has goals they would like to reach. We already began to identify career and education and focus in on one of them in our last journal entry. This journal entry is about taking charge of your career and education and changing it so that it moves in a direction that you want it to move – toward attaining your chosen goals.

What are "Transformative Goals?"

Transformative goals are different from career and education goals. Transformative goals define the things we want to change. Career and education goals are what we want to do about career and education; transformative goals are the things we want to change about our life and our world *to be able to reach our career and education goals*.

Transformative Goals are thus a type of goal, but they are a special type. Transformative Goals are not just things we want to change about our lives; they are about the things we want to change in order to "transform" our lives – to move our lives in new directions. A Transformative Goal is the one through which we set our other goals, make our plan, and mark our progress.

A. Envisioning Change

We would like you to review your progress toward solving your career and education dilemma in the context of your career and education goals. We can start by envisioning change:

What if you woke up one day and you suddenly found that your career and education dilemma had been solved and that you were achieving your career and education goal?

1) What would you see that is different from the way things look now?

[6] Adapted from the *Miami Adult Development Project* (Kurtines, 2008)

2) What will you be doing differently?

B. Your Transformative Goal

In this entry, we don't want you to consider *all* the things you might possibility want to change in your life. Instead, we want you to focus on the **most important** thing you want to change – the thing you want to most change if you are going to be **successful in achieving your career and education goals**.

1) What is the most important thing that you want to change about your life?

Journal Entry 5: Challenges and Obstacles[7]

Progress in changing our lives – in transforming them in ways that will enable us to do what we want to do with our lives – is how we will evaluate our progress in this workshop. If we can change our lives in ways that make us more able to move our lives in the direction we want them to go – our efforts will have succeeded. We will be able to do what you want to do with our lives. If we do not change or if we move further in a direction that we do not want to go – our efforts will not yet have been enough. We will continue to work on changing our lives until we succeed.

A. Your Career and Education Challenges

You have been developing a transformative goal and a plan of action for changing your life to reach your career and education goal. You will develop and refine it more as we go along. Today's journal entry has to do with overcoming challenges and obstacles to changing our lives today.

1) **What** do you consider the most serious challenge, obstacle, problem, issue, barrier, limitation, etc. to reaching your career and education goal?

2) **How** significant or important is this challenge or obstacle to you? **Why** is it significant or important to you?

[7] Adapted from the *Miami Adult Development Project* (Kurtines, 2008)

B. Control and Responsibility for Career and Education Challenges

Use the rating scales to describe how much control and responsibility you have over this challenge. More specifically, how much you feel you have control and responsibility over your decisions and actions (what you think, feel, and/or do) **and** over the outcomes or consequences of your decisions and actions (what will happen or how it turns out).

1) Rate how much **control** you will have over **working on** this career and education challenge.[8]

No control	A little control	Control	A lot of control	Total control
1	2	3	4	5

2) Rate how much **responsibility** you will have for **working on** this career and education challenge.

No responsibility	A little responsibility	Responsibility	A lot of responsibility	Total responsibility
1	2	3	4	5

3) Rate how much **control** you will have over the **outcome/consequences**.

No control	A little control	Control	A lot of control	Total control
1	2	3	4	5

4) Rate how much **responsibility** you will have over the **outcome/consequences**.

No responsibility	A little responsibility	Responsibility	A lot of responsibility	Total responsibility
1	2	3	4	5

[8] Adapted from the *Making Lives Choices Program* (Ferrer-Wreder, 1998)

Journal Entry 6: Transformative Actions[9]

At this point, it would be helpful to look back at the work you have done so far. You described a *career and education dilemma* and identified what you can do to change it. Hopefully, you have started to work toward solving the dilemma. You also explored your *most important career and education goal* and its essential component activities. Then you identified the most important thing you want to change about your life in order to achieve your career and education goals. We called this your *Transformative Goal*. Finally, you identified *challenges and obstacles* to reaching your career and education goals.

As we noted previously, one of the things these workshop sessions do is provide a context in which you will have the opportunity to learn skills, make choices, and **take actions** that move your life in the direction you want it to go. In this workshop we do more than talk about our goals – we **do** something about them. Taking action is what matters. If we don't **DO** something about our lives, they won't change -- they will most likely continue along in the same direction.

A. Cognitive Focusing.

In this journal entry, we would like you to again focus on problem posing and problem solving. However, this time we would like you to focus on problem posing and problem solving for your Transformative Goal. Recall that we use the acronym ICED to remind us of what is involved in successful problem solving.

- First, successful problem solving involves recognizing when a problem exists, **Identifying** what the problem is (i.e., problem posing) and gathering information about the problem and about how it might be solved.
- Second, successful problem solving involves **Creating** or generating potential alternatives for solving the problem. What are the positives and negatives of each alternative?
- Third, problem solving involves **Evaluating** the alternatives and selecting the best solution (problem solving).
- Fourth, it involves **Doing** something about the problem (transformative activity). The problem is not solved until you do something to change it!

[9] Adapted from the Miami Youth Development Project (Kurtines, 2008)

For your Transformative Goal, describe as many different alternative ways as you can for achieving this goal (meeting this challenge, overcoming this obstacle, resolving this issues, etc.).

What do you think is the Best alternative (the option that you would choose)?

What are all of the good things that could come out of your Best Choice?

What are all of the bad things that could come out of your Best Choice?

What do you think is the Worst Choice (the one that you would definitely not do)?

a. Are there any good things that could come out of your Worst Choice?

(Yes or No) If the answer to a. is yes, answer b.

b. What are all of the good things that could come out of your Worst Choice?

What are all of the bad things that could come out of your Worst Choice?

Since thinking about this issue more, what do you now consider to be the Best Choice?

Best Choice

Why?

Journal Entry 7: Resources and Support[10]

For this journal entry we would like you to describe your social support network. Knowing what sources of social support are available to you will be important for reaching your career and education goals. We would like you to identify the social support that you currently have and that you would like to improve.

In doing this exercise, it will help if you begin by identifying your **social support network**:

To do this, we want you to work on your "circles of support." In the circles on the next page, we want you to make a picture *all of the people who are close and important in your life* -- the people you *really love or like* and who *really love or like* you.

Directions: As you can see, YOU are in the middle. Next, fill in the circles. That's easy enough. Here's what goes in each one:

- The **first** circle around YOU, write in the names of the people who are the *most close and important to you* -- People *you love the most* and who *love you the most*.
- The **middle** circle is for people who are *not quite as close*, but who are *still important*-- people you *really love or like*, but not *quite as much* as the people in the first circle.
- The **last** circle is for people who are *not as close as the others*, but who are *still important*--people you *still really love or like,* but not *quite as much* as the people in the middle circle. Write in their names.

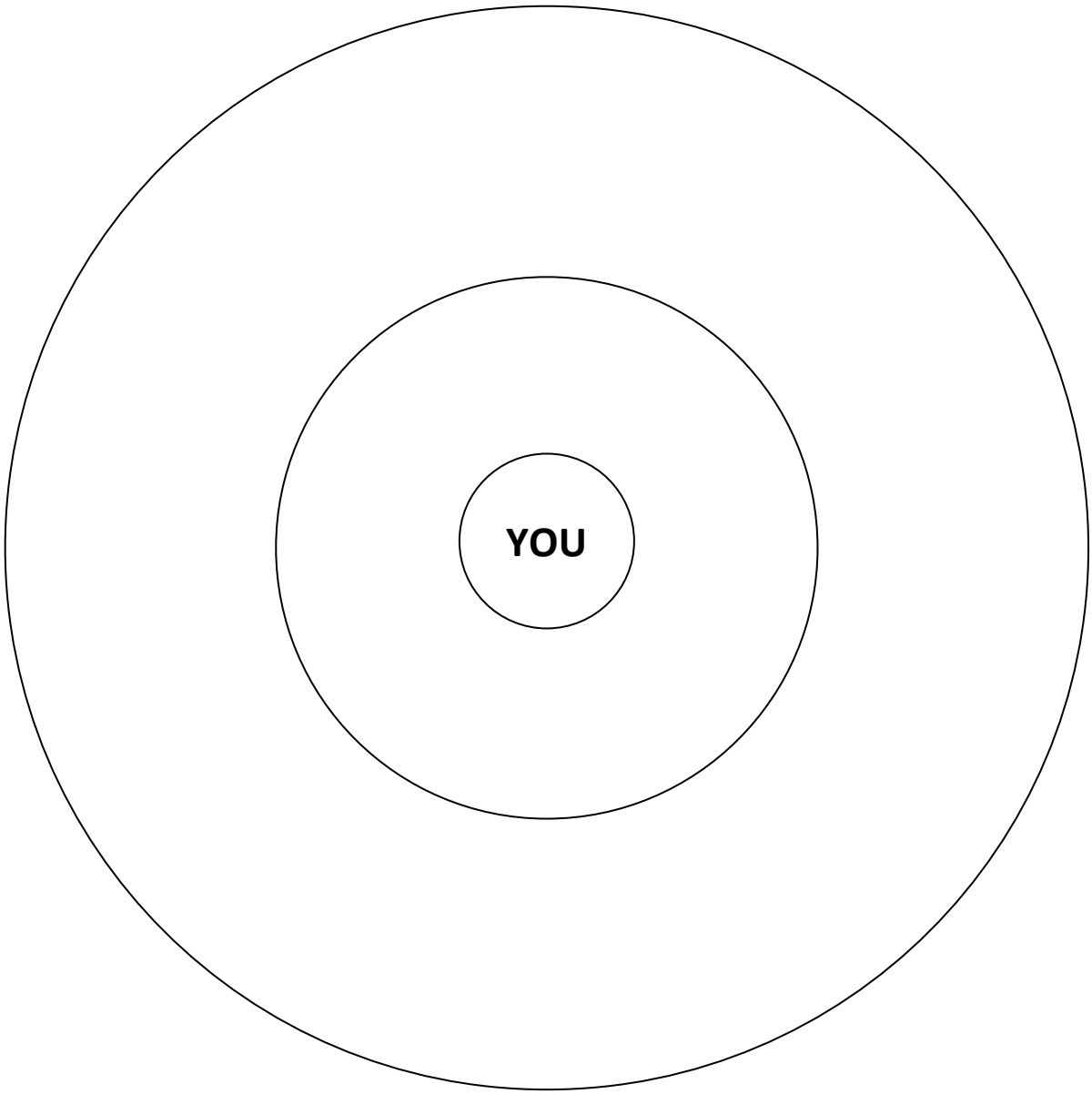
So, the first circle is for the people you *love the most*, the second circle is for people you *really love or like*, but not quite as much as the *first* ones, and the third circle is for people you *still really love or like*, but not *quite as much* as the *middle* ones

Circles can be *empty, full, or in between.* You don't need to put everyone you know in the circles-- *just* the people you love or like *very much*, and people who love or like *you* very much.

We want to have a clear understanding of who provides you support and the type of support they provide you. So after you fill in the circles, you will be making a chart to help guide us in looking for support. To make this simpler, number each person's name as you put it in a circle, starting with the number 1.

[10] Adapted from the *Miami Adult Development Project* (Kurtines, 2008)

A. Your Circles of Support



B. Circles of Support Chart

CIRCLE OF SUPPORT CHART									
1-P	2-Circle	3-Sex		4-Contact					5-Relation To You
		1 M	2 F	1 Day	2 Wk	3 Mo	4 Yr	5 Nv	(Specify: aunt, cousin, etc.)
1									
2									
3									
4									
5									
6									
7									
8									
9									

Now we are ready to work on the chart.

1-Under P are the numbers that you gave to people in your circle.

2- Under Circle, write the number of that person in your circle. (1=INNER, 2=MIDDLE, 3=OUTER)

3- Under SEX, Male or Female.

4-Under CONTACT, write about how often you see this person. (1) about every day, (2) about once a week, (3) about once a month, (4) about once a year, or (5) hardly ever or never.

5-Under RELATION TO YOU, Is person (1,2,3, etc.) a friend, or someone in your family, or what?

IF FAMILY, **Specify Exact Relation,** example: “aunt” **not** “family”.

Which people on the chart:

(Circle each person's number)

1. can you confide in?	0	1	2	3	4	5	6	7	8	9
2. reassure you?	0	1	2	3	4	5	6	7	8	9
3. would take care of you if you were ill?	0	1	2	3	4	5	6	7	8	9
4. can you talk to about your health?	0	1	2	3	4	5	6	7	8	9
5. makes you feel respected?	0	1	2	3	4	5	6	7	8	9
6. can you talk to when you are upset, nervous, or depressed?	0	1	2	3	4	5	6	7	8	9
7. would help you financially?	0	1	2	3	4	5	6	7	8	9
8. do you turn to for advice?	0	1	2	3	4	5	6	7	8	9
9. do you want as much time with as possible?	0	1	2	3	4	5	6	7	8	9

My Most Important Source of Support

Who (which person) is your single most important source of support and what does this person's support mean to you?

Why is the support of this person important and **how** important is it?

What do you like about your circle of support and want to keep the way it is (or want more of)?

What do you *not* like about your circle of support (or what you would like to change)?

Journal Entry 8: Closure[11]

For this journal entry, we want you to evaluate the progress you have made in your Transformative Goals. Look back over Transformative Goals if it helps.

A. Reviewing your Work

Describe/review what you have done, are doing, and/or plan to attain your transformative goals and achieve your career and education goals?

[11] Adapted from the *Miami Adult Development Project* (Kurtines, 2008)

Has what you have done so far worked? What do you like about the way that it is worked? What do you not like about the way that it has worked? If you do not think that you have completed what you set out to do, what are your plans for the future?

Resources

Kurtines, W. M. (2008). *The Miami Adult Development Project (ADP): Changing Lives Program Life Course Journal.* Unpublished manuscript. Florida International University, Miami.

Kurtines, W. M. (2008). *The Miami Youth Development Project (ADP): Changing Lives Program Life Course Journal.* Unpublished manuscript. Florida International University, Miami.

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Schwartz, S, J. (2000). *The Exploration Enhancement Workshop: An exploration-based approach to facilitating identity formation in young adults*. Unpublished doctoral dissertation. Florida International University, Miami.