

PRESENTER'S GUIDE

**CAREER SELF-EXPLORATION
FOR STUDENT-ATHLETES**

WORKSHOP

SupportForSport.org



PRESENTER’S GUIDE OVERVIEW

Although not always recognized as such, being a “student-athlete” is a foundational career that provides opportunities to develop leadership, communication, teamwork, motivation, ethics, creativity, problem solving, physical, coping, task execution, and organizational skills. Unfortunately, many student-athletes lag behind their non-athlete peers with regard to career readiness, failing to recognize how sport-related skills are an asset in the workplace.

This presenter’s guide provides a step-by-step explanation of a career self-exploration program for student-athletes. Participation in the “Career Self-Exploration for Student-Athletes” workshop is an initial step in the career development process. Facilitation tips and handouts are provided.

TABLE OF CONTENTS

WORKSHOP OVERVIEW

- Objectives 1
- Timeline..... 1
- Room set-up..... 2
- Presenter preparation..... 2

WORKSHOP GUIDE

- Lecture guide2
- Facilitation tips for small group workshops5
- Student-athlete handouts
 - Transferable Skills Inventory-44 (TSI)
 - Self-exploration for student-athletes

CAREER SELF-EXPLORATION FOR STUDENT-ATHLETES

WORKSHOP OVERVIEW

Objectives:

- Student-athletes will identify transferable skills that they have developed during sport participation that are valued in the world of work.
- Student-athletes will develop career self-exploration skills that are a foundation of the career development process.

Timeline: plan for 1 hour (approximately 45 minutes of content)

5 min Introduction

5 min Getting to know one another

10 min Transferable skills

1. Complete Transferable Skills Inventory
2. Score and interpret Transferable Skills Inventory

10 min Small group discussion #1

1. What do coaches and teammates look for in student-athletes?
2. What personal qualities are needed to succeed in sport?
3. What personal qualities have helped you succeed in sport?
4. What have you learned from practice?
5. What have learned from competition?

Small and large group debriefing

10 min Small group discussion #2

1. What do employers look for in employees?
2. What personal qualities are needed to succeed in the workplace?
3. What skills learned from sport practice and competition can apply to work?

Small and large group debriefing

5 min Wrap up

CAREER SELF-EXPLORATION FOR STUDENT-ATHLETES

WORKSHOP

Room set-up:

Reserve a room for the workshop. A room that allows for a U-shape arrangement of chairs or chairs and tables that can be later moved into small groups of 4-5 is ideal.

Presenter preparation:

- Read workshop guide
- Prepare self-introduction for “Getting to know one another activity”
- Make handouts (print a double-sided copy of the handout packet per student-athlete, it is nice if color copies are available for the feedback target page)
 - Transferable Skills Inventory
 - Self-Exploration for Student-Athletes
- Learn to score the Transferable Score Inventory by completing it for yourself
- Bring at least one pen or pencil **and** highlighter for each student-athlete
- Remind student-athletes about the workshop time and place

Lecture guide:

1. 5 min Introduction

Student-athletes are greeted by the presenter as they arrive. The presenter:

1. Introduces self (if needed)
2. Introduces the workshop: “Sport participation can help student-athletes develop skills that are valued in the work world. Unfortunately, many student-athletes lag behind non-athletes in terms of career development. The purpose of this workshop is to provide student-athletes with the opportunity to develop career self-awareness, identifying transferable sport-related skills that characterize them as effective employees.”
3. Provides an overview of the workshop. Describe the workshop format (questionnaire, small group discussions) and behavioral expectations.
4. Addresses administration details. Explain that the workshop will take about an hour.
5. Explains that confidentiality will be maintained and that participants should respect other workshop attendees.

2. 5 min Getting to know one another

Participants introduce themselves by stating their major, describing prior work experiences, and sharing their career interests. The presenter can start the conversation.

3. 10 min Transferable skills

The presenter explains that transferable skills are the skills that can be transferred to any career or field, regardless of where they were learned. Transferable skills are also called “Life Skills.” There are many skills that are learned through sport participation that can be transferred to the workplace.

Hand out the Transferable Skills Inventory, pens, and highlighters or markers.

Explain that the Transferable Skills Inventory (TSI) is designed specifically for athletes. Student-athletes will complete and score the Transferable Skills Inventory. After everyone has completed it, we will divide into groups and discuss career-related questions.

It is fine for athletes to take a picture of their TSI results to save for future use.

What the TSI measures:

The TSI is a 44-item self-report instrument that yields scores for 11 transferable skills. Athletes are asked to evaluate themselves in terms of their ability to listen to and cooperate with others, work in a group or team, encourage and lead others, follow rules, gather information and make decisions, motivate themselves, be organized, stay physically fit and eat healthy, be patient and manage their feelings, follow directions and stay focused, and be creative. Scoring directions are included. Athletes are asked to highlight their 3 highest scores on the Personal Feedback Target.

Some athletes may ask for or need assistance scoring the TSI.

4. 10 min Small group discussion #1

The presenter introduces the small group format as an exercise designed to facilitate conversation among student athletes regarding transferable skills. The goal of the discussion is for student-athletes to understand their sport-related assets as marketable in multiple areas.

Divide the student-athletes into groups of 4 or 5 by academic major, career interest, or another method like birth month.

Hand out the Self-Exploration for Student-Athletes worksheet. Tell the student-athletes to complete questions 1-5 on the worksheet. They will have 5 minutes to write their answers and then discuss their responses as a group.

After 5 minutes, return to a large group format and ask which small group wants to share their answers or opinions. Spend 5 minutes sharing key points. It can be helpful to highlight how student-athlete answers relate to the Transferable Skills Inventory.

5. 10 min Small group discussion #2

Tell the athletes to go back to their small groups. Give them 5 minutes to complete and discuss questions 6-8 on Part 2 of the Self-Exploration for Student-Athletes worksheet.

After 5 minutes, return to a large group format and ask which small groups want to share their answers or opinions. Spend 5 minutes sharing key points.

6. 5 min Wrap up

The presenter summarizes the purpose of the workshop, to increase student-athlete career self-awareness. The presenter then asks the athletes to summarize key ideas (and any surprises) that occurred during the workshop. When the athletes are finished speaking, the presenter can also summarize main themes.

The presenter then asks athletes, “How can you use what you learned today as you take the next step in the career process?” or “What is the next step in the career process?” Possible answers include talking with an advisor, going to the career center, and using the internet to research career interests online.

The presenter ends by thanking participants and telling them that they can refer to their Transferable Skills Inventory Feedback Target results as they proceed through the career development process.

FACILITATION TIPS FOR SMALL GROUP WORKSHOPS

Facilitating small groups composed of individuals of different backgrounds, goals, and experiences can present numerous challenges, even for seasoned group leaders. The purpose of this section is to provide you with some basic information and suggestions in the hope of making your presenter experience productive for all participants.

Goals

- *Keep the group focused on the task at hand* – Help the group to stay aware of the time allotted for each task, and when needed take an active and direct role to ensure that tasks are accomplished in a timely fashion.
- *Encourage participation and value input from all group members* – Typically, productive groups are those in which all members believe that what they have to contribute is important information. Your task is to ensure that all participants feel respected and have opportunities and sufficient time to make contributions.
- *Guide rather than control how the group solves problems* – You want to facilitate discussions on how to solve problems rather than to simply tell the group how things should be done. This approach is more likely to empower group members and foster their ownership of the strategies that were agreed upon by the group.
- *Create an environment that is psychologically and emotionally safe* – Do your best to keep personality and power struggles out of group interactions.

How to meet these goals

- *Set the tone* – Your behavior sets the norm for the group early on in the workshop. If you are distracted and off task, the group is likely to emulate or react to your behaviors.
 - Be prepared, positive, energetic, task focused, and engaging
 - Encourage participation by being an effective communicator and gatekeeper (see below)
- *Be a role model of effective communication* – As a presenter, you need to demonstrate solid interpersonal and communication skills.
 - *Encourage discussion through use of open-ended questions* (e.g., “How do you think that will play out in the world of work?”). Open-ended questions generate more information than closed questions, which can typically be answered with one word (e.g., “Do you think an employer would hire a student-athlete with that skill?”).
 - *Paraphrase responses from group members* – When you use your own words to restate comments or suggestions from participants, you not only show that you are listening and interested in their viewpoints, but you also check to make sure that you understood their intended meanings accurately.
 - *Keep the conversation focused on the task at hand* – Use selective attention to filter out unrelated information, while underscoring the relevant information that was offered.
 - *Acknowledge input, summarize key points, and provide related examples* – By using minimal encouragers like nodding and saying “Uh hum,” you demonstrate your interest in the other person’s contributions. In addition, when you summarize group members’ key points and offer related examples, you reinforce the importance of these contributions and ensure that others in the group heard and appreciate them as well.

- *Be an effective GATEKEEPER*
 - *Invite, but do not force, input from all participants* – Your goal is to get contributions from all participants. Therefore, you should invite group members to share their thoughts (e.g., “Sofia, I was wondering what you were thinking about Jake’s suggestion”), but you should not demand input if the person chooses not to share.
 - *Foster a “one voice” communication policy* – In some groups, conversations may spring up within subgroups or several individuals may talk at the same time. If this occurs you can institute a “one voice” policy such that only one person speaks at a time.
 - *In situations where one person is dominating the conversation, ask others in the group to comment or offer suggestions.* For example, “That is a good point, Kayla. Deon, how do you think that would work with your idea for using teamwork in a business setting?”
 - *Pay attention to the nonverbals for indications of group dissent or personality issues* – When facilitating the group, you should not only be listening to the person speaking, but also observe how others in the group are reacting to what and how things are being said. This strategy may help you identify potential issues that, if left unaddressed, could fester into bigger problems.
 - *Reflect questions directed to you back to the group* – Group members may ask you direct questions because they assume that you are the most knowledgeable. In general, answer questions about the workshop process directly (e.g., “How much time do we have left to discuss?”), but deflect content questions (e.g., “How would you find a job in sports broadcasting?”) back to the group by using statements like, “I have several suggestions, but I would like to know what others in the group have to offer.”
- *Strive to gain personal power*
 - *Treat everyone with respect and value their input* – In other words, treat everyone in the group as the expert on themselves and their own experience. Thank participants for sharing their thoughts even if their contributions are not directly on target.
 - *Accept your own mistakes* – If you make a mistake, let the group know. By so doing you are modeling risk taking and creating an environment where others are likely to be more willing to offer their ideas.
 - *Be consistent* – Remember to walk the talk. For example, if you instituted a one voice policy, you should not talk over someone else.
 - *Offer, but do not impose, suggestions* – You can offer suggestions, but you should do so in a manner that others feel comfortable sharing their ideas. For example, you might say something like, “I think that the transferable skills you identified can be connected to a number of different career paths. What do others in the group think?”
- *Keep it safe*
 - *Intervene and provide feedback in situations where personal verbal attacks occur* – One of the goals of facilitating an effective group is to ensure that the experience is psychologically and emotionally safe for all participants. In situations, where verbal attacks are directed at one or more group members you need to address the issue directly and keep the focus on the content and not on personality variables.
 - *Use your own body language (i.e., moving toward or between) to provide support or diffuse tension* – In times of turmoil or confusion, the group will typically look to the facilitator to resolve the situation. By simply moving forward in your chair, you demonstrate your willingness to address the issue immediately and, in some cases, this action is enough to diffuse emerging conflict between group members or to show your support for an individual in need.

STUDENT-ATHLETE HANDOUTS

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Transferable Skills Inventory – 44

This activity will help you identify the skills you have learned through sport that can be applied outside of sport. Use the following scale to indicate how your sport participation contributed to your skill development.

- 0 = **Not at all developed** through sport
- 1 = **A little developed** through sport
- 2 = **Moderately developed** through sport
- 3 = **Well developed** through sport
- 4 = **Very well developed** through sport

Write your answers on the answer sheet. For example, if your nutritional habits were well developed through your sport participation, you would place a “3” in the space for the nutritional habits item on the answer sheet.

Describe your development of the following skills as a result of participating in sports.

1. Communicating with others	23. Cooperating with others
2. Accepting your role within a team	24. Understanding your role within a team
3. Motivating others	25. Teaching
4. Behaving in a fair and ethical manner	26. Showing respect for officials
5. Thinking fast	27. Making quick decisions
6. Motivating yourself	28. Striving for success
7. Balancing multiple roles and responsibilities	29. Committing to long-term efforts
8. Physically preparing yourself	30. Staying fit
9. Performing under pressure	31. Coping with setbacks
10. Following instructions	32. Carrying out plans
11. Imagining possibilities	33. Adapting the ideas of others
12. Getting along with others	34. Respecting others
13. Being loyal to a team	35. Keeping a balance between your own and team needs
14. Directing activities	36. Delegating responsibility
15. Playing within the rules	37. Being a good winner
16. Learning new strategies	38. Revising strategy when necessary
17. Working hard for future outcomes	39. Persisting when times are tough
18. Setting realistic goals	40. Setting short-term goals
19. Getting in shape	41. Getting the most out of your body
20. Rebounding from disappointment	42. Overcoming obstacles
21. Finishing a job	43. Staying on task
22. Designing strategies	44. Coming up with new ways to do things

Transferable Skills Inventory – 44 Answer and Scoring Sheet

Use the following scale when describing your skill development as a result of participating in sports:

- 0 = **Not at all developed** through sport
- 1 = **A little developed** through sport
- 2 = **Moderately developed** through sport
- 3 = **Well developed** through sport
- 4 = **Very well developed** through sport

				Total for row
1. _____	12. _____	23. _____	34. _____	Communication. _____
2. _____	13. _____	24. _____	35. _____	Teamwork. _____
3. _____	14. _____	25. _____	36. _____	Leadership. _____
4. _____	15. _____	26. _____	37. _____	Ethics & Conduct. _____
5. _____	16. _____	27. _____	38. _____	Problem Solving. _____
6. _____	17. _____	28. _____	39. _____	Self-motivation. _____
7. _____	18. _____	29. _____	40. _____	Organization. _____
8. _____	19. _____	30. _____	41. _____	Physical Health. _____
9. _____	20. _____	31. _____	42. _____	Coping. _____
10. _____	21. _____	32. _____	43. _____	Execution. _____
11. _____	22. _____	33. _____	44. _____	Creativity. _____

After you have answered all of the items, calculate your scores for each skill category by adding the values across the rows.

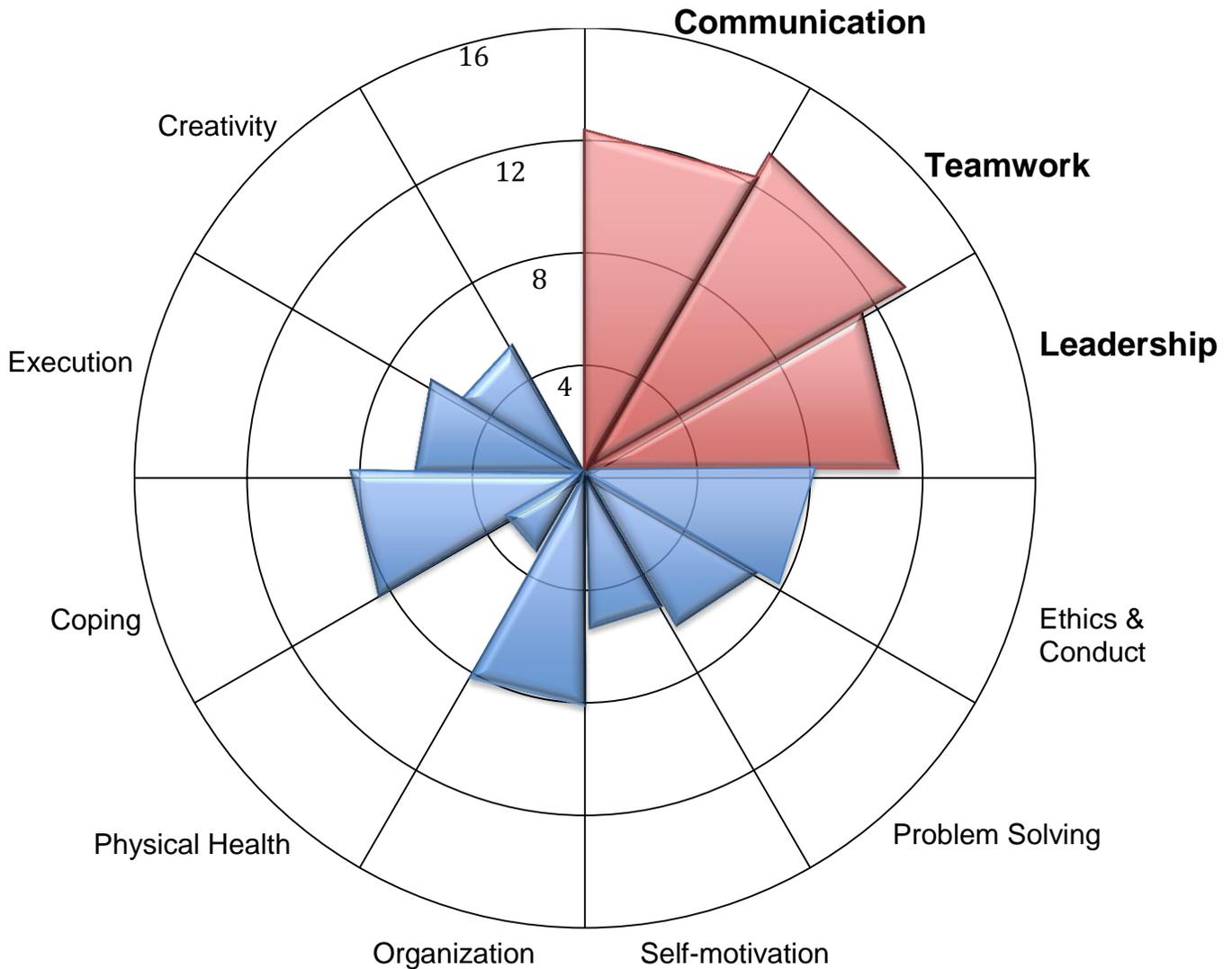
Add this way



For example, if the values for items #1, #12, #23, and #34 are 3, 4, 1, and 2 respectively, then the Communication score is a 10.

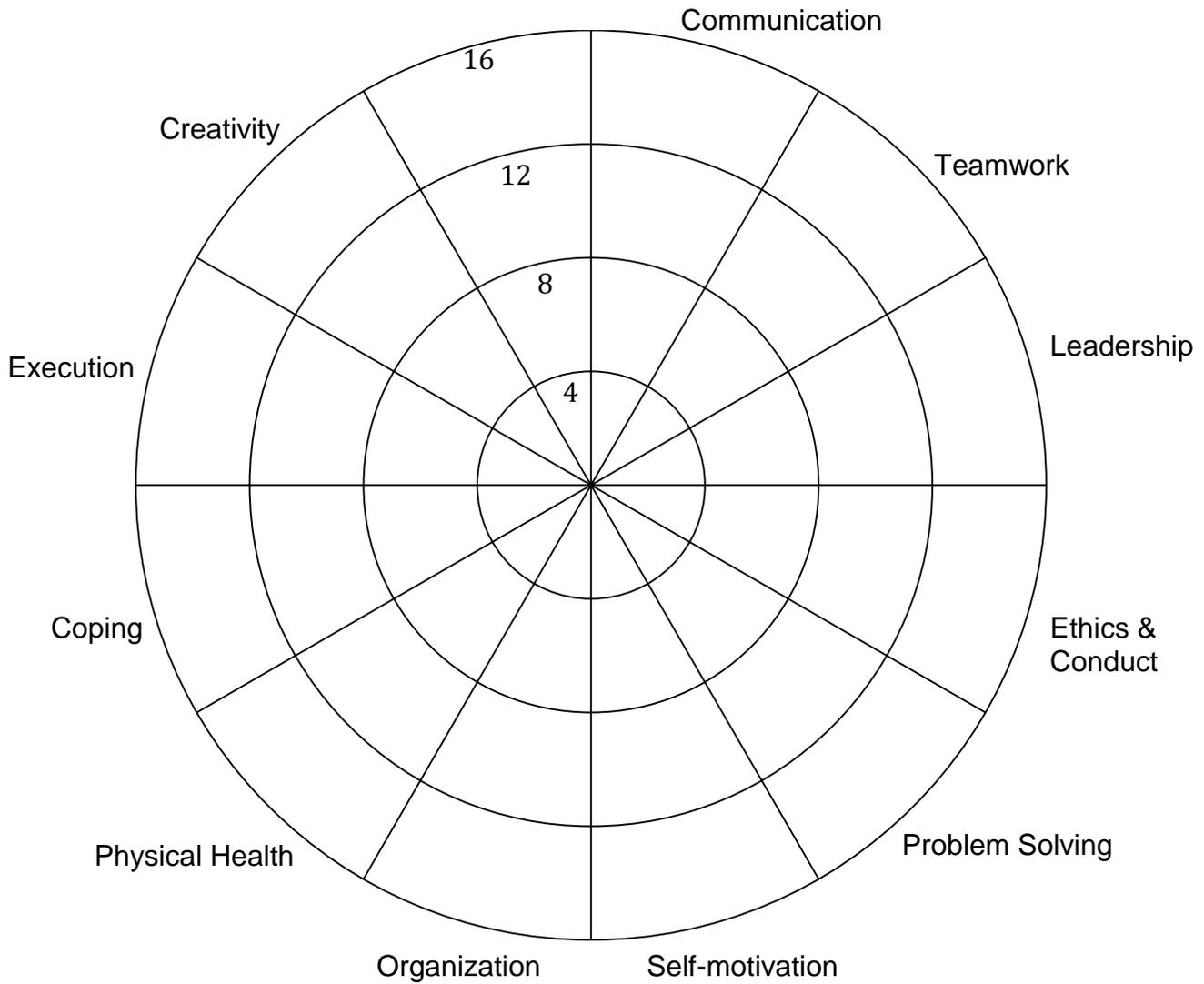
- ❖ See the Transferable Skills Additional Information sheet to learn more about each of the skill categories.
- ❖ Use the Transferable Skills Inventory – 44 Feedback Target to plot your scores for each skill category. Highlight the sectors with your three highest scores.

Example Feedback Target



- ❖ In this example, scores are plotted for each skill category according to the rings representing 4, 8, 12, or 16 points.
- ❖ The three sectors with the highest scores (Communication, Teamwork, Leadership) are highlighted in bold.
- ❖ Compile your scores on the Personal Feedback Target.

Personal Feedback Target



- ❖ Plot your scores for each skill category according to the rings representing 4, 8, 12, or 16 points.
- ❖ Highlight the three sectors with your highest scores.

Transferable Skills Inventory-44 Feedback

Highlight the rows with your 3 highest scores.

TRANSFERABLE SKILL	DEFINITION	HIGH SCORERS ARE GOOD AT JOBS THAT REQUIRE...
Communication	Ability to listen, cooperate, and build relationships with others.	Communicating with others; Getting along with others; Cooperating with others; Respecting others
Teamwork	Ability to work within a team.	Accepting your role within a team; Being loyal to a team; Understanding your role within a team; Managing a balance between your needs and team needs
Leadership	Ability to motivate and lead others.	Motivating others; Directing activities; Teaching; Delegating responsibility
Ethics & Conduct	Ability to behave responsibly, serve as a role model, and play or work within the rules.	Behaving in a fair and ethical manner; Playing within the rules; Showing respect for officials; Being a good winner
Problem Solving	Ability to analyze situations, gather information, and make good decisions.	Thinking fast; Learning new strategies; Making quick decisions; Revising strategy when necessary
Self-motivation	Ability to motivate yourself and to strive for success.	Motivating yourself; Working hard for future outcomes; Striving for success; Persisting when times are tough
Organization	Ability to organize your time and set effective goals.	Balancing multiple roles and responsibilities; Setting realistic goals; Committing to long-term efforts; Setting short-term goals
Physical Health	Ability to stay physically fit and know your physical limits.	Physically preparing yourself; Getting in shape; Staying fit; Getting the most out of your body
Coping	Ability to manage your emotions and cope with setbacks.	Performing under pressure; Rebounding from disappointment; Coping with setbacks; Overcoming obstacles
Execution	Ability to follow instructions, stay on task, and get the job done.	Following instructions; Finishing a job; Carrying out plans; Staying on task
Creativity	Ability to design new ways of doing things, notice patterns, and organize information in novel ways.	Imagining possibilities; Designing strategies; Adapting the ideas of others; Coming up with new ways to do things

