



COLORADO
Career Advising

QUICK ACTIVITIES

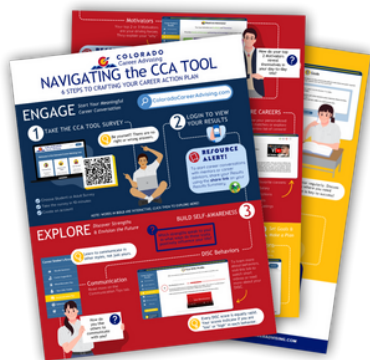
**YOUR GO-TO ACTIVITIES FOR BRINGING THE
COLORADO CAREER ADVISING TOOL TO LIFE**

These quick exercises are designed to be used with the Navigating the Colorado Career Advising (CCA) Tool Guide. They spark reflection, build career readiness, and help you integrate the CCA Tool into your setting.

WELCOME TO THE COLORADO CAREER ADVISING QUICK ACTIVITIES

HELPING YOU GET STARTED — THE EASY WAY

Getting started with career exploration doesn't have to feel overwhelming. This Quick Activity collection is your go-to tool for simple, ready-to-use activities that help you begin working with the Colorado Career Advising Tool.



The Getting Started Guide Packet

These activities are designed to complement the [Navigating the Colorado Career Advising Tool Guide](#) — they go hand-in-hand, making it easy for you to explore key insights, reflect on strengths, and build meaningful conversations with students or groups.

As an educator or career advisor, you can use these activities to guide students or career seekers through reflection, goal setting, and career readiness — whether in advisory sessions, group workshops, CTE classes, or individual meetings.

Once you're comfortable, we encourage you to explore more [Colorado Career Advising resources](#) and consider creating a scope and sequence to weave the Colorado Career Advising Tool into your long-term programming.

Start simple. Stay curious. And enjoy the journey!



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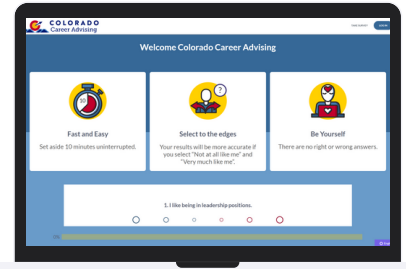


ENGAGE

Start Your Meaningful Career Conversation

I. TAKE THE COLORADO CAREER ADVISING TOOL

The Goal: Begin exploring Colorado Career Advising by taking your first step with the CCA Tool. This activity encourages reflection, responsible decision-making, and future planning.



Step 1: Facilitate Pre-Survey Context-Setting, Reflection or Discussion

Start by engaging students or career seekers in a brief individual reflection or class discussion about their strengths, interests, and decision-making habits. You can set the context within your class or school initiatives or guide them with questions like:

- What do you already know about your strengths, talents, or motivators?
- What careers have you been curious about or imagined for yourself?
- How do you usually make decisions about school, activities, or work?

Step 2: Take the Colorado Career Advising (CCA) Tool

Share the custom **"Take the Colorado Career Advising Tool"** link provided for your school, organization, or program. Remind them to answer honestly (the survey takes about 10 minutes) and help them create accounts to save their results.

Step 3: Review the CCA Tool Results

Encourage students or career seekers to explore their top strengths, motivators, and career matches after completing the survey.

Step 4: Share Insights and Start Conversations

Have them share their insights with a trusted adult to build support and spark meaningful conversations.

Step 5: Post-Survey Reflection

Facilitate a brief reflection using questions such as:

- Did anything in your results surprise or excite you?
- What's one insight you didn't expect, and how might it influence your career thinking?



The CCA Tool Results Summary Page



Share your CCA Tool Result



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II. PERSONALIZED INSIGHTS

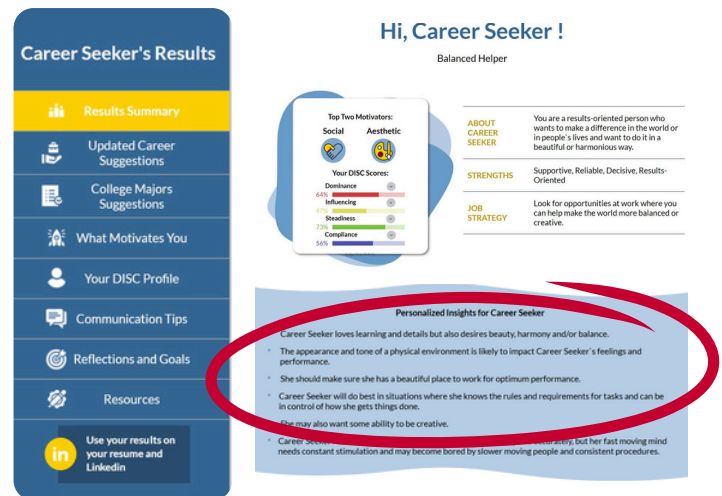
The Goal: Support students and career seekers in reflecting on their Personalized Insights and identifying meaningful advice they can apply to personal growth, relationship building, and goal setting.

Step 1: Review of Personalized Insights

Ask students or career seekers to review the **“Personalized Insights”** section at the bottom of their Results Summary. Encourage them to read through the advice carefully, noting what resonates with them.

Step 2: Have a Conversation About the Insights

Prompt students or career seekers to discuss their insights with a trusted adult, mentor, career advisor, or peer.



The CCA Tool Results Summary page, highlighting the Personalized Insights section for reflection and action planning.

Encourage open dialogue and allow space for participants to reframe or modify statements that don't fully align with how they see themselves. This step fosters reflection, self-awareness, and relationship-building.

Step 3: Pick One Insight to Remember and Apply

Invite students or career seekers to choose one statement from their Personalized Insights that feels meaningful or relevant. Guide them to reflect on:

- *Why does this insight stand out to you?*
- *How could applying this insight make a difference in your life?*

Encourage them to write down one specific action they will take to apply this insight in their daily life.



Tip:

They may also add this action as a personal goal in the Colorado Career Advising Tool.



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III. STRENGTHS

The Goal: To empower individuals to recognize, affirm, and articulate their unique strengths—cultivating self-worth, uncovering purpose, and honoring the intrinsic value in themselves and others.

Step 1: Exploring Their Strengths

Ask students or career seekers to open their Results Summary and read the **“About”** and **“Strengths”** sections. Encourage them to take note of strengths they identify with or that stand out to them.

Step 2: Facilitate a Strengths Conversation

Invite them pair up or join a small group and share one of their top strengths and an example of that strength in action.

Step 3: Encourage Strength-Based Feedback (Model + Peer Practice)

Model it: Share a student’s strength and give a specific example:

“You’re ‘Results-Oriented’—like when you led your group and kept everyone focused. That showed strong leadership!”

Then ask: *“Have you noticed this in yourself?”*

Peer Practice: In pairs, take turns:

1. Name one of your partner’s strengths.
2. Share a time you saw them use it.
3. Affirm why it matters.

Tip: Be specific and kind—it builds confidence and connection.



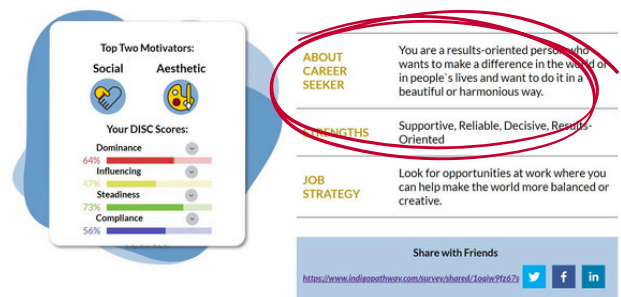
Optional Add-On: Classroom Reflection & Discussion

You can guide a discussion using the following questions:

- What is your favorite strength?
- How do you apply this strength in school, activities, or at home?
- How could this strength help you succeed in your future career?

Hi, Career Seeker !

Balanced Helper



The CCA Tool Results Summary page, highlighting the “About” and “Strengths” sections — a starting point for recognizing and sharing personal strengths.



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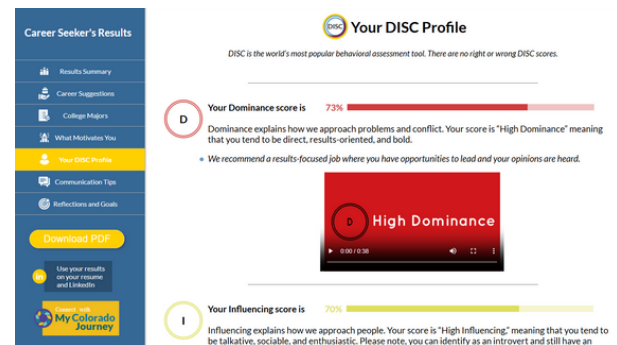
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IV. DISC BEHAVIORS

The Goal: Understand students or career seekers' DISC profile, recognizing how their behavioral styles show up in daily life, and reflecting on how this awareness can guide their relationships, environment preferences, and career exploration.

Step 1: Exploring The DISC Profile

Ask students or career seekers to open the **"Your DISC Profile"** tab on their Results Summary and watch the corresponding videos for each DISC style. Encourage them to notice traits they connect with — especially their highest scores, lowest scores, and any bridge scores.



The CCA Tool Results DISC Profile tab

Step 2: Facilitate a DISC Reflection Discussion

Use the following example questions to guide individual reflection or group discussion:

- *What are your most prominent DISC traits?*
- *How do these traits show up in your life?*
- *After watching the DISC videos, what words would you use to describe how these traits show up for you?*
- *What type of work or learning environment do you think would fit your DISC style best?*
- *Do you know people who seem to act or think differently from you? How do their DISC styles complement or balance yours?*
- *What do you appreciate about those differences?*

Step 3: Use the DISC Reference Guide

Share the DISC Reference Guide as a tool to help participants better understand their DISC traits and use it to support thoughtful responses to the reflection questions.



Note

Every DISC score is a strength and useful for picking best fit job roles. There are no right or wrong DISC traits — DISC helps people understand the environments and job roles where they thrive. **"How"** they do the job.

DISC Reference Guide



Behavior Style	People with this style have a difficult time in...	Communication with people having this style:	Ideal environments for this style:	Job Tips
High D Direct Forceful Bold	...situations where they can't express themselves.... controlled environments.... people without opinions.	Be clear. Don't be intimidated. Get to the point.	Competitive. Results-oriented. Opportunities to lead.	Results-focused job.
Low D Cooperative Agreeable Peaceful	...anger-charged situations.... competitive projects and programs.	Connect personally. Ask questions. Stay calm.	Collaborative. Low conflict.	Jobs with little confrontation.
High I Talkative Sociable Enthusiastic	...lecture-based classes.... being alone too long.... impersonal, business-like instruction.	Be friendly. Act enthusiastic. Speak warmly.	Friendly. Group projects. Class discussions.	Must work with people.
Low I Reserved Reflective Listens	...facilitating groups.... activities with prolonged interaction, especially without reflection time.	Don't crowd them. Short dialogues. Give time to process.	Independent projects. Classes that do not grade for verbal participation.	Jobs where you don't need to talk too much.
High S Loyal Patient Understanding	...quickly changing activity.... chaotic classrooms.... confusion/lack of clarity in instructions.	Be soft. Speak calmly. Be patient.	Well-defined expectations. Clear path to graduation/ success.	Jobs with stability and clear expectations.
Low S Flexible Restless Impulsive	...monotonous classes....highly structured situations with minimal choice or flexibility.	Be spontaneous. Show emotion.	Flexible course work. Room for change and variety.	Jobs with a variety of tasks and adventure.
High C Precise Conscientious Cautious	...tasks and grading systems without clearly-defined expectations....risky situations.	Be accurate. Be factual. Be realistic.	Structured activities where quality matters. Classes with a detailed syllabus.	Jobs where quality and detail matter.
Low C Unsystematic Instinctive Avoids details	...assignments with lots of rules to follow....activities that demand quality and detail.	Big picture focus. Talk fast. Be casual.	Broad view. Low detail assignments. Few rules and structure.	Jobs with freedom from rules and micromanaging.



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V. COMMUNICATION TIPS

The Goal: Develop self-awareness and social awareness by recognizing their own communication preferences and learning to adapt their style to connect more effectively with others—fostering empathy, collaboration, teamwork, and stronger relationships.

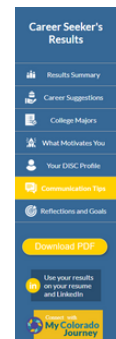
Step 1: Explore the Importance of Communication Skills

Begin with a brief discussion or journal prompt:

Why is effective communication important in school, relationships, and the workplace?

“Nearly 97% of employees report that communication affects how well they perform their tasks every day”

— Time and Apollo Technical



Communication Tips

Top communication tip

You prefer direct communication that provides all the details necessary to make decisions but with space for the conversation to change quickly from topic to topic.



Because you scored High Dominance

- You prefer a direct, unfiltered communication style where people are clear and get to the point quickly.
- Be aware that some people who may be intimidated by your direct communication style might try to speak in a slower and more collaborative manner.
- An unintended impact of your high level of directness is that people might misinterpret your behavior as overly competitive or opinionated.

The CCA Tool Results Communication Tips section

Step 2: Discover Your Style

Open the **Communication Tips** tab. Read all the tips, paying special attention to the **top tip at the top of the page**—this one summarizes how others can best communicate with them.

Step 3: Reflect on Impact

Lead a discussion or have them reflect individually on questions like:

- *How do these communication tips show up in real life?*
- *When has someone communicated well with you—or not?*

Step 4: Practice with Others

Pair them with a classmate who has a different DISC style. Invite them to take turns sharing a short message (such as giving feedback or asking for help), encourage them to adjust their tone and approach to match their partner's style. Then, discuss:

- *What did you notice? How can adapting your style improve communication and reduce misunderstandings?*
- *Are there people in your life with whom you find communication challenging?*
- *How might the DISC model help explain those challenges?*

Tip: They can also use the Communication column in the DISC reference guide.



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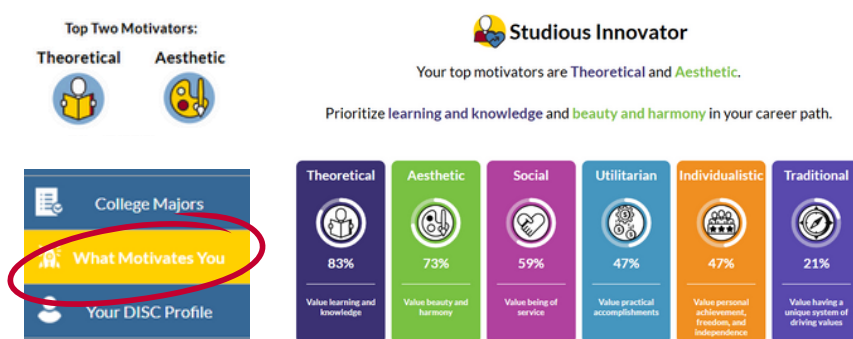
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VI. MOTIVATORS

The Goal: To understand a student or a career seeker's top motivators, reflect on how these impact their decisions and career interests, and explore ways to align activities and environments with their motivators for personal and professional success.



The CCA Tool Results Summary Motivators section

Step 1: Identify Top Motivators

Ask students or career seekers to review their Results Summary and identify their **top two Motivators**.

Step 2: Explore Motivators with Reflection and Discussion

Have them watch the videos for their top two Motivators on the Results Summary page. Discuss what these Motivators mean for them personally – how they influence their choices, values, and work preferences.

Step 3: Brainstorm Motivator-Aligned Activities and Careers

Work together to identify activities, environments, or opportunities that support and align with each participant's Motivators. Use these prompts for discussion:

- How can you engage more in activities that align with your Motivators?
- What kinds of jobs, careers, or companies might reflect these Motivators?

Note: You can also encourage participants to explore the Motivators in Careers page of IndigoPathway: www.indigopathway.com/motivators-in-careers

Step 4: Use the Motivators Reference Guide

Share the Motivators Reference Guide as a helpful tool for understanding how different Motivators connect with activities and career/major paths.

Motivator Reference Guide



Motivators	Things to Do	Activities You Might Enjoy	Major / Career Ideas
Theoretical  Value learning and knowledge	Continuing education. Start a blog. Research. Experiment. Work in a bookstore.	Research-based tasks. Lectures with lots of facts or high concept load. Robotics and science clubs. Continuous education and learning opportunities.	Science, R&D, Astronomy, Engineering, Education, IT, Mathematics, Economics, Journalism, Law, Medicine, Aerospace, Think Tanks, Healthcare, Psychology.
Utilitarian  Value practical accomplishments	Get a paying job. Internships to enhance your resume. Build something tangible.	Assignments that connect to the real world (experiential learning). Explicit connections between things you are learning and how you can use them to reach your goals. Real-world mentors. Business and finance programs.	Sales, Finance, Entrepreneurship, Law, Programming, Medicine, Consulting, Accounting, Engineering, Real Estate, Construction, Trade Jobs, Software Development.
Aesthetic  Value beauty and harmony	Volunteer outdoors. Decorate your room. Participate in a local music or art festival.	Beautifying the community/school. Hands-on, creative self-expression. Harmony in the classroom & world. Physical environment matters!	Visual Arts, Architecture, Event Planning, Design, Culinary Arts, Music, Environmental Studies, Landscaping, Marketing/PR, Outdoor/Adventure.
Social  Value being of service	Peer Mentor/Tutor. Community Service. Non-profits. Homeless volunteering. Animal care.	Opportunities to help others in activities and assignments. Learning about things that make a difference in the world. Serving peers and community members.	Non-Profits, Social Entrepreneurship, Corporate Social Responsibility, Education, Healthcare and Social Services, Community Programs, Physical Training, Psychology.
Individualistic  Value personal achievement, freedom, and independence	Assist a local political campaign. Start your own business. Create your own music. Participate in individual sports.	Opportunities for public recognition in class or job. Independent learning and freedom. Control over assignments and delivery of that assignment. Theater, student government, music performance, leadership programs.	Entrepreneurship, Politics, Chef, Public Speaker, Consulting, Driver, Actor/Singer, Pilot, Outdoor/Adventure Jobs, Investment Banking, Accounting, Gaming, Trade Jobs such as Welding, Plumbing, Masonry etc.
Traditional  Unique system of core values	Help local military groups and veterans. Volunteer at your religious institution. Work with cultural or government groups. Family time.	Opportunities to share your beliefs with others. Assignments and activities that align with your core values. Joining a cultural or religious group.	Government, Education, Banking, Military, Engineering, Health Services, Insurance, Religious Roles, Lobbying, Oil and Gas Jobs, Quality Control, Industrial Jobs, Activism.



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VII. CAREER EXPLORATION

The Goal: To actively explore career options, reflect on students or career seekers' interests, and learn how career choices align with their strengths, motivators, and goals.

Step 1: Exploring Career Matches

Ask students or career seekers to open the **Career Suggestions** page and select the "Suggested" tab.

The CCA Tool Results Career Suggestions section

Use the red thumbs down to archive careers you don't like.
Use the green thumbs up to save careers that interest you.
If you don't see a career you're looking for, go to the "All" tab,
search for it, and favorite it using the thumbs up button.



Remind them that their goal is to rate as many careers as possible — positive or negative — to learn about their options.



Optional Add-On: Explore College Major Suggestions

Invite them to explore the **College Major Suggestions** page the same way:

- Use thumbs up or thumbs down to sort suggested majors.
- Search for specific majors in the "All" tab.



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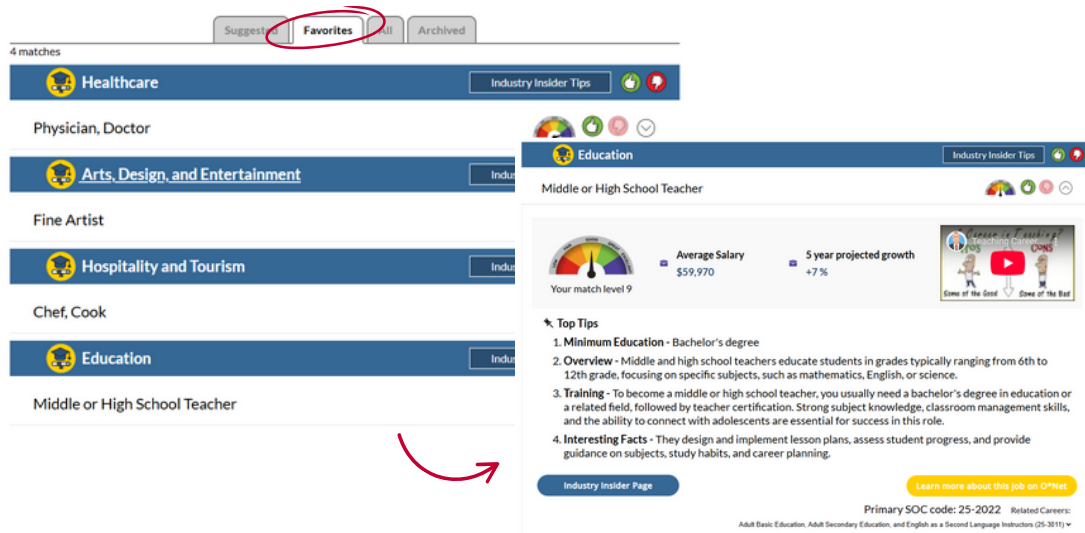


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VII. CAREER EXPLORATION

Step 2: Explore Saved Careers in Depth

Direct students or career seekers to open the “Favorites” tab on the Career Suggestions page to see their saved careers.



In-depth view of saved careers from the “Favorites” tab—explore details, top tips, videos, and more.

Encourage them to explore individual careers by clicking the drop-down arrow to view top tips, average salary, and short videos.



Optional Add-On – Group Reflection and Discussion

Facilitate a group discussion or individual reflection using these questions:

- Which careers did you choose to explore?
- Did you research a career that was new or unfamiliar to you?
- Which careers align with your strengths, and why?
- Do you know anyone with these careers you can network with or ask to job shadow? If not, brainstorm ways to grow your network or get involved in associations, clubs, or communities who support these careers.



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VII. CAREER EXPLORATION



Optional Add-On: Explore Career Technical Education (CTE) Programs

After reviewing your Career Matches and College Majors tabs in Colorado Career Advising Tool, take your exploration further by diving into real-world learning opportunities that may already exist in your school or district. This CTE section helps you connect your interests to hands-on experiences, certifications, and career pathways you can start now.

Here's how to begin:

- **Explore Local CTE Programs**

- What career-focused classes, academies, or pathway programs are offered at your school or district? Check with your counselor or school website for CTE options in fields like healthcare, business, trades, IT, culinary, and more.

- **Check Out CTSOs (Career and Technical Student Organizations)**

- These organizations connect learning to leadership and careers. Ask which CTSOs are available in your district—like:
 - FFA (agriculture & leadership)
 - DECA (business & marketing)
 - SkillsUSA (skilled trades & tech)
 - FBLA (business & leadership)
 - HOSA (health sciences)

- **Use the CTE Career Cluster Wheel**

- Explore the Career Clusters to see how your CCA Tool results align with broader industry pathways. This national framework helps connect your interests and strengths to potential careers and education paths.



The Career Cluster Wheel

- **Dive into [Indigo's Industry Insider Pages](#)**

- Click the Industry Insider Info next to careers in your CCA Tool results. These pages align with national career clusters and give deeper insights into emerging job roles, skills needed, real-life salary ranges, associations, and other industry resources.



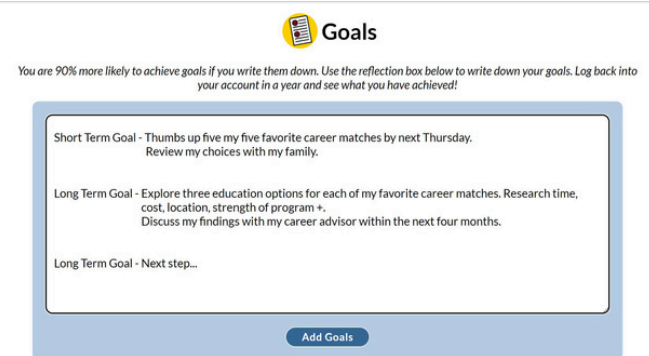
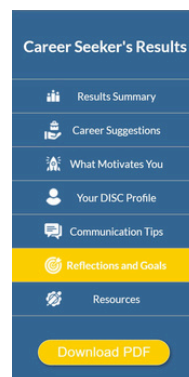
VIII. REFLECTION AND GOAL SETTING

The Goal: Set meaningful career goals based on their strengths, interests, and motivators while encouraging exploration of local programs and education pathways that support their future plans.

Step 1: Setting Career Goals

Guide students or career seekers to open the “Reflections and Goals” section on their CCA Tool Results Summary page.

Encourage students to select a reflection question (or assign one as a writing prompt), and guide them to enter their goals into the text box to begin building a personalized career plan.

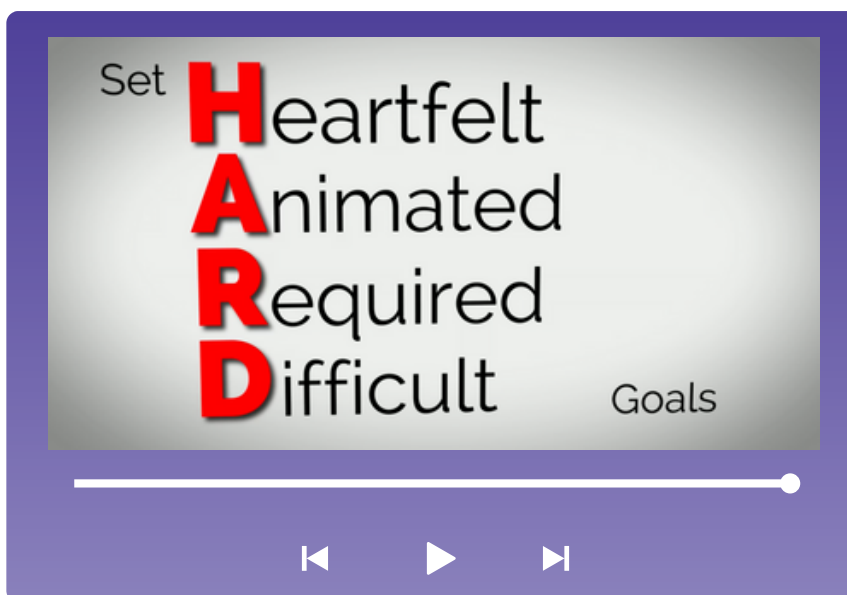


The CCA Tool Results Reflections and Goals section



Let them create a mix of small and large goals.

Short-term = daily, weekly, monthly
Long-term = 1-5 years



NOTE: Click on the video thumbnail to view the HARD Goals video

Share the **HARD Goal Setting** approach for participants who want to deepen their goal-setting skills.

Encourage participants to think about how they can make their career goals Heartfelt, Animated, Required, and Difficult (HARD).



IX. ACTION PLAN

The Goal: Support students or career seekers in turning their goals into actionable steps by creating a clear action plan that promotes accountability, time management, leveraging networks, and goal achievement.

Step 1: Introduce the Action Planning Process

Explain that setting a goal is the first step — but breaking it into small, manageable actions is key to making progress. Encourage them to use an Action Plan Form to map out how they will achieve their goals.

Step 2: Completing the Action Planning Form

Provide the [Action Planning Form \(download or digital version\)](#), and have them fill out the following sections:

- **Action Step:** Choose a goal from their previous reflection or career plan. Write the first action they will take toward this goal.
- **Timeline:** Set a realistic yet challenging due date for completing the action step.
- **Resources Needed:** Identify what tools, support, or information are needed to complete this step.
- **Accountability Plan:** Decide how they will stay on track — suggest finding an accountability partner or setting regular check-ins.



The Action Planning Form

Step 3: Encourage Ongoing Review and Adjustment

Remind participants that an action plan is a working document. Encourage them to review their progress, celebrate small wins, and make adjustments as needed.



Pro Tip for Meaningful Career Planning:

You can use the Colorado Career Advising tool and Action Plan to support Colorado's career planning requirements—such as Colorado's ICAP. The reflection, goal-setting, and career exploration features all align with the self-awareness, planning, and documentation components required by these frameworks.



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