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PERSONAL AND SOCIALLY CONSTRUCTED DEVELOPMENTAL GOALS



- Adolescence is an important time and involves changes and challenges, and opportunities
- Youth are on the look out for their identity
 - Exploring new roles
 - Can encounter challenges and opportunities
- Gaining autonomy and independence, setting personal goals, making plans, and developing values and ethics are crucial

Source: Hui & Tsang, 2012



Self-Determination (SD)

SD =

- Achieve personal and developmental goals
- Self-directed actions consistent with one's own thoughts and beliefs
- Intentional and conscious decision-making

SD fostered by

- independent thinking
 - Self advocacy
 - Support for autonomy
 - Support for living according to values
-
- SD encourages youth to make changes in their lives and/or to influence their lives

Source: Hui & Tsang, 2012



- Autonomy arises out of experience, the experience controlling one's environment
- Environments give different opportunities for autonomy
- Youth perception is crucial
 - Autonomy can be difficult to measure in youth.
 - Can measure by asking people about the activities that they are involved in and are they self-chosen?
- Autonomy can also be promoted in all parts of youth's lives and is key to well-being and development

Source: Bridges, 2003

EXAMPLE

- Students may complete their homework because they're interested in learning or they find value in what they might learn. These types of decisions to complete homework may be associated with higher levels of autonomy because they were consciously made by the youth and are of intrinsic interest that require self-regulation.
- Conversely, youth may complete homework to avoid feeling guilt, this example is reflective of low autonomy because students may feel that they don't have a choice and are somewhat forced to do the homework as opposed to choosing to do it.



Career Development

Career development is lifespan and important in positive youth development and improving the lives of youth and adolescents

EXAMPLE:

- Young children begin thinking about what their future jobs
- During adolescence, exposure to career, vocational identities and trainings
- The ways in which youth and adolescents see themselves are related to vocational and developmental tasks
- Greater well-being and diminished distress in adolescence and young adulthood

Promoting Career Development

- Developing a vocational identity, interests, abilities and talents
- Explore the possibilities interests and skills align or misalign with specific careers, and overall identity and self development



Reflection Questions

1. How might you encourage adolescents and youth to reflect on and explore their career development in your program?
2. What questions can you ask youth and adolescents to help them consider their career development?
3. How can you help youth and adolescents take action towards their career development and goals?
4. What are local resources you can refer youth and adolescents to in order to help them develop their career goals? (i.e., programs, personnel, technology, etc.).



Supporting Academic sources for these slides:

Bridges. (2003). Autonomy as an element of developmental well-being. In Well-Being: Positive Development Across the Life Course (pp. 167–176).
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CREDITS

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