

Goal-Driven Career Plan

Unit: World of Work Skills

Problem Area: Map Career Paths

Lesson: Goal-Driven Career Plan

■ **Student Learning Objectives.** Instruction in this lesson should result in students achieving the following objectives:

- 1 Evaluate career options.**
- 2 Identify an appropriate career match.**
- 3 Describe the education and training required to achieve a career goal.**

■ **List of Resources.** The following resources may be useful in teaching this lesson:

Kimbrell, Grady, and Ben S. Vineyard. *Succeeding in the World of Work*. Glencoe/McGraw-Hill, 2008.

Miller, Roger LeRoy, and Alan D. Stafford. *Economic Education for Consumers*, 3rd ed. Thomson South-Western, 2006.

“Occupational Outlook Handbook,” *U.S. Department of Labor*. Accessed May 27, 2008. <<http://www.bls.gov/oco>>.

O*NET resources. Occupational Information Network. Accessed May 27, 2008. <<http://onetcenter.org>>.



■ List of Equipment, Tools, Supplies, and Facilities

- ✓ Overhead or PowerPoint projector
- ✓ Visual(s) from accompanying master(s)
- ✓ Copies of sample test, lab sheet(s), and/or other items designed for duplication
- ✓ Materials listed on duplicated items
- ✓ Computers with printers and Internet access
- ✓ Classroom resource and reference materials

■ Terms. The following terms are presented in this lesson (shown in bold italics):

- ▶ apprentice
- ▶ career
- ▶ continuing education
- ▶ job
- ▶ on-the-job training
- ▶ trade schools
- ▶ values
- ▶ vocational-technical centers
- ▶ Web-based learning

■ Interest Approach. Use an interest approach that will prepare the students for the lesson. Teachers often develop approaches for their unique class and student situation. A possible approach is included here.

Have the students list their individual interests and hobbies. Then ask the students to make a second list of the skills they currently possess. (Some examples are word processing, text messaging, emailing, reading, leading, and organizing.) On the same sheet of paper, students should list their values. (Some examples are honesty, loyalty, friendship, and time with family.) Finally, they should list their dream jobs. Ask one student to volunteer his or her answers and to write them on the chalkboard in this order: (1) dream job; (2) interests and hobbies; (3) skills; and (4) values. Ask the student and then the class if the interests, hobbies, skills, and values fit the dream job career choice. Why, or why not?

If no one volunteers, use the following example. The student's dream job is to be an elementary school teacher. The student's interests include babysitting because he or she likes children. In terms of skills, the student is patient and kind; the student's values include family and helping others. In this case, the student's dream job and his or her interests, hobbies, skills, and values fit the career choice.

Explain that careers do not just happen; careers are planned. Finally, ask the students to brainstorm ways to learn more about careers of interest (e.g., the Internet, library, school guidance office, career center, employment agencies, etc.). NOTE: Students could begin to complete the first column of LS-A during the introduction.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1: Evaluate career options.

Anticipated Problem: What is a career?

- I. A **career** is an occupation to which an individual has made a long-term commitment. Many jobs comprise a career category. A **job** is a set of tasks that an individual accomplishes as he or she works. For example, a career in banking may include the following job titles: teller, loan officer, bank manager, auditor, accountant, or bookkeeper.
- A. Before considering career choices, students should consider the following personal information:
 1. Personal **values** (beliefs and principles)
 2. Personality
 3. Skills and aptitudes
 4. Hobbies and interests
 5. Education and training required
- B. Based on personal information, students should investigate different careers of interest. Career information is available from many sources.
 1. A general Internet search involves using key words, such as “career” and “banking.” A more refined search would add more specific key words, such as “accountant” or “home loan officer.”
 2. School or private guidance services provide many print sources and local contacts that may even assist in locating internships.
 3. Libraries provide many resources, including reference librarians; online and traditional career search processes; and local, national, and worldwide newspapers and journals.
 4. Internet Web sites are often of interest to first-time job seekers (See the “List of Resources.”)
 - a. Occupational Information Network (O*NET)
 - b. U. S. Department of Labor’s *Occupational Outlook Handbook*, which includes the following information:
 - (1) Training and education required by a career cluster and by job-specific titles
 - (2) Expected earnings for career clusters and for specific jobs
 - (3) Job openings outlook
 - (4) Job duties

Using a computer with Internet access that is attached to an LCD projector, go to the U.S. Department of Labor Web site <<http://www.bls.gov/oco>> or to the Occupational Information Network (O*NET) <<http://onetcenter.org>> to illustrate free and updated information that is available to first-time job seekers.

Objective 2: Identify an appropriate career match.

Anticipated Problem: How do you identify a good career match?

- II. Personal information should be compared with the career information gathered from the resources. A rating system should be used to determine a good match.
 - A. What is the job outlook for this career?
 - B. Are personal values a good match with this career?
 - C. Do the day-to-day job duties match personal interests?
 - D. How do the hours and work environment match personal preferences?
 - E. What personal skills and aptitudes match those required for this career/job?
 - F. What education and training are required for this career?

Use VM–A as an example of a rating system. Use LS–A to review a student’s personal information and career goals. If time permits, you may direct the students to access a free career aptitude test online. Some examples are <<http://www.careerexplorer.net/aptitude.asp>> and <<http://www.funeducation.com/Tests/BusinessManagementAptitude/TakeTest.aspx>>.

Objective 3: Describe the education and training required to achieve a career goal.

Anticipated Problem: How do you describe the education and training required for a career?

- III. The level of education or training required for a career will be based on the field and the position being sought within that field (e.g., an entry-level position or a professional position).
 - A. Specific degrees or certificates are required for many careers.
 - B. There are a variety of education and training options.
 1. **Web-based learning** includes online and/or computer-based training. These options use interactive technologies (e.g., computers, the Internet, and CD-ROMS).
 2. **On-the-job training** is on-site instruction and involves practicing the performance of a particular job.
 3. An **apprentice** is someone who learns how to do a job through hands-on experience under the guidance of a skilled worker and/or a mentor.

4. **Vocational-technical centers** are usually public schools offering a variety of skills-oriented programs (e.g., courses in welding, culinary arts, drafting, building trades, business, marketing, electronics, and graphic design).
 5. **Trade schools** are often privately operated institutions that train students for a particular profession.
 6. Community colleges offer two-year programs for associate degrees in addition to certificate programs.
 7. Colleges and universities are public and private and typically offer undergraduate degrees (four-year programs, typically) in many college programs (e.g., education, performing arts, aviation, art, business, computer technology, and more).
- C. Other sources of information about education and training options may be acquired by contacting the:
1. State employment office
 2. Armed forces processing center
 3. Adult education programs (**continuing education**)
 4. Veterans services centers
 5. Job training offices (public and private)
 6. Human resources departments (public and private)

Write the terms in this objective on note cards (one per note card), and write the definitions on note cards. Divide the students into groups. Each group should receive one note card and then should find the group with the “other half.” When the groups have the term and the definition, they should create a visual to represent it.

- **Review/Summary.** Use the student learning objectives to summarize the lesson. Have students explain the content associated with each objective. Student responses can be used in determining which objectives need to be reviewed or taught from a different angle. Questions at the ends of chapters in the textbook may also be used in the review/summary.
- **Application.** Use the included visual master and lab sheet to apply the information presented in the lesson.
- **Evaluation.** Evaluation should focus on student achievement of the objectives for the lesson. Various techniques can be used, such as student performance on the application activities. A sample written test is provided.

■ **Answers to Sample Test:**

Part One: Matching

1. b

2. g
3. e
4. h
5. d
6. c
7. f
8. a

Part Two: Short Answer

1. *Occupational Outlook Handbook*
2. Answers will vary and may include O*NET, <http://www.monster.com>, and the *Occupational Outlook Handbook*.

Part Three: Completion

1. career or job
2. rating system
3. value
4. guidance
5. vocational-technical center, trade school

Goal-Driven Career Plan

► Part One: Matching

Instructions: Match the term with the correct definition.

- | | |
|--------------------------------|------------------------|
| a. continuing education | e. Web-based learning |
| b. career | f. trade school |
| c. vocational-technical center | g. job |
| d. apprentice | h. on-the-job training |

- ____ 1. An occupation to which an individual makes a long-term commitment
- ____ 2. A set of tasks accomplished at work
- ____ 3. Computer-based training that uses interactive technologies (e.g., computers, Internet, and CD-ROMS)
- ____ 4. On-site instruction to perform and practice a particular job
- ____ 5. Someone who learns how to do a job through hands-on experience under the guidance of a skilled worker and/or a mentor
- ____ 6. A school that offers a variety of skills-oriented programs (e.g., welding)
- ____ 7. A privately run institution that trains students for a particular profession
- ____ 8. Formal courses of study designed for adult students



▶ Part Two: Short Answer

Instructions: Complete the following.

1. What is the name of the U.S. Department of Labor publication that provides information on training and education requirements, expected earnings, job openings outlook, and job duties?

2. List three resources you used during the career rating system task that helped you determine your level of compatibility with your dream job.

▶ Part Three: Completion

Instructions: Provide the word or words to complete the following statements.

1. For a general Internet search about career exploration, use key words such as _____ and _____.
2. You could use a _____ to see if your personal information and a particular career are a good match.
3. Before considering a career choice, you should consider what you _____ (your beliefs and principles).
4. Career information is available through your school's _____ office.
5. You can earn a welding certificate by attending a _____ or a _____.

CAREER RATING SYSTEM

Name: Jill Smith

Career/Dream Job: Elementary Education Teacher

Personal Information	Career Information	Match (Low = 1 to 10 = High)
Values Family Helping others	Career values Interest in helping others Honesty, fairness	9
Interests/hobbies Reading Gardening Love math	Career duties and responsibilities Working with children in all subject areas Preparing lesson plans Keeping organized records of student progress	7
My personality Outgoing Imaginative Creative	Personality type suggested Friendly Creative Outgoing	9
Skills and aptitudes Great organizational skills Good communicator	Skills and aptitudes required Good with children and adults Great organizational skills	9
Education/training Acceptable College (4 years)	Education/training required Minimum (four-year) bachelor's degree	9

Rating Guide:

40 to 50 points	Excellent match to your personal information
30 to 39 points	Good match to your personal information
20 to 29 points	Fair match to your personal information
Less than 20 points	Poor match to your personal information

In what ways is this career/dream job a good match?

In what ways, if any, is this career/dream job a poor match?

What advice would you give Jill?

Career Rating System

Purpose

The purpose of this activity is to assist you in matching your career choice to your personal information.

Objectives

1. List your personal information.
2. Determine if your dream job/career is a match to your personal information.

Materials

- ◆ lab sheet
- ◆ writing utensil

Procedure

1. Using the blank career rating system, complete the first column with your personal information. List two to three items in each category.
2. Identify a career of interest to you, and use a variety of resources (including the Internet) to complete the second column (Career Information). List two to three items in each category. The *Occupational Outlook Handbook* is a good resource and can be accessed from the following Web site: <<http://www.bls.gov/oco>>.
3. Compare the two columns. Self-rate each category between 1 (low match) to 10 (high match) in the third column. Compare your score with the Rating Guide.
4. Answer the three questions below the chart, and turn in your Career Rating System sheet to your teacher for review.



Career Rating System

Name:

Career/Dream Job:

Personal Information	Career Information	Match (Low=1 to 10=High)
Values	Career values	
Interests/hobbies	Career duties and responsibilities	
My personality	Personality type suggested	
Skills and aptitudes	Skills and aptitudes required	
Education/training acceptable	Education/training required	

Rating Guide:

- | | |
|---------------------|--|
| 40 to 50 points | Excellent match to your personal information |
| 30 to 39 points | Good match to your personal information |
| 20 to 29 points | Fair match to your personal information |
| Less than 20 points | Poor match to your personal information |

In what ways is the career you investigated a good match for you?

In what ways, if any, is the career you investigated a poor match for you?

Explain your answers.