

Career Planning

Unit: Career Exploration

Problem Area: Career Planning and Job Seeking

Lesson: Career Planning

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

- 1 Define values, aptitudes, and interests.**
- 2 Relate values, aptitudes, and interests to a variety of health care careers.**
- 3 Formulate a career plan based on identification of personal values, aptitudes, and interests.**

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

“Assess Yourself: Target Your Interests,” *Career Zone*. Accessed August 3, 2007. <https://www.nycareerzone.org/flash/assessment/index.jsp;jsessionid=00016kcGCKrs_60LlICdcxfyMn:-1>.

Badash, Shirley, and Doreen Chesebro. *Introduction to Health Occupations: Today's Health Care Worker*, 6th ed. Prentice Hall, 2004.

“Career Compass,” *Career Voyages*. Accessed August 3, 2007. <<http://www.careervoyages.gov/careercompass-main.cfm>>.

Holland, John L. *Making Vocational Choices: A Theory of Vocational Personalities and Work Environments*, 3rd ed. Prentice-Hall, 1997.

National Career Assessment Services, Inc. Accessed August 3, 2007. <<http://www.kuder.com>>.



“National Healthcare Pathways and Sample Careers,” *Career Cluster Occupations*. Accessed August 6, 2007.

<<http://www.nchste.org/mimages/pathwaysample.pdf>>.

“Preparing for Career Success in Health Science,” *Career Clusters—Focusing Education on the Future (Health Science)*. Accessed August 3, 2007.

<<http://www.careerclusters.org/ClusterDocuments/hldocuments/brochure.pdf>>.

“Self-Assessment,” *Career Games*. Accessed August 3, 2007.

<<http://www.careergames.com/>>.

■ **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):

- ▶ aptitudes
- ▶ extrinsic values
- ▶ interests
- ▶ intrinsic values
- ▶ transferable skills
- ▶ values

■ **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.

Begin the lesson by presenting students with the following scenarios:

On a hot, muggy day in August, Steve’s mother asks him to mow the lawn and water the flowers in the garden. He tries to get out of doing the chore, but when she insists, he grumbles and complains. The mosquitoes are thick in the yard, and they drive him crazy. Steve does the chore quickly and carelessly to get it done as soon as possible.

A little later that same day, Steve’s best friend asks him to go canoeing. He quickly packs up his gear and goes off canoeing with his friend for the rest of the afternoon. When he returns home hours later, covered in mosquito bites

that he never even noticed, his muscles tired and aching from hours of paddling, he tells his mother he had a great time.

Ask the students the following questions:

What was different in each scenario? What factors may have influenced Steve's attitude, behavior, and effort?

Use the ensuing discussion to point out that personal interests and values can influence the choices we make, as well as our attitudes and behavior. Point out that interests and values can be motivating factors. Introduce the idea that having skill in a particular area may also influence whether we enjoy a particular activity or chose to participate in it. End the discussion by suggesting that students can apply this concept to help themselves in choosing appropriate careers. Suggest that assessing their own values, interests, and skills can help them make career choices that will be more likely to result in job satisfaction and success.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1: Define values, aptitudes, and interests.

Anticipated Problem: What are values, aptitudes, and interests?

- I. Define values, aptitudes, and interests.
 - A. **Values** are ideas or beliefs considered special or important. They are concepts or things that are desirable and that have merit or worth. Values are things held with high regard.
 1. People have many values, and value sets are unique to each individual (though we may have some values in common with others).
 2. Though values change over time, they tend to permeate and influence all facets of our lives.
 3. Work-related values are things important to us in terms of our jobs.
 4. Work-related values are often described as “intrinsic” and “extrinsic.”
 - a. **Intrinsic values** are values that are important in and of themselves. They are aspects of a job that have worth, merit, or importance in their own right, for their own sake. Intrinsic values may be the benefits of the work itself, or they may be aspects of the work that bring inner satisfaction. Examples: helping others; contributing to society; having a sense of accomplishment.

- b. **Extrinsic values** are important conditions or benefits that result from a particular job. They are the “fringe benefits” or external features of a job that some people may consider important. Examples: salary; power and authority; flexible hours.
5. Identifying personal values is an important step in choosing appropriate career options and in developing a career plan.
- B. **Aptitudes** are inherent abilities, inclinations, or skills. Aptitudes are attributes or personal characteristics that give you potential. Aptitudes often represent a capacity or potential for learning or a natural tendency to acquire a skill.
 1. Everyone has a unique set of aptitudes or skills.
 2. Many aptitudes or skills are transferable. **Transferable skills** are skills acquired as a result of education, volunteer or work experiences, hobbies, sports, and/or other life experiences that can be used and applied in other jobs. Transferable skills are “portable” skills.
 3. When considering potential career choices, take into account your aptitudes or skills in several areas: skill with things; skill with people; skill with information.
- C. **Interests** are subjects or qualities that spark our curiosity or capture and hold our attention and enthusiasm.
 1. Most people have many interests. People enjoy doing what they are interested in and, conversely, tend to be very interested in activities they enjoy.
 2. Research has shown that people tend to have greater job satisfaction when performing jobs that include duties or tasks they are interested in or enjoy.
 3. Identifying personal interests is an important step in formulating a career plan.

*Many techniques can be used to help students master this objective. For example, instruct students to read *Introduction to Health Occupations, 6th ed.* (Chapter 2, Unit 1). Use VM–A to define terms.*

Objective 2: Relate values, aptitudes, and interests to a variety of health care careers.

Anticipated Problem: How do values, aptitudes, and interests relate to a variety of health care careers?

- II. Relate values, aptitudes, and interests to health care careers.
 - A. Health care pathways
 1. Health care careers are categorized according to service areas or pathways.
 - a. Therapeutic Services—This pathway focuses on providing direct patient care over time.
 - b. Diagnostic Services—This pathway focuses on creating a picture of a patient’s health status at any given time, usually through short-interval patient contacts.

- c. Health Informatics—This pathway focuses on the collection, documentation, and processing of patient information. It typically involves limited direct patient contact.
 - d. Biotechnology & Bioinformatics—This pathway focuses on the application of computers and technology to medicine and information. It typically involves limited to no patient contact.
 - e. Support Services—This pathway focuses on providing a supportive environment in which to deliver health care. It typically involves limited patient contact.
2. It is often helpful to match values, interests, and aptitudes to one or more career pathways in order to narrow down career options that may be most appropriate.
- B. Occupational personality types
1. John L. Holland, a prominent psychologist at John Hopkins University, believed work environments are often populated with individuals who have common values, skills, and interests. He categorized job seekers into six major occupational personality types: conventional, enterprising, social, artistic, investigative, and realistic. Each occupational personality type has a particular mix of values, aptitudes, and interests associated with it. Most people identify with more than one occupational personality type.
 2. Students may find it useful to identify their occupational personality types and use that information to choose health care careers that seem well suited to those types.

*Many techniques can be used to help students master this objective. For example, students can read *Introduction to Health Occupations, 6th ed.* (Chapter 2, Unit 1). Use VM–B to describe health care pathways. Use the “National Healthcare Pathways and Sample Careers” document from <http://www.nchste.org/mimages/pathwaysample.pdf> to reflect career options in various pathways. Have students access “Preparing for Career Success in Health Science,” *Career Clusters—Focusing Education on the Future (Health Science)* from the Internet at <http://www.careerclusters.org/ClusterDocuments/hldocuments/brochure.pdf>. Have students relate values, aptitudes, and interests to various pathways. Use LS–A as an exercise in which students act as career counselors, matching the values, aptitudes, and interests of fictitious students to appropriate health care careers.*

Objective 3: Formulate a career plan based on identification of personal values, aptitudes, and interests.

Anticipated Problem: How do you formulate a career plan based on identification of personal values, aptitudes, and interests?

- III. Formulate a career plan.
 - A. Complete a self-assessment of values, interests, skills, and personality using one of several methods.
 1. Journal or your own pen/paper lists
 2. Written assessments available through high school advisors, career counselors, or local librarians, ranging from simple to complex standardized types
 3. Online self-assessment tools available via the Internet
 - B. Match self-assessment information to potential career options.
 - C. Research career options.
 - D. Seek advice and recommendations from others.
 1. Parents
 2. School guidance counselor / career counselor
 3. Teachers
 4. Health care professionals in your fields of interest
 - E. Write career plan.
 - F. Review and revise as needed.

Many techniques can be used to help students master this objective. For example, students can be encouraged to work with guidance or career counselors. Students can complete value, aptitude, and interest self-assessments provided by the resources cited or explore other assessments available via Internet. Alternately, students can be instructed to complete self-assessments LS-B and LS-C. Students can use their self-assessment information to complete a written career plan, LS-D, and then review it with their instructor/advisor.

- **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 masters and lab sheets to apply the information presented in the lesson. Students might also be encouraged to complete interest, value, and skill assessments that are available via the Internet.

- **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. c
2. d
3. b
4. a

Part Two: Multiple Choice

1. c
2. d
3. d

Part Three: True or False

1. F
2. T
3. T
4. F
5. T
6. T
7. T
8. F
9. T
10. F

Career Planning

► Part One: Matching

Instructions: Match the term with the correct definition.

- a. transferable skills
- b. values
- c. aptitudes
- d. interests

- ____ 1. Inherent abilities, inclinations, or skills
- ____ 2. Subjects or qualities that spark our curiosity or capture and hold our attention
- ____ 3. Ideas or beliefs considered special or important; things that have merit or worth
- ____ 4. Skills acquired as a result of education, work experience, or other life experience that can be used and applied in other jobs; “portable” skills

► Part Two: Multiple Choice

Instructions: Write the letter of the correct answer.

- ____ 1. What prominent psychologist developed a theory of occupational personality types that suggested that work environments are populated by individuals with common values, skills, and interests?
 - a. Sigmund Freud
 - b. Margaret Mead
 - c. John L. Holland
 - d. Carl Jung



- ____ 2. Which of the following self-assessments should be done as part of preparing a career plan?
- a. values
 - b. aptitudes
 - c. interests
 - d. all of the above
- ____ 3. Which of the following should a student consult when developing a career plan?
- a. professionals in the careers being considered
 - b. guidance counselor or advisor
 - c. teacher/instructor
 - d. all of the above

► **Part Three: True or False**

Instructions: Write T for true or F for false.

- ____ 1. Once a career plan has been written, it should never be altered or revised.
- ____ 2. Values tend to change over time.
- ____ 3. Identifying values, aptitudes, and interests is an important step in preparing a career plan.
- ____ 4. Research has shown that values, aptitudes, and interests have nothing to do with job satisfaction and success.
- ____ 5. Transferable skills are “portable” skills that can be utilized in a variety of jobs.
- ____ 6. Extrinsic values are the “fringe benefits,” external features, or conditions that result from a job that some people may consider important (e.g., salary, job location).
- ____ 7. Intrinsic values are the things of importance that result from the work or the job itself (e.g., helping others, protecting the environment).
- ____ 8. Everyone has the same work-related values.
- ____ 9. When preparing a career plan, considering health care career pathways may be helpful.
- ____ 10. When assessing your aptitude and skills, you need to consider only your skills with people.

DEFINITION OF TERMS

- ◆ **Values**—Ideas or beliefs considered special or important; concepts or things that are desirable and have merit or worth; things held with high regard
- ◆ **Intrinsic values**—Values important in and of themselves; aspects of a job that have worth, merit, or importance in their own right; benefits of the work itself; aspects of the work that bring inner satisfaction
- ◆ **Extrinsic values**—Important conditions or benefits that result from a particular job; “fringe benefits” or external features of a job that may be considered important
- ◆ **Aptitudes**—Inherent abilities, inclinations, or skills; attributes or personal characteristics that suggest potential; a capacity or potential for learning; a natural tendency to acquire a skill
- ◆ **Transferable skills**—Skills acquired through education, volunteer or work experiences, hobbies, sports, and/or other life experiences that can be used and applied in other jobs; portable skills
- ◆ **Interests**—Subjects or qualities that spark our curiosity or capture and hold our attention and enthusiasm

HEALTH CARE PATHWAYS

Therapeutic Services Pathway

- ◆ Provides direct patient care over time
- ◆ Focuses on changing a patient's health status
- ◆ Involves frequent interaction with patient and family and with other medical team members

Diagnostic Services Pathway

- ◆ Focuses on creating a picture of patient's health status at any given time
- ◆ Emphasizes establishment of a diagnosis for illness and disease
- ◆ Provides direct patient care that is often limited to a single point in time or very short intervals



Health Informatics Pathway

- ◆ Typically involves short intervals of contact with patient and family in order to collect and process patient health information
- ◆ Often supports other medical services

Support Services Pathway

- ◆ Focuses on providing a supportive environment in which to deliver health care
- ◆ Rarely provides direct patient care; rather, provides support and maintains environments, facilities, and equipment.

Biotechnology & Bioinformatics Pathway

- ◆ Focuses on experimentation and the application of scientific research
- ◆ Involves development and evaluation of new equipment, medicine, models, and treatment
- ◆ Involves limited to no direct patient contact

The Career Counselor

Purpose

The purpose of this activity is to help you correlate aptitudes, values, and interests to a variety of health care careers.

Objectives

1. Identify the aptitudes, values, and interests of several students in a simulated activity.
2. Correlate the identified aptitudes, values, and interests to several appropriate potential health care careers.

Materials

- ◆ lab sheet
- ◆ writing utensil
- ◆ loose-leaf paper
- ◆ reference list of health care careers (as included in textbook or in resources listed in lesson plan. For example, the “National Healthcare Pathways and Sample Careers” document from <<http://www.nchste.org/mimages/pathwaysample.pdf>> could be used.)

Procedure

1. Imagine you are a career counselor assisting students in making appropriate career choices and planning for college.
2. Read the following scenarios describing the aptitudes, values, and interests of several students.
3. Review a list of health care careers. Then, choose two to four health care careers for each student that might be appropriate career choices, based on their aptitudes, values, and interests.



4. Justify your choices by writing several statements explaining why these careers may be good choices. Write your answers and rationale on a piece of loose-leaf paper in the format shown below.

	Name
	The Career Counselor
#1 Jamie	Careers: (careers you suggest for this individual)
	Rationale: (a brief explanation of your reasons for suggesting these
	career options for this student. Answers should be several sentences.)
#2 Cara	Careers: (careers you suggest for this individual)
	Rationale: (a brief explanation of your reasons for suggesting these
	career options for this student. Answers should be several sentences.)
Etc.	

5. Remember, although there are no right or wrong answers, you must be able to justify your suggestions based on each student’s aptitudes, values, and interests.

STUDENT SCENARIOS

#1 Jamie

Jamie is involved with many sports in high school. He likes action in his life. He enjoys his classes in science, especially physics. He has an outgoing personality and likes to be around people. His favorite TV shows are “Monday Night Football” and “ER.” He likes facing new challenges all the time. He is a fast thinker and a pretty good decision maker. He values having free time and a flexible schedule. He thinks health and fitness are really important.

#2 Cara

Cara is a quiet, caring person. She gets good grades in all her subjects at school but has to work particularly hard to get them. She enjoys working with her hands and doing physical activities. She likes being around people but prefers dealing with them one at a time rather than in a group. Her favorite person is her grandmother, whom she visits in a nursing home every weekend. Cara thinks it’s important to help others and to contribute to society through service to others. She often helps out at the nursing home.

#3 Kurt

Kurt has always liked working with his hands. He loves to work on equipment and other electronic devices. He also likes working with computers. His grades in school are fair, but he likes math best. He's good at all kinds of problem-solving activities. He doesn't really like what he calls "blood and guts," but he is interested in the health care field. Although he's friendly with others, he enjoys working alone. He values his independence.

#4 Scott

Scott's favorite classes in school are science and math. He particularly enjoyed the biology units in which he dissected a frog and a cat. He has a good memory for detail and enjoys problem solving. His teachers tell him he asks great questions in class. Although he has a natural curiosity, he likes to conduct his experiments step by step so they turn out just right. He values independence and likes to do a variety of things. He hates the idea of a desk job.

#5 Yvonna

Yvonna is a very social person with a good sense of humor. She enjoys being around people and likes working with kids. She wants a career where she can help people, but she really doesn't want to work with sick people. She's good at organizing and problem solving. She doesn't mind computers, but she really doesn't want to sit at a desk all day. She doesn't know what she wants to do, but she knows she enjoys talking to people and making a difference. She plans to have her own family one day, so she wants a stable career with a fairly predictable routine.

Values Assessment

Purpose

The purpose of this activity is to help you identify your personal values with respect to work and career.

Objectives

1. Identify personal values related to work and career.
2. Rank the identified work-related values according to importance.

Materials

- ◆ lab sheet
- ◆ writing utensil

Procedure

1. Review the list of work-related values, adding any values you think are important.
2. Check five values that are especially important to you.
3. Then, to the right of the list, rank those five values in order of their importance to you (with 1 being most important).
4. Use this information to help you choose health care careers that might be right for you.

<input type="checkbox"/> Achievement/accomplishment	<input type="checkbox"/> Independence/autonomy	RANKING
<input type="checkbox"/> Public contact	<input type="checkbox"/> Recognition	
<input type="checkbox"/> Help society	<input type="checkbox"/> Teamwork / working with others	1. _____
<input type="checkbox"/> Help others	<input type="checkbox"/> Recognition/appreciation	2. _____
<input type="checkbox"/> Adventure/excitement	<input type="checkbox"/> Competition	3. _____
<input type="checkbox"/> Variety/change	<input type="checkbox"/> Salary/wages & income potential	4. _____
<input type="checkbox"/> Artistic expression / creativity	<input type="checkbox"/> Routine hours / schedule	5. _____
<input type="checkbox"/> Flexible hours / scheduling	<input type="checkbox"/> Knowledge & intellectual growth	
<input type="checkbox"/> Challenge	<input type="checkbox"/> Leadership/management opportunity	
<input type="checkbox"/> Influence others	<input type="checkbox"/> Solitude	
<input type="checkbox"/> Respect	<input type="checkbox"/> Moral fulfillment / doing the right thing	
<input type="checkbox"/> Power/authority	<input type="checkbox"/> Job security	
<input type="checkbox"/> Freedom/flexibility	<input type="checkbox"/> Responsibility / decision making	
<input type="checkbox"/> Family, friends, relationships	<input type="checkbox"/> Support	
<input type="checkbox"/> Predictability/stability	<input type="checkbox"/> _____	
<input type="checkbox"/> _____	<input type="checkbox"/> _____	

Interests, Personality, and Skills

Purpose

The purpose of this activity is to help you identify personal interests, occupational personality type, and transferable skills.

Objectives

1. Identify personal interests and occupational personality type.
2. Identify transferable skills.

Materials

- ◆ lab sheet
- ◆ writing utensil

Procedure

Follow the instructions for each section of the lab sheet.

INTERESTS, PERSONALITY AND SKILLS

1. Read the following six descriptions. Check two or three that you think *best* describe your interests and personality.

<p><input type="checkbox"/> Conventional</p> <p><i>I like:</i> organizing; dealing with words and numbers; step-by-step tasks; order and routine.</p> <p><i>I am often:</i> accurate, methodical, organized, conscientious, efficient, "together," systematic, effective, detailed, controlled, structured, careful, conforming, persistent, reliable, orderly, dependable, obedient, loyal, practical, conservative, detailed.</p>	<p><input type="checkbox"/> Social</p> <p><i>I like:</i> dealing with people rather than ideas or things; helping others; working in groups; communicating; interacting with others; planning and organizing; teamwork.</p> <p><i>I am often:</i> friendly, social, helpful, perceptive, understanding, outgoing, expressive, responsible, tactful, interactive, convincing, inspiring, generous, informative, concerned, cooperative.</p>	<p><input type="checkbox"/> Investigative</p> <p><i>I like:</i> dealing with ideas rather than people or things; observing; learning; evaluating; analyzing; working alone or with one partner.</p> <p><i>I am often:</i> curious, inquisitive, analytical, exploring, inventive, original, thinking, perceptive, observant, logical, introspective, cautious, intellectual, precise, independent, reserved, scientific, thinking abstractly.</p>
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<p><input type="checkbox"/> Enterprising</p> <p><i>I like:</i></p> <p>influencing others; dealing with people and ideas rather than things; competition; managing and leading; risks and challenges; making decisions.</p> <p><i>I am often:</i></p> <p>confident, assertive, sociable, persuasive, enthusiastic, energetic, outspoken, ambitious, adventurous, extroverted, impulsive, popular, optimistic, influential.</p>	<p><input type="checkbox"/> Artistic</p> <p><i>I like:</i></p> <p>dealing with ideas rather than things; art, drama, music, literature; using imagination; being creative; being unique.</p> <p><i>I am often:</i></p> <p>creative, intuitive, imaginative, unique, crafty, expressive, original, flexible, impulsive, emotional, appreciative, complicated, idealistic, introspective, sensitive.</p>	<p><input type="checkbox"/> Realistic</p> <p><i>I like:</i></p> <p>dealing with concrete things rather than abstract ideas; dealing with things rather than people; “hands-on” activities; doing rather than thinking or observing.</p> <p><i>I am often:</i></p> <p>practical, “straightforward”, mechanical, assertive, action oriented, active, stable, engaged, task oriented, frank, direct, honest, modest, persistent, competitive.</p>
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2. Think about your aptitudes (skills, abilities, talent, potential). Consider your skills with people, with things, and with information.

3. List three or four of what *you* consider to be your strongest skills:

4. List three or four skills that *other people* (parents, teachers, coaches, friends, bosses) have said you have:

5. Use this self-assessment information to help you choose health care careers that might be a right fit for you.

**Adapted from information obtained from occupational personality theories of John L. Holland. Holland (1997).*

Career Plan

Purpose

The purpose of this activity is to assist you in preparing a formal career plan.

Objectives

1. Prepare a career plan.
2. Review your career plan with your instructor or advisor.

Materials

- ◆ lab sheet
- ◆ writing utensil

Procedure

1. Use the form provided to prepare a formal career plan.
2. After completing the career plan, review it with your instructor or advisor.



CAREER PLAN

1. List several careers you are *most* interested in pursuing after high school.
2. List several skills you think are needed for someone to be successful in these careers.
3. Do these career paths require additional training or postsecondary (after-high-school) education?
 Yes No
4. What are your educational plans/goals after high school?
 Obtain industry/training certificates Attend two-year junior/community college
 Attend technical college or school Attend four-year college/university
 Work full time
5. List several skills you feel you are especially good at. In other words, *what are your strengths?*
6. Briefly describe how these career choices correlate to your values, interests, personality, and skills.

7. What activities or experiences have you *already* had that would help prepare you for these careers?

8. What activities or experiences would you *like* to have that would help prepare you for these careers?

9. How can your instructor help you in planning for your career?

Date and sign your career plan below.

Date: ____ / ____ / ____ Student signature: _____

Make an appointment with your instructor/advisor to review your career plan.

Career plan reviewed with instructor/advisor on ____ / ____ / ____.

Comments/recommendations:

Instructor signature: _____

Keep a copy of this career plan in your student portfolio. Revise it as needed.