

Recognize Opportunities for Future Employment and Advancement

Unit: Professional Practices

Problem Area: Career Awareness, Career Ladders and Opportunities for Advancement

Lesson: Recognize Opportunities for Future Employment and Advancement

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

- 1 Determine the qualities and skills needed for career success in Human Growth and Development professions.**
- 2 Identify factors that help an individual move up the career ladder.**
- 3 Research and describe a career beyond the entry level.**

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

“Achieve Career Success with 5 Ds?” *Career-Success-for-Newbies.com*. Accessed Dec. 20, 2008. <<http://www.career-success-for-newbies.com/achieve-career-success.html/>>.

“Bridges,” *Bridges Transitions, Inc.* Accessed Dec. 18, 2008. <<http://usa.cx.bridges.com>>.

Brisbane, Holly E. *The Developing Child*, 10th ed. Glencoe / McGraw-Hill, 2006.

“Create a Free Web Site,” *wetpaint*. Accessed Dec. 18, 2008. <<http://www.wetpaint.com/>>.



“IHMC Cmap Tools,” Cmap Tools. Accessed Dec. 18, 2008.

<<http://cmap.ihmc.us/conceptmap.html>>.

“Occupational Outlook Handbook,” *U.S. Department of Labor: Bureau of Labor Statistics*. Accessed Dec. 18, 2008. <<http://www.bls.gov/oco/>>.

“SCANS Documents Online: What Work Requires of Schools,” *Secretary’s Commission on Achieving Necessary Skills*, U.S. Department of Labor: Education and Training Administration. <<http://wdr.doleta.gov/SCANS/>>.

“Skype,” *Skype Official Web Site*. Accessed Dec. 18, 2008.

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

■ **Equipment, Tools, Supplies, and Facilities.**

- ✓ LCD or overhead 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

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

- ▶ aptitudes
- ▶ career analysis
- ▶ education and training
- ▶ employment outlook
- ▶ environment
- ▶ goal setting
- ▶ informational interview
- ▶ interpersonal skills
- ▶ job duties
- ▶ research
- ▶ salary and benefits
- ▶ self-evaluation

■ **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.

As students enter the room, allow them to take as many M&Ms as they wish. Ask the students not to eat the M&Ms yet. Have each student name one Human Growth and Development career (child care and adult care) for each piece of candy in front of them. Create a comprehensive class listing of careers. Then, as a large group, ask students to identify the careers listed into a three-column

KWL Chart: the “K” column (careers with which they are already familiar), the “W” column (careers they would like to know more about), and the “L” column (careers they would like to learn more about). Now, eat the M&Ms.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1: Determine the qualities and skills needed for career success in Human Growth and Development professions.

Anticipated Problem: What are the qualities and skills needed for career success in Human Growth and Development professions?

NOTE: The following information may be presented to students using the Brisbane text and the *Occupational Outlook Handbook* references from the Resources section. It is helpful if the students read the materials before participating in the lesson.

- I. Preparing for career success
 - A. **Goal setting** is an important skill in the career-planning process; it is also an element of life-long learning and allows an individual to:
 1. Increase personal performance
 2. Improve motivation and confidence
 3. Reduce stress and anxiety
 4. Concentrate and focus on what is important
 5. Be self-directed
 - B. Short- and long-term goals
 1. Short-term goals are manageable and may be achieved in a relatively brief amount of time. They help provide a sense of direction and accomplishment toward long-term goals and would include such activities as:
 - a. Studying for the test
 - b. Setting a meeting with the speech teacher
 - c. Getting a promotion at work
 2. Long-term goals reflect a person’s vision of the future and help an individual strategize short-term goals. Long-term goals may include:
 - a. Saving money to purchase an iPod
 - b. Working as a long-term health care manager
 - c. Having a career as a high school child care teacher
 - d. Owning day care center

- C. **Self-evaluation** is an honest appraisal of a person’s lifestyle wishes, family personal commitments, abilities, interest, aptitudes, values, and ambitions. Defining a person’s interests, aptitudes, and abilities is a first step and a critical skill in the process of self-evaluation.
1. Interests are activities and tasks that a person enjoys. For example:
 - a. Working with people
 - b. Working alone
 - c. Using scientific applications
 - d. Being artistic
 - e. Working with his or her hands
 - f. Thinking critically
 - g. Participating in sporting events
 2. **Aptitudes** are the natural talents a person possesses and/or is able to improve. For example:
 - a. Spatial relationships
 - b. Memory
 - c. Writing speed
 - d. Reading speed
 3. Abilities are the skills and talents a person possesses—what one does well.
- D. Personal qualities and attributes are the characteristics of a person and include a person’s personal ethic. Personal qualities and attributes make one employee stand out from the others.
1. Personal qualities essential to a career in child care and adult care include attitude, initiative, and integrity.
 - a. Attitude can be positive or negative and is easily observed. Positive attitude focuses on positive issues concerning people, places, and things in the human growth and development field. A positive attitude is exhibited by:
 - (1) Smiling and being pleasant
 - (2) Being considerate and respectful of others
 - (3) Showing an interest in the job, in co-workers, and in the equipment being used
 - (4) Refraining from whining, complaining, or self-pity
 - (5) Doing work to the best of one’s ability
 - b. Initiative is best observed in a person’s behaviors. An individual must let an employer know that he or she wants to be promoted. The employee who stands out exhibits the following behaviors:
 - (1) Sees what needs to be done without being told
 - (2) Is a self-starter
 - (3) Takes a leadership role when necessary
 - (4) Looks for better ways to get a job done
 - (5) Makes a good impression; presents a positive image of the company to customers and co-workers

- (6) Shows a dedication to the job
- (7) Shows a willingness to improve performance
- c. Integrity is the level of honesty and trustworthiness a person exhibits in his or her personal and work life. Integrity is part of a good work ethic and is typified by:
 - (1) Using honesty in dealing with customers and co-workers
 - (2) Carrying out instructions as requested
 - (3) Working without constant supervision
 - (4) Checking work to make sure it is accurate, complete, and finished on time
 - (5) Following the standard operating procedures (SOP) to close out the cash drawer, to secure the building, or to accurately record the intake information for a new client
- E. **Interpersonal skills** are the ability to get along with others, to cooperate, to be a team player, and to lead the group when necessary.
 - 1. Cooperation with co-workers and supervisors is essential to being promoted on the job. Cooperative behaviors include:
 - a. Doing a job when asked even if it is not a favorite task
 - b. Assisting others when they have a problem
 - c. Being willing to work through a break or lunch (reasonable times) to get the job done
 - d. Helping co-workers who are temporarily over-burdened with work
 - e. Accepting co-workers from other cultures or who may have a disability
 - 2. Leadership is the ability to provide direction or guidance and is a critical management skill for those who wish to own a business or to work in a top management position. According to <http://www.career-success-for-newbies.com>, the following is an abbreviated list of leadership qualities for the new workplace:
 - a. Integrity and excellent ethics
 - b. Passion for the work
 - c. Commitment to co-workers and to customers
 - d. Courage to confront risks and to speak up when necessary
 - e. Goal-oriented mindset with a focus on the objectives
 - f. The ability to develop people through coaching, training, or teaching
 - g. The ability to prioritize tasks to accomplish a goal
 - h. Shunning public glory and giving credit to the joint efforts of many people in accomplishing a goal
 - 3. Teamwork is working with others to achieve a common goal. Teamwork skills observable in the workplace include:
 - a. Working as a team to produce a quality product or to deliver a quality service or experience
 - b. Respecting the ideas, input, opinions, beliefs, and rights of others

- c. Doing one's share of the work
- F. Basic skills
- 1. Use arithmetic and mathematics to:
 - a. Perform basic computations (add, subtract, multiply, and divide)
 - b. Use whole numbers and percentages in practical situations
 - c. Make reasonable estimates of arithmetic results without a calculator
 - d. Use tables, graphs, diagrams, and charts to obtain or convey quantitative information
 - e. Choose appropriately from a variety of mathematical techniques
 - f. Express mathematical ideas and concepts orally and in writing
 - 2. Communication: verbal, non-verbal, and written
 - a. Speaking: Effective speakers are able to:
 - (1) Organize ideas and communicate oral messages appropriate to listeners and situations
 - (2) Participate in conversations, discussions, and group presentations
 - (3) Select an appropriate medium for conveying a message
 - (4) Use verbal language and other cues (e.g., body language) that are appropriate in style, tone, and level of complexity to the audience and the occasion
 - (5) Speak clearly and communicate a message
 - (6) Understand and respond to listener feedback
 - (7) Ask questions when necessary
 - b. Listening: Effective listeners are able to:
 - (1) Receive, attend to, interpret, and respond to verbal messages and other cues (e.g., body language) in ways that are appropriate to the purpose
 - (2) Comprehend, learn from, critically evaluate, appreciate, or support the speaker
 - c. Writing: Effective writers are able to:
 - (1) Communicate thoughts, ideas, information, and messages in writing
 - (2) Record information completely and accurately
 - (3) Compose and create documents such as letters, directions, manuals, reports, proposals, graphs, and flow-charts
 - (4) Use language, style, organization, and format appropriate to the subject matter, purpose, and audience
 - (5) Include supporting documentation and attend to the appropriate level of detail for the purpose and the audience
 - (6) Check, edit, and revise for correct information, appropriate emphasis, form, grammar, spelling, and punctuation

G. Thinking skills

1. Creative thinkers are able to:
 - a. Use their imagination freely
 - b. Combine ideas or information in new ways
 - c. Make connections between seemingly unrelated ideas
 - d. Reshape goals in ways that reveal new possibilities
2. Decision makers are able to:
 - a. Specify goals and constraints
 - b. Generate alternatives
 - c. Consider the risks and benefits of each alternative
 - d. Evaluate and choose the best alternative
3. Problem solvers are able to:
 - a. Recognize that a problem exists (Recognize a discrepancy between what is and what should or could be)
 - b. Identify possible reasons for the discrepancy
 - c. Devise and implement a plan of action to resolve the discrepancy
 - d. Evaluate and monitor progress on the plan of action
 - e. Revise the plan as indicated by findings

H. Management skills

1. Self-management is the ability to:
 - a. Assess one's own knowledge, skills, and abilities accurately
 - b. Set well-defined and realistic personal goals
 - c. Monitor progress toward goal attainment
 - d. Motivate self through goal achievement
 - e. Exhibit self-control and respond to feedback unemotionally and non-defensively
 - f. Be a self-starter
2. Leadership is the ability to:
 - a. Communicate thoughts, feelings, and ideas to justify a position
 - b. Encourage, persuade, convince, or otherwise motivate an individual or a group
 - c. Responsibly challenge existing procedures, policies, or authority
3. Time management is the ability to:
 - a. Select relevant, goal-related activities
 - b. Rank the goals in order of importance
 - c. Allocate time to activities
 - d. Understand, prepare, and follow schedules
4. Teaching others is the ability to:
 - a. Help others to learn
 - b. Help others to apply related concepts and theories to tasks through coaching or other means

- c. Identify training needs
- d. Convey job information to allow others to see its applicability and relevance to tasks
- e. Assess and provide constructive feedback and/or reinforcement

Use VM–A and LS–A to illustrate qualities and skills needed for career success in Human Growth and Development professions.

Objective 2: Identify factors that help an individual move up the career ladder.

Anticipated Problem: What factors can be used to analyze career advancement?

II. Career analysis

A. **Career analysis** is the process of examining the components of a job in a specific field of work. A career ladder is the opportunity for advancement at work by earning a promotion. To climb the career ladder at a company means to move up to increasingly more senior and responsible jobs. Factors for analyzing careers include:

1. **Job duties** are the tasks and responsibilities of daily work. For example:
 - a. Child care workers care for a child’s physical needs and give the child a chance to learn and develop.
 - b. Physical therapists help people recover the ability to use their bodies after an illness or an injury.
 - c. A career in family counseling would include talking with married couples or parents and children, working in a clinic or an office, and working evening and weekend hours.
 - d. An adult day care activity director organizes events, displays, guest speakers, dance and artistic opportunities, field trips, and classes of interest to the participants.
2. **Environment** is the working condition of employment. For example:
 - a. An intensive care pediatric nurse relies on diagnostic monitors to track a child’s vital signs and spends time holding and caring for a child.
 - b. A toy store worker stocks shelves, handles purchases and returns, works overtime during the holiday season, and should be good at arithmetic.
 - c. An adult day care director monitors all aspects of the facility and the programming and ensures the safety of the participants and workers.
3. Aptitudes are the abilities, skills, and potential to improve that are necessary to perform successfully on the job.
4. **Education and training** are the required knowledge and skills to perform on the job. For example:
 - a. A child psychologist position requires a doctoral degree (PhD).
 - b. A social worker position requires a minimum of an undergraduate (bachelor’s) degree.

- c. An entry-level child care worker must have a high school diploma.
- 5. **Salary and benefits** is the money and compensation (e.g., insurance or sick days) earned for the work performed.
- 6. **Employment outlook** is the projected future demand for employees in a particular field.

Use VM–B and LS–B to illustrate factors that can be used to analyze careers that would help someone move up the career ladder.

Objective 3: Research and describe a career beyond the entry level.

Anticipated Problem: What methods are used to research careers?

III. Methods used to research a career

- A. **Informational interview**—formal questioning of a worker to gain information about his or her job
- B. **Research**—collecting information about a career
 - 1. Print resources—books, periodicals, etc.
 - 2. Online resources—Web sites or software programs
- C. Compare information
 - 1. Compare and contrast the research information from all sources.
 - 2. Compare and contrast the information to personal interests.

Use VM–C. Then assign LS–C and LS–D to apply methods to research a career.

■ **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.

■ **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: Multiple Choice

- 1. d

2. a
3. d
4. d
5. b
6. d
7. c
8. a
9. c
10. b

Part Two: Completion

1. job duties
2. environment
3. aptitudes
4. training
5. salary and benefits
6. future

Part Three: True/False

1. T
2. F
3. F
4. T

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► Part One: Multiple Choice

Instructions: Write the letter of the correct answer.

- ____ 1. Caring for a child's physical needs as well as giving the child a chance to learn and develop describes the tasks and responsibilities of a ____.
- a. dental hygienist
 - b. social worker
 - c. genetic counselor
 - d. child care worker
- ____ 2. Helping someone recover the ability to use his or her body after an illness or an injury describes the tasks and responsibilities of a ____.
- a. physical therapist
 - b. child psychologist
 - c. nurse midwife
 - d. recreation worker
- ____ 3. A career in family counseling would include ____.
- a. talking with married couples or parents and children
 - b. working in a clinic or an office
 - c. working evening and weekend hours
 - d. All of the above



- _____ 4. To become a _____ requires a doctoral degree (PhD).
- a. child care worker
 - b. physical therapist
 - c. social worker
 - d. child psychologist
- _____ 5. A/an _____ relies on diagnostic monitors to track a child's vital signs and also spends time holding and caring for a child.
- a. child care worker
 - b. intensive care pediatric nurse
 - c. social worker
 - d. physical therapist
- _____ 6. A toy store worker _____.
- a. stocks shelves and handles purchases and returns
 - b. puts in overtime during the holiday season
 - c. should be good at arithmetic
 - d. All of the above
- _____ 7. A factor in analyzing a career that has to do with preparation for the career is _____.
- a. resources
 - b. information systems
 - c. education and training
 - d. salaries and benefits
- _____ 8. The factor in analyzing a career that has to do with the nature of the work is _____.
- a. tasks and responsibilities
 - b. working hours
 - c. personal qualities
 - d. thinking skills
- _____ 9. A job for beginners that requires little education is a/an _____.
- a. paraprofessional
 - b. work-based learning experience
 - c. entry-level job
 - d. service job

- ___10. The factor of evaluating a career that involves considering the future prospects is the ____.
- work environment
 - career outlook
 - salary and benefits
 - tasks and responsibilities

► **Part Two: Completion**

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

- The tasks and responsibilities of daily work are called _____.
- The job's working conditions are the _____.
- The abilities, skills, and potential needed to perform successfully on the job is known collectively as _____.
- Education and _____ are the required preparation of knowledge and skills.
- Money and compensation (e.g., insurance and sick days) earned for the work performed is known as _____.
- Employment outlook is the projected _____ employment opportunity in a particular field.

► **Part Three: True/False**

Instructions: Write *T* for true or *F* for false.

- ___1. An entry-level job requires minimal skills.
- ___2. Senior-level jobs require minimal skills.
- ___3. Career changes are uncommon in today's workforce.
- ___4. Training and experience help a worker advance on the career ladder.

CAREER SUCCESS IN HUMAN GROWTH AND DEVELOPMENT PROFESSIONS

Prepare for success

- ◆ Goal setting
- ◆ Self-evaluation
- ◆ Personal qualities
- ◆ Interpersonal skills
- ◆ Basic skills
- ◆ Thinking skills
- ◆ Management skills



FACTORS USED TO ANALYZE CAREERS IN HUMAN GROWTH AND DEVELOPMENT

- ◆ Job duties—tasks and responsibilities of daily work
- ◆ Environment—working conditions
- ◆ Aptitudes—the abilities, skills, and potential needed to perform successfully on the job
- ◆ Education and training—the required preparation of knowledge and skills
- ◆ Salary and benefits—the money and compensation (e.g., insurance and sick days) earned for the work performed
- ◆ Employment outlook—the projected future demand for employees



METHODS TO RESEARCH A CAREER

- ◆ Informational interview—formal questioning of a worker to gain information about his or her job
- ◆ Research—collecting information about a career
 - Print resources—books, periodicals, etc.
 - Online resources—Web sites or software programs
- ◆ Compare information
 - Compare and contrast the research from all sources.
 - Compare and contrast the information to personal interests.



Career Success in Human Growth and Development Professions

Objectives

1. Identify the qualities and skills needed for career success in the Human Growth and Development fields.
2. Create a concept map that identifies these qualities.

Materials

- ◆ VM-A
- ◆ writing utensil
- ◆ computer with Internet access
- ◆ printer

Procedure

1. Work with a partner.
2. Review the general qualities and skills needed for career success in the Human Growth and Development career fields (VM-A).
3. Create a concept map that identifies these qualities using the Cmap Tools at <http://cmap.ihmc.us/conceptmap.html>.
4. Print and display your team's concept map.
5. Discuss your findings with the class and with your instructor.
6. Turn in your concept map to your instructor.



Factors Used to Analyze Careers

Objectives

1. Identify the factors used to analyze careers.
2. Create a concept map that identifies these qualities.

Materials

- ◆ VM-B
- ◆ writing utensil
- ◆ computer with Internet access

Procedure

1. Work with a partner.
2. Review the general factors used to analyze careers (VM-B). Then review the article at <http://www.career-success-for-newbies.com/achieve-career-success.html>.
3. Choose a career to research.
4. Based on your research, create a concept map for a particular career that identifies these qualities using the Cmap Tools at <http://cmap.ihmc.us/conceptmap.html>.
5. Print and display your team's concept map by posting the map on a class wiki page, such as *wetpaint.com*: <http://www.wetpaint.com/>.
6. Discuss your findings with the class and with your instructor.
7. Turn in a copy of your concept map to your instructor.



Conduct an Informational Interview

Objectives

1. Conduct an informational interview.
2. Create a written summary of the interview.

Materials

- ◆ writing utensil
- ◆ telephone or access to Skype
- ◆ computer with Internet access
- ◆ printer

Procedure

1. Choose a career to research via an informational interview.
2. Contact a professional, and conduct an informational interview about that person's job. Suggested questions include:
 - a. When did you first become interested in your present career?
 - b. When you were growing up, did you have interests that contributed to your current position?
 - c. What are your job responsibilities?
 - d. What special skills and abilities does your job require?
 - e. What is a typical day in your occupation like?
 - f. What training, education, and experience are necessary to gain entry into your occupation?
 - g. What is the general salary range, fringe benefits, and opportunities for advancement?



- h. What gives you the greatest satisfaction in your occupation?
 - i. What changes are taking place in your occupation?
 - j. What are the advantages of your career?
 - k. What are the disadvantages of your career?
3. Write and post a written summary of the interview on a class wiki page, such as *wetpaint*: <http://www.wetpaint.com/>.
4. Turn in a print copy of your summary to your instructor.

Career Research

Objectives

1. Research one career in the field of Human Growth and Development.
2. Create a written summary of the research.
3. Discuss career research with classmates.

Materials

- ◆ print resources (books, periodicals, and newspapers)
- ◆ writing utensil
- ◆ computer with Internet access

Procedure

1. Choose a career to research in the field of Human Growth and Development.
2. Conduct the career research using the following categories:
 - a. What are the tasks and responsibilities of this career?
 - b. What is the typical work environment?
 - c. What are typical working hours?
 - d. What aptitudes are needed for this career?
 - e. What education and training is needed for this career?
 - f. What, if any, license is required?
 - g. What is the average annual starting salary?
 - h. What is the job outlook for this career?
 - h. How does an individual advance in this career?
 - i. What is other interesting information that was discovered about this career?
3. Write and post a written summary of the interview on a class wiki page, such as *wetpaint*: <http://www.wetpaint.com/>.
4. Engage in a class discussion of the various careers.

