

Career Planning

Unit: Career Exploration Skills

Problem Area: Entrepreneurship in Family and Consumer Sciences

Lesson: Career Planning

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

- 1 List the advantages to beginning career planning in or before high school.**
- 2 Analyze potential career choices.**
- 3 Design a career plan.**

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

“Career and College Planning Resources,” *Vocational Information Center*. Accessed April 25, 2010. <<http://www.khake.com/page51.html>>.

“Career Planning—High School Students,” *Rutgers University: Career Services*. Accessed April 25, 2010. <<http://careerservices.rutgers.edu/PCCPmain.shtml>>.

Family, Career, and Community Leaders of America (FCCLA). Accessed April 25, 2010. <<http://www.fcclainc.org/>>.

“A Good Career Plan Template Is Key to Effective Career Development,” *career-change-mentor.com*. Accessed April 25, 2010. <<http://www.career-change-mentor.com/career-plan-template.html>>.

Hansen, Randall S., and Katherine Hansen. “Using a SWOT Analysis in Your Career Planning,” *Quintessential Careers*. Accessed April 25, 2010. <http://www.quintcareers.com/SWOT_Analysis.html>.



- “HUD Student Interns Program,” *Homes & Communities: U.S. Department of Housing and Urban Development*. Accessed April 25, 2010. <<http://www.hud.gov/offices/adm/jobs/internship.cfm>>.
- “List of Youth Organizations,” *Wikipedia*. Accessed April 25, 2010. <http://en.wikipedia.org/wiki/List_of_youth_organizations>.
- “Planning Timeline: High School Students,” *MyPlan.com*. Accessed April 25, 2010. <http://www.myplan.com/timeline/high_school.php>.
- “Planning Your Career,” *U.S. Department of Education*. Accessed April 25, 2010. <<http://www2.ed.gov/students/prep/college/thinkcollege/highschool/edlite-career.html>>.
- “Registered Apprenticeship,” *U.S. Department of Labor: Employment and Training Administration*. Accessed April 25, 2010. <<http://www.doleta.gov/oa/>>.
- “Your Journey Starts Here!” *Mapping Your Future*. Accessed April 25, 2010. <<http://mappingyourfuture.org/>>.
- Zupke, Rachel. “Ten Unusual Majors Can Get You These Jobs,” *CNN.com*. Accessed April 25, 2010. <<http://www.cnn.com/2009/LIVING/worklife/08/19/cb.unusual.majors.jobs/index.html>>.

■ **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

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

- ▶ apprenticeship
- ▶ career experience program
- ▶ downsizing
- ▶ Family, Career, and Community Leaders of America (FCCLA)
- ▶ internship
- ▶ marketability
- ▶ SWOT
- ▶ temporary employment program
- ▶ volunteer employment program

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

Write the following Confucius quote on the board: “Choose a job you love and you will never have to work a day in your life.”

Have your students visit the following Web site for a list of some unique career majors: <http://www.cnn.com/2009/LIVING/worklife/08/19/cb.unusual.majors.jobs/index.html>. Then ask them to explain how the career majors relate to the study of Family and Consumer Sciences. Conduct a class discussion and brainstorming session to create a list of those “unusual career majors” that relate to FCS. Have them explain why some of the jobs would not feel like work to them.

CONTENT SUMMARY AND TEACHING STRATEGIES

Objective 1: List the advantages to beginning career planning in or before high school.

Anticipated Problem: What are the advantages to beginning career planning early?

- I. Advantages to early career planning
 - A. Creating a career plan in or before high school gives an individual the opportunity to develop and evaluate personal career possibilities via:
 1. Interests—Career interest inventories help evaluate interests, and a person may use that information to:
 - a. Target a variety of courses that include interests and strengths
 - b. Identify required courses for high school graduation
 - c. Enroll in elective courses
 2. Skills—An individual may develop skills for a desired career through:
 - a. Youth organizations
 - b. Extra-curricular activities
 3. Life experiences—An individual creates experiential opportunities through:
 - a. Job shadow activities
 - b. Internships
 - c. Apprenticeships
 - d. Summer employment

- e. After-school jobs
 - f. Mentoring or coaching activities
- B. Clubs and activities
1. The **Family, Career, and Community Leaders of America** (FCCLA) organization is a national non-profit career and technical student organization for young men and women in Family and Consumer Sciences education in public and private schools through grade 12. Student members participate in local community activities and compete in local, regional, state, and national competitions. High school chapters have the following foci:
 - a. Mission—*“To promote personal growth and leadership development through Family and Consumer Sciences education.”*
 - b. Program focus: *“Everyone is part of a family, and FCCLA is the only national Career and Technical Student Organization with the family as its focus.”*
 - c. Currently, 219,000 members in nearly 6,500 chapters are actively “focusing on the multiple roles of family member, wage earner, and community leader.” Members develop skills for life through:
 - (1) Character development
 - (2) Creative and critical thinking
 - (3) Interpersonal communication
 - (4) Practical knowledge
 - (5) Career preparation
 2. Local youth organizations
 - a. Many youth organizations offer opportunities for students to develop skills and opportunities for community service, including:
 - (1) Girl Scouts
 - (2) Boy Scouts
 - (3) 4-H
 - (4) Boys and Girls Clubs
 - (5) Park district programs
 - (6) Community-based after-school programs
 - b. Police, fire, church, veteran, and fraternal organizations
 3. Volunteer service activities
 - a. Local community service activities
 - b. National Youth Service Day
 - c. Make a Difference Day
 - d. Students Against Drunk Driving (SADD) or Mothers Against Drunk Driving (MADD)
 - e. D.A.R.E. (Drug Abuse Resistance Education)

Teaching Strategy: Use VM–A to lead a discussion of the reasons to start career planning in or before high school. Assign LS–A.

Objective 2: Analyze potential career choices.

Anticipated Problem: Which methods help analyze career choices?

II. Career choices

- A. Career assessment tests can help to match potential career choices with a person's:
 - 1. Personality
 - 2. Interests
 - 3. Skills
 - 4. Values
- B. Post high school educational experiences impact many career choices. To contribute to an individual's analysis of targeted career choices:
 - 1. The experiences may help identify schools, colleges, or technical training opportunities.
 - 2. The educational experiences may also lead to researching military training and educational opportunities (enlistment and the process to receive an appointment to a U.S. Military Academy).
- C. Career profiles (e.g., Dictionary of Occupation Titles) should be read.
- D. Career videos/DVDs should be reviewed.
- E. Apprenticeships and internships
 - 1. An **apprenticeship** is an opportunity that provides a new employee with focused and formal training time with a mentor or a highly skilled worker in a career or profession; these usually are paid positions.
 - a. Registered apprenticeship programs have been available since 1937.
 - b. Apprenticeships in the FCS areas
 - (1) Chef
 - (2) Child care development specialist
 - (3) Tailor
 - (4) Fashion designer
 - (5) Retail manager
 - 2. An **internship** is an opportunity similar to an apprenticeship without the formal training component; it may be a paid or an unpaid position. Many companies hire full-time workers from the intern candidates.
 - a. A **temporary employment program** is an opportunity often called a summer internship and may or may not be related to a person's field of study.
 - b. A **career experience program** is an opportunity that is part of the educational requirements designed by the educational institution (usually a college or university) related to the career major.

- c. A **volunteer employment program** is an opportunity that offers work experience that may be used to obtain educational credit.

Teaching Strategy: Display VM–B for discussion purposes. Assign LS–B, LS–C, and LS–D.

Objective 3: Design a career plan.

Anticipated Problem: How do you go about planning a career?

- III. SWOT—Strengths, weaknesses, opportunities, and threats must be considered.
- A. Strengths are an internal issue used to evaluate a career choice. Strengths may:
 - 1. Emanate from education and work experiences
 - 2. Be related to personal characteristics
 - 3. Coincide with a person’s contacts or networking strengths
 - B. Weaknesses are another internal issue used to evaluate a career choice. Weaknesses may:
 - 1. Be converted into strengths with education or work experience
 - 2. Be modified
 - 3. Be a result of gaps in the career development plan
 - C. Opportunities in a person’s career field are a positive external career issue. To maximize opportunities:
 - 1. He or she should identify career fields with growth and employment opportunities.
 - 2. He or she should look for career fields with possible advancement opportunities.
 - 3. He or she should identify career fields that match skills and education.
 - D. Threats in a person’s career field are a negative external career issue.
 - 1. Careers currently experiencing **downsizing** (cutting back the size of the workforce or industry) are a threat.
 - 2. Competition for open positions (e.g., How many people are applying for each job opening? What are the odds of getting that job?) results in a threat.
 - 3. No attempt by a company or a division to keep workers’ skills up-to-date to maintain **marketability** (skills to obtain a new position) in the career field result in a threat.

Teaching Strategy: Use VM–C to discuss SWOT and its value in evaluating career plans. Assign LS–E.

- **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.
- **Application.** Use the included visual master(s) and lab sheet(s) 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. c
2. f
3. g
4. b
5. h
6. a
7. e
8. d

Part Two: Short Answer

1. a. The acronym SWOT:
 - (1) **S** relates to strengths.
 - (2) **W** relates to weaknesses.
 - (3) **O** relates to opportunities in the career area.
 - (4) **T** examines the threats to a career choice.
- b. SWOT is used to analyze issues related to career planning.
2. Four reasons to begin career planning in or before high school are the opportunity to:
 - a. Develop and evaluate personal career possibilities via interests, skills, and life experiences
 - b. Join clubs and activities targeted to interests and skills
 - c. Join local youth organizations to develop skills and to participate in community service projects
 - d. Participate in volunteer service activities

Part Three: True/False

1. F

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

Career Planning

► Part One: Matching

Instructions: Match the term with the correct definition.

- | | |
|---|---------------------------------|
| a. apprenticeship | e. internship |
| b. career experience program | f. marketability |
| c. downsizing | g. temporary employment program |
| d. Family, Career, and Community Leaders of America (FCCLA) | h. volunteer employment program |

- ____ 1. Cutting back the size of the workforce or industry
- ____ 2. Skills to obtain a new position
- ____ 3. A summer internship
- ____ 4. An opportunity that is part of the educational requirements designed by the educational institution and related to a career field
- ____ 5. An opportunity that offers work experience that may be used to obtain educational credit
- ____ 6. An opportunity that provides a new employee with focused and formal training time with a mentor
- ____ 7. An opportunity without a formal training component that may be paid or unpaid
- ____ 8. A national non-profit career and student organization for young men and women in FCS in private and public schools through grade 12



► **Part Two: Short Answer**

Instructions: Answer the following.

1. What does the acronym SWOT stand for? Why is this analysis used?

2. List four reasons to begin career planning in or before high school.

► **Part Three: True/False**

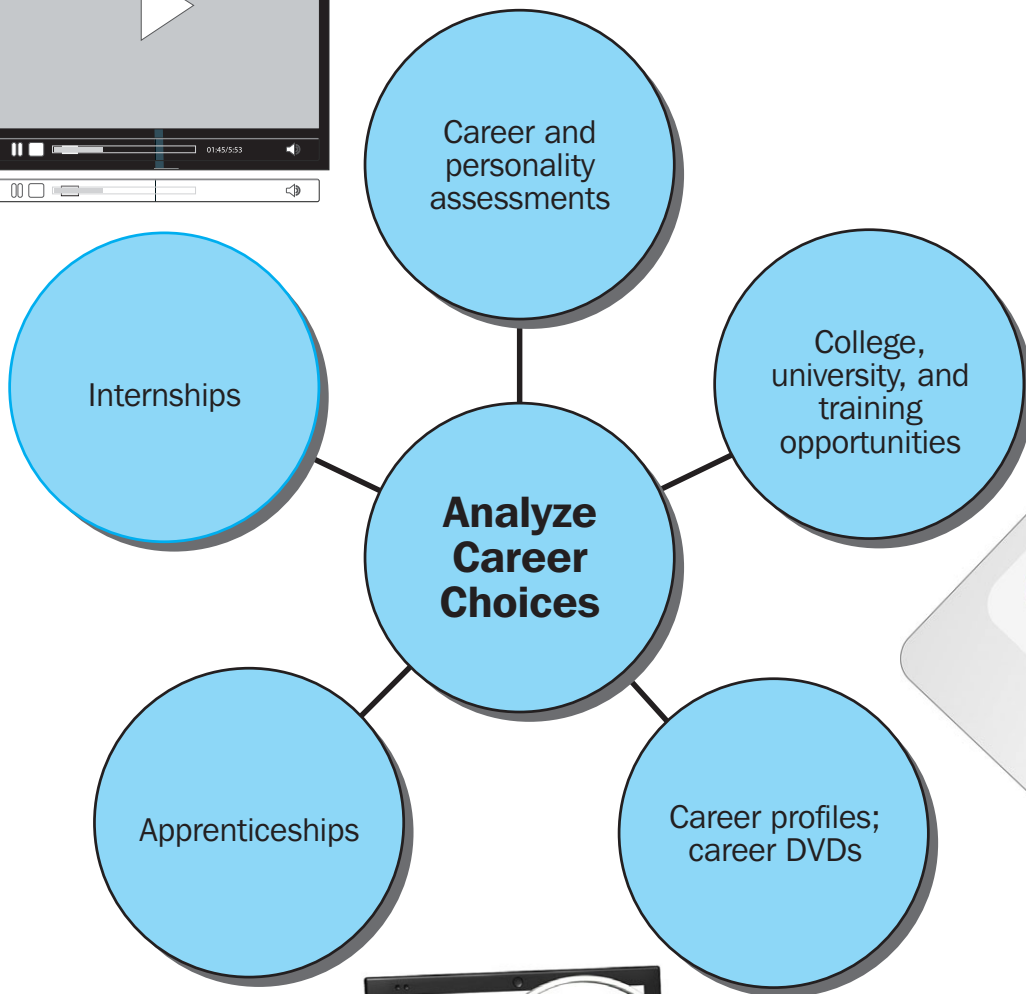
Instructions: Write *T* for true or *F* for false.

- ___ 1. Threats in your career field are a positive external career issue.
- ___ 2. Career assessments can help to match personality, interests, skills, and values to career choices.
- ___ 3. Identify career fields with growth and employment opportunities.
- ___ 4. Identify schools, colleges, or technical training opportunities for the career choice.
- ___ 5. Identify your weaknesses and look for careers that need these skills.
- ___ 6. Weaknesses can be converted into strengths through education and/or work experience.
- ___ 7. Your contacts and networking skills are considered a career weakness.
- ___ 8. To identify career options, read career profiles and watch career videos.
- ___ 9. Many youth organizations offer opportunities to develop your skills and opportunities for community service.
- ___ 10. National Youth Service and Make a Difference are examples of youth organizations.

WHY START CAREER PLANNING IN HIGH SCHOOL?



ANALYZE CAREER CHOICES



SWOT MODEL: EVALUATE CAREER PLANS

S = Strengths	W = Weaknesses	O = Opportunities	T = Threats
<ul style="list-style-type: none"> ◆ Education ◆ Work experiences 	<ul style="list-style-type: none"> ◆ Convert into strengths with education and/or work experience 	<ul style="list-style-type: none"> ◆ Career fields with employment opportunities 	<ul style="list-style-type: none"> ◆ Careers experiencing downsizing
<ul style="list-style-type: none"> ◆ May be related to personal characteristics 	<ul style="list-style-type: none"> ◆ Changing negative characteristics 	<ul style="list-style-type: none"> ◆ Career fields with advancement opportunities 	<ul style="list-style-type: none"> ◆ Competition for each job opening (How many people apply for each job?)
<ul style="list-style-type: none"> ◆ Personal contacts and/or networking 	<ul style="list-style-type: none"> ◆ Gaps in career development plan—take action to fill the gaps 	<ul style="list-style-type: none"> ◆ Career fields that match skills and education 	<ul style="list-style-type: none"> ◆ Companies that DO NOT keep workers up-to-date—maintain marketability



What Is FCCLA?

Purpose

The purpose of this activity is to research the FCCLA youth organization.

Objectives

1. List the membership requirements for being a member.
2. Identify the programs and awards offered through FCCLA.

Materials

- ◆ lab sheet
- ◆ paper
- ◆ writing utensil

Procedure

1. Work in groups of three.
2. Select one or two research topics related to FCCLA from the list below. FCCLA organizational requirements and special programs sponsorship includes:
 - a. What is FCCLA?
 - b. Membership requirements
 - c. Competitive events sponsored by FCCLA
 - d. Career Connections Program
 - e. Leaders at Work Program
 - f. Community Service Program
 - g. Dynamic Leadership Program
 - h. FACTS—Families Acting for Community Traffic Safety Program



- i. Families First Program
 - j. Financial Fitness Program
 - k. Power of One Program
 - l. Stop the Violence Program
 - m. Student Body Program
3. Access FCCLA at <http://www.fcclainc.org/> to conduct your research. Take notes.
 4. Create a short presentation to inform the class about your team's topic.
 5. Participate in a discussion with all team topics.
 6. Turn in your team presentation materials to your instructor.

Personality and Career Tests

Purpose

The purpose of this activity is to take four personality and career assessments to aid in creating your career plan.

Objectives

1. Respond to questions for the four personality and/or career assessments.
2. Compare and contrast the results of the four assessments.

Materials

- ◆ lab sheet
- ◆ paper
- ◆ writing utensil

Procedure

1. Individually access and take the following personality and career tests:
 - a. Discover Your Perfect Career Quiz: <http://resources.monster.com/tools/quizzes/perfectcareer/>
 - b. Jung Typology Test™ (a personality inventory): <http://www.humanmetrics.com/cgi-win/JTypes2.asp>
 - c. Career Choice Quiz: http://jobs.lovetoknow.com/Career_Choice_Quiz
 - d. Perfect Job Quiz: http://jobs.lovetoknow.com/index.php?title=Perfect_Job_Quiz&hdnStartLimit=8
 - e. Other: _____
2. Print a copy of your assessment results, if possible.



3. Write a short summary of each set of test results below or on your paper.
 - a. Discover Your Perfect Career Quiz
 - (1) Strengths
 - (2) Potential careers
 - b. Jung Typology Test™
 - (1) Personality type
 - (2) Strengths
 - (3) Limitations
 - c. Career Choice Quiz
 - (1) Strengths
 - (2) Potential careers
 - d. Perfect Job Quiz
 - (1) Strengths
 - (2) Potential careers
4. Compare your test results by answering the following questions:
 - a. How are the results similar?
 - b. How are the results different?
 - c. What would explain the similarities and differences?
 - d. How will you benefit by knowing these test results?
5. Submit your summary responses and answers to the questions to the instructor.

Personality and Career Tests

1. Take each of the personality and career tests yourself. It will be much easier to help a student interpret the results if you have already done so for your own assessments.
2. Review the assessment vocabulary.
3. Some students may need assistance with terms on the Jung Typology Test™. Consider reading the questions aloud for this test. This test is a standard among human resources directors, and students may encounter it when they begin a job search or a military career.

Mapping Your Future

Purpose

The purpose of this activity is to use the “Mapping Your Future” Web site to match your skills, interest, and experiences with careers.

Objectives

1. Identify your skills, interests, and experiences.
2. Classify careers that match your interest area.

Materials

- ◆ lab sheet
- ◆ writing utensil

Procedure

1. Individually access the home page for the “Mapping Your Future” activity at <http://mappingyourfuture.org/>.
2. Begin by exploring careers and assessing your skills and interests. To assess your skills and interests, complete the following questions:
 - a. What do you like to do in your free time?
 - b. What school courses do you enjoy?
 - c. What experiences do you enjoy? (e.g., sports and hobbies)



3. Fill in the chart below using some of the ideas you brainstormed in Procedure 2.
 - a. In Column 1, list 10 activities you have enjoyed participating in over the past four years.
 - b. In Column 2, list any challenges you encountered in doing each activity.
 - c. In Column 3, list all skills necessary to be good at each activity.

10 Activities	Challenges	Skills
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

4. Based on the information from the “Mapping Your Career” activity, research different potential careers. Begin this task by completing the following statements for one of your potential careers:
 - a. My identified interest area was _____.
 - b. Match your career interest. List those potential careers below.
 - (1)
 - (2)
 - (3)
 - c. Select one career from the list above and list details (e.g., education, skills, and experience required as well as working conditions) about it below. You may wish to print the “Career Details” page from the Web site.
 - (1) Career choice: _____
 - (2) Details:
 - (a)
 - (b)
 - (c)
 - (d)
 - (e)

- d. The salary rate for this career is _____ in the _____ area.
5. Next, research the following topics for your career using the “Mapping Your Future” Web site:
- a. “Prepare for college”
 - b. “Pay for college”
 - c. “Manage your money”
6. Additional career research may be found in the following print and/or online documents:
- a. *Occupational Outlook Handbook*
 - b. *Career One Stop*
 - c. *U.S. News Career Center*
7. Submit this completed lab sheet along with the printed “Career Details” page to your instructor.

“I Think I Might Like This Career!”

Purpose

The purpose of this activity is to watch a video/DVD of a career of interest and then research the job requirements.

Objectives

1. Identify a career of interest.
2. Watch a short video or DVD about that career.
3. Describe the job requirements for the chosen career.

Materials

- ◆ lab sheet
- ◆ paper
- ◆ writing utensil
- ◆ stapler

Procedure

1. Individually access the home page of “My Plan” at <http://www.myplan.com/>.
2. Identify the career section and go to the video library. Use the search function to locate a video about a career of interest. (It is not necessary to sign up for an account.)
3. Watch the short career video.
4. Continue to research the job requirements of your career of interest. To organize your research, fill in the career interest area and the chart below with the skills, abilities, and knowledge areas (e.g., math, writing, problem solving, spatial relationships, and physical science) to be successful in your chosen career.



Career of Interest: _____

Top Five Skills	Top Five Abilities	Top Five Knowledge Areas
1.		
2.		
3.		
4.		
5.		

5. Continue to research your selected career by summarizing the following areas. These notes will be used to develop your career plan a bit later.

a. Brief but complete career description:

b. Career requirements:

c. Salary range:

d. Employment outlook:

6. Under the “Community Section” of the Web site, determine the happiness index from those already participating in your chosen career. List that index score below.

7. Staple any notes to the back of this lab sheet, and submit it to the instructor. This work will be returned to you when you complete your career plan.

My Career Plan

Purpose

The purpose of this activity is to design a personalized career plan.

Objectives

1. Evaluate your skills, experiences, and requirements for a selected career.
2. Identify any gaps in your personalized career plan.
3. Write an “Action Plan” to fill any identified gaps.
4. Complete your “Career Plan” document.

Materials

- ◆ lab sheet
- ◆ previous research on a career (including lab sheets A, B, C, and D)

Procedure

1. Review your career research for lab sheets A, B, C, and D.
2. Individually, word process a career plan to include the following topics:
 - a. Name and date developed
 - b. Specific career goal
 - c. Description of career goal
 - d. Skills required for career goal
 - e. Abilities required for career goal
 - f. Educational requirements for the career goal
 - g. Opportunities in the career field
 - h. Threats in the career field



3. Identify any weaknesses that would prevent you from achieving your career goal below.
4. Write an “Action Plan” to meet any gaps in your career plan. A template may be found at <http://www.career-change-mentor.com/career-plan-template.html>.
 - a. See “List the gaps you have to close,” and right click to download the template.
 - b. If you prefer, design your own four-column table to include:

Column 1	Gaps listed
Column 2	Action to take
Column 3	Resources needed
Column 4	Timeline to complete each gap
5. Submit your personalized career plan, including an “Action Plan” for any gaps, to your instructor.