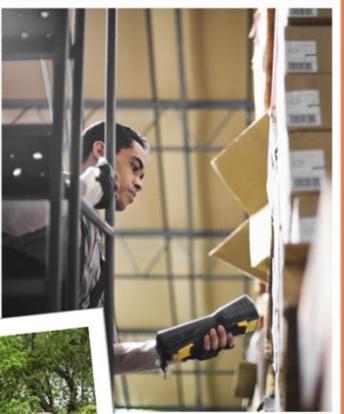


Summer Youth Employment Program 2014



Evaluation

- OUTSTANDING
- Excellent
- Very Good
- Average
- Below Average



Career Readiness Instructor Guide Preparing a Career Plan



Module: Prepare a Career Plan

Instructor Guide for Prepare a Career Plan Module



Main Idea

Students research careers and training programs to make an informed decision about their future. By doing a little research in advance, students can save time and money. Students will create a career plan by completing the following units.

Units

1. Explore Careers
2. Explore Training
3. Get Qualified

Time Allotment: 1.5 Days

Notes:

- *Student will use the tools available in Illinois workNet.*
- *They will record their responses in their Illinois workNet career plan form.*

Module: Prepare a Career Plan

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Standards Used:

- a. Common Core Standards Capacities of a Literate Student – (www.corestandards.org)
 - i. #1) They demonstrate independence
 - ii. #2) They build strong content knowledge
 - iii. #6) They use technology and digital media strategically and capably.
- b. Common Core Anchor Standards – (www.corestandards.org)
 - i. Reading, #7) Integrate and evaluate content presented in diverse formats, including visually and quantitatively as well as in words
 - ii. Reading #10) Read and comprehend complex literary and informational texts independently and proficiently.
 - iii. Writing, #7) Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation
- c. Illinois Standards for Social/Emotional Learning – (www.isbe.net)
 - i. Standard 1B) Recognize personal qualities and external supports
 - ii. Standard 1C) Demonstrate skills related to personal and academic goals
 - iii. Standard 3B) Apply decision-making skills to deal responsibly with daily academic and social situations
- d. American School Counselor Standards (ASCA) Standards – (http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf)
 - i. Career Development Standard A) Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
 - ii. Career Development Standards B) Students will employ strategies to achieve future career goals with success and satisfaction.
 - iii. Career Development Standard C) Students will understand the relationship between personal qualities, education, training and the world of work.
 - iv. Personal/Social Development Standard B) Students will make decisions, set goals and take necessary action to achieve goals.
- e. National Business Education Standards – (<http://www.nbea.org/newsite/curriculum/standards/>)
 - i. Career Development Standard #1, Self-Awareness) Assess personal skills, abilities, and aptitudes and personal strengths and weaknesses as they relate to career exploration and development.
 - ii. Career Development Standard #4, Career Strategy) Apply knowledge gained from individual assessment to a comprehensive set of goals and an individual career plan.

● Explore Careers Unit

Lesson 1: Discover careers that match your interests.



Objective:

Identify and use a career interest survey that can be used to match student interests to potential career paths.

Summary:

Students will discuss the benefits of selecting a career path that matches their interests. They will review four different types of career interest inventories available in Illinois workNet. They will complete at least one of the interest inventories and record their results.

Discussion Questions:

- Do you know what career or career field that you want to go into?
- How did you make that decision?
- What can you do to help you make that decision?
- Have you ever talked to someone who loves their job? Someone who dislikes their job?
- Why do they like or dislike their job?
- Why is it important to select a career path that matches your interests?

Activities:

1. Provide an overview of the career interest inventories available in Illinois workNet.
 - a. Interest Profiler
 - b. SKILLS Profiler
 - c. Work Importance Locator
 - d. Career Cluster Profiler
2. Students complete an interest inventory.
3. Students enter up to 3 careers in their Illinois workNet Career Plan form. They only record the occupation title and industry at this time since they will review occupational information in the next lesson.



● Explore Careers Unit

Lesson 2: Explore jobs, required skills/credentials, and wage information.

Objective:

Define and locate occupational information.

Summary:

Students will discuss the examples of occupational information and identify why each is important to consider. Students will review occupational information for the three careers that were selected in Lesson 1 and record their findings.

Discussion Questions:

- If you were going to interview a person to learn about their job what would you ask? What is the salary range for the job? What do they do in their job? How long did they have to go to school?
- What is Labor Market Information? How would you feel if you spent your time and money to get trained and then you could not find a job?
- What is occupational information? What are some examples of occupational information that you should consider when selecting a career?

Activities:

1. Review the related resources.
2. Students look up the career information in Illinois workNet for the career(s) selected in Lesson 1.
3. Students record their findings in their career plan form.

● Explore Careers Unit

Lesson 3: Identify your soft skills.



Objective:

Identify soft skills and demonstrate an understanding of the importance of good soft skills in the workplace.

Summary:

Students will learn that soft skills are required regardless of the industry they pursue. They will identify their current soft skills and how those skills are useful in the workplace.

Activities:

1. Break into small groups and assign each group a soft skill area.

Group 1

Communication

Reasoning/Problem Solving

Understanding the Big Picture

Group 2

Positive Attitude

Work Ethic

Career Development

Group 3

Leadership and Teamwork

Attendance and Self-presentation

Independence and Initiative

2. Students discuss the scenarios and watch the videos.
3. Groups identify their top 5 soft skills and provide an example of why this would be important in the workplace.
4. Groups present the information to all groups.
5. Students identify their soft skills.

Discussion Points: *(Continued on next page)*

- Workplace evaluations include soft skills.
- Soft skills should be incorporated into your resume.
- You can start working on improving your soft skills today!

● Explore Careers Unit



Lesson 3: Identify your soft skills.

Discussion Points: *(Continued)*

- Communication: List different ways to communicate information to a group or individual.
- Problem Solving: What are the basic steps to problem solving?
- Big Picture: What is a mission statement and how is it different than company policies and procedures? What other policies can affect a company?
- Positive Attitude: Explain how your attitude can have a positive or negative affect at work.
- Work Ethic: How can you show ethical behavior at work?
- Leadership and Teamwork: What are some characteristics of a good team member?
- Attendance and Self-Presentation: List examples of professional behavior.
- Independence and Initiative: List examples of showing initiative.

● Explore Careers Unit



Lesson 4: Consider how your technical skills, transferable skills, and personal beliefs line up with careers.

Objective:

Identify their transferable skills and explain the importance of selecting a career that lines up with their personal beliefs.

Summary:

Students will discuss the different types of skills they have acquired from past experiences and how they can transfer to their future career path. They will also discuss the importance of selecting a career that lines up with their personal beliefs.

Activities:

1. Review the related resources.
2. Students develop a list of their values and then prioritize the list.
3. Students develop a list of transferable skills.
4. Students review the occupational information for previously selected careers and identify pros/cons for selecting each career path. They should take their identified skills and personal beliefs into consideration.
5. Students record their findings in their career plan form.

Discussion Points:

- What are values?
- How do values help you?
- Why is it important to identify your personal values?
- What are transferable skills?
- How do you gain transferable skills?
- Describe self-management skills.
- What are examples of self-management skills?
- What are example of job/technical skills?

Other Resources:

<http://tinybuddha.com/blog/determine-what-will-make-you-happy-by-identifying-your-values/>

http://www.mindtools.com/pages/article/newTED_85.htm

● ● Explore Training Unit

Lesson 1: Identify training programs for careers that match your skills and Interests.

*Instructor Guide for the
Prepare a Career Plan Module*



Objective:

Locate training programs based on occupation title.

Summary:

Students will identify training programs related to the careers they previously selected. They will review the training program information and select up to three training programs to compare.

Activities:

1. Review related resources.
2. Students review general training program information related to previously selected careers.
3. Students identify up to three general training programs.
4. Students record their findings in the career plan fields.

Discussion Points:

- What are some different types of training programs?
- What should you take into consideration when reviewing training programs? Why?
- When choosing a training program, you should consider the job market for that career. This information is also called?
- What do training program costs include?

● ● Explore Training Unit

Lesson 2: Compare training program pros and cons.



Objective:

Demonstrate ability to locate training program information that is necessary to make an informed decision when selecting a training program.

Summary:

Students will review training programs and identify the cost associated with specific training programs. They will consider their options for paying for training and supporting themselves while in the program. They will use this information to identify the pros/cons for each training program.

Activities:

1. Review related resources.
2. Students use the WIA training program search to find training programs by program name.
3. Students review the training program information to find additional information about the training programs they want to compare.
4. Students enter information about training programs for *specific* schools and providers.
5. Students identify realistic options to pay for school.
6. Students identify realistic options to support themselves while in school.
7. Students consider the facts and identify the pros and cons for each training program.

Discussion Points:

- What are some things that you learned about training programs that you didn't previously consider?
- What are some options for paying for training? What are the pro/cons for these options?
- How would you support yourself while in training? Why is this important to consider?

● ● ● Get Qualified Unit

Lesson 1: Analyze your options.

*Instructor Guide for the
Prepare a Career Plan Module*



Objective:

Analyze career and training program information to determine their best career path options and their willingness/ability to complete the program and gain employment.

Summary:

Students use the information to help them determine if the results for completing training/earning a credential(s) is worth the amount of time/money invested in training.

Activities:

1. Review related resources.
2. Students review their current career plan (preview mode) and compare the careers and related training programs.
3. Students rate their return on investment. Bottom Line: Is the time and money invested in training going to be worth it?

Discussion Points:

- Are you willing to invest the time, energy, and money into becoming qualified for the job?
- Once qualified, do you expect there to be job openings?
- Are you willing to relocate for the job?
- Will wages/salary allow you to support the lifestyle you desire?

● ● ● Get Qualified Unit

Lesson 2: Make a plan.



Objective:

Describe and create S.M.A.R.T Goals.

Summary:

Students will identify short-term goals and action steps that are S.M.A.R.T (Specific, Measureable, Attainable, Realistic, and Timely).

Activities:

1. Review related resources.
2. Students write at least one short term goal and identify the basic steps to achieve goals. Each step includes a deadline date.
3. Students identify strategies for staying motivated while working towards reaching their goal.
4. Students identify potential problems and identify a solution or backup plan if the problem occurs.

Discussion Points:

- What is the difference between a long term and short term goal? What are some examples?
- What does S.M.A.R.T. goals stand for?
- What are attainable and realistic goals? (i.e., Attainable: I have the skills, ability, and tools needed to go become a professional basket weaver. Realistic: I have the ability weave high quality baskets, but I can't support my family on the income.)
- What does a career plan include? What are some examples?
- What are some ways to stay motivated while in training or searching for a job?
- What are some potential problems could keep you from reaching your goals? What are possible solutions?

● ● ● Get Qualified Unit

Lesson 3: Apply for training programs and financial aid.

*Instructor Guide for the
Prepare a Career Plan Module*



Objective:

Describe the different types of financial aid and how to apply to training programs.

Summary:

Student will learn about searching and applying for financial aid. They will also learn general information about applying for a training program.

Activities:

1. Review the related resources.
2. Discuss the different types of financial aid.
3. Discuss where to find financial aid sources and what to consider when you apply.
4. Discuss the basic steps or things to consider when applying for a training program.

Discussion Points:

- What are some examples of financial aid? What is the major difference between the types of financial aid?
- What type of financial aid do you have to repay?
- What are some things to consider or required documents that are needed when you apply for financial aid? Training programs?

● ● ● Get Qualified Unit

Lesson 4: Complete training and earn credentials.



Objective:

Describe the benefits of earned credentials.

Summary:

Students will learn the benefits of earning credentials and how to learn more about credentials in their field of interest.

Activities:

1. Review related resources.
2. Discuss different types of credentials.
3. Discuss how to learn about credentials for various fields of study.
4. Discuss tips for preparing for licensure/credential testing.

Discussion Points:

- Did anyone select a career that required licensure or credentials?
- What are some of the benefits of having credentials?
- What are some of things to consider when planning to earn a credential? Mental/physical preparation?
Financial preparation?

Extra Activity:

- Get your employers perspective. What licensure or credential are required for their career field?