



Strategies for Success in Career Development

The Career Coach Curriculum Guide Workshop

Map Your Career as a _____

Job or School/Training

Where

When

Career Goal

Job or School/Training

Where

When

Next Step

Job or School/Training

Where

When

Next Step

Job or School/Training

Where

When

First Step

(Current/Starter Job or School/Training)

Target Career

Education Needed: _____

Average Annual Salary: \$ _____

Keep all the tools you need to reach your career goal in one easy place. Use your Career Map:

- ❖ To help you remember your skills when you interview for jobs.
- ❖ To store information for your network and contacts.
- ❖ To show you where you are in your steps to achieving your target career.
- ❖ To define your career goal and your reason for choosing it with your mission statement
- ❖ To brainstorm starter jobs in your chosen career field.
- ❖ To get to where you want to be.

My Mission Statement

Handout 3.1



Skills I Have

- ❖ _____
- ❖ _____
- ❖ _____
- ❖ _____
- ❖ _____
- ❖ _____
- ❖ _____

Handout 2.2

Skills I Need (and How to Get Them!)

- ❖ _____
- _____
- ❖ _____
- _____
- ❖ _____
- _____
- _____
- ❖ _____
- _____

Handout 2.5

Starter Job Possibilities

- | | |
|---------|---------|
| ❖ _____ | ❖ _____ |
| ❖ _____ | ❖ _____ |
| ❖ _____ | ❖ _____ |
| ❖ _____ | ❖ _____ |

Handout 3.2

My Network and Contacts

Name

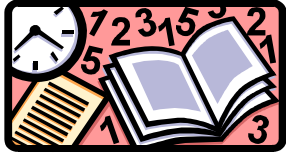
Contact Information

- | | |
|---------|-------|
| ❖ _____ | _____ |
| ❖ _____ | _____ |
| ❖ _____ | _____ |
| ❖ _____ | _____ |
| ❖ _____ | _____ |
| ❖ _____ | _____ |

Handout 3.3

Please read the introductory letter to instructors before beginning this workshop.

WORKSHOP I: FINDING OUT ABOUT CAREERS (3 HOURS)



Materials You Will Need for This Workshop

- | | | |
|---|---|---|
| <ul style="list-style-type: none">❖ Handout 1.3❖ Handout 1.6❖ My Career Map | <ul style="list-style-type: none">❖ Computer with Internet access for each student<ul style="list-style-type: none">➢ If you do not have Internet access, an alternative activity is available (see page 4) | <ul style="list-style-type: none">❖ Chalkboard or whiteboard❖ Projector (optional) |
|---|---|---|

Introduction 10-15 min.

Introduce yourself and welcome students to the workshop. Tell students that many people spend a long time finding the best-fit career for them. Explain that the purpose of the workshop series is to help them speed up that process so they can start the right training program, classes, or get a job that will be the first step of their career. Explain that by the end of the workshop they will have chosen a target career and learned how to develop a personal plan to achieve that career.

Explain that during the workshop they will:

- ❖ Learn the difference between a job and a career
- ❖ Explore what they are good at
- ❖ Learn how to pick a career that fits their skills, interests, and lifestyle needs
- ❖ Research several possible careers and choose a target career
- ❖ Learn different ways to prepare for a career
- ❖ Develop a comprehensive short- and long-term career and educational plan

CAREER MAP Start by talking for a few minutes about your career and how you got there. If education was an important part, explain that too.

After explaining your career path, hold up your filled-in **My Career Map**. Tell students that they will have a **My Career Map** that looks like yours by the end of the workshop. It will help them realize their dream career and make a plan to reach it.

After you've finished explaining your career path and the **My Career Map**, discuss workshop expectations—to get the full benefit of the workshop, students should attend the entire workshop, participate fully in the activities, and ask questions.

Activity 1.1 20-25 min.

Introduce **Activity 1.1: Getting to Know Each Other**

ICEBREAKER Divide students into pairs.

1. Tell students to introduce themselves to the other person using the following questions. Write these questions on the board.
 - ❖ *What do you want to get out of this class?*
 - ❖ *What career are you thinking about?*
 - ❖ *Why are you interested in it?*
 - ❖ *What concerns do you have about that career?*
 - ❖ *What more would you like to learn about that career?*
 - ❖ *If you don't have any careers in mind, what other careers have you thought of in the past and why?*

2. After students have answered, facilitate a discussion of what they want in the careers they choose, e.g., money, excitement, variety, working with people, etc. Ask questions such as:
 - ❖ How much do you know about this career?
 - ❖ Why is this a good choice for you?
 - ❖ What do you like/dislike about this career?
 - ❖ What is important to you in a career?
 - ❖ What do you want to know about a career before you choose it? (e.g., salary, locations of companies in this field, hours, and work environment)

Preview the five steps in the career-planning process. As you go over each one, write it on the board. This should remain on the board throughout the workshops to show students how they have accomplished each step.

Step 1: Self-Assessment

Explain that *self-assessment* is a way of evaluating yourself—what you like, what you do well, etc. It is the first step in career planning.

Emphasize that learning about yourself and choosing a career that is especially suited to you is the best way to make a good career choice. Explain that in this workshop, students will look at two different things about themselves:

- ❖ Interests – things they like to do
- ❖ Skills – things that they do well

Step 2: Explore Careers

Tell students that once they have identified what is important to them and what they like to do, they will learn how to research different careers. They will find information such as what the work involves, pay, and opportunities for advancement. The workshop will help them assess how much they need to earn and what working conditions fit their lifestyle needs. They will also find out what type of education is needed for each career.

Step 3: Choose a Target Career

Explain that after doing career research, they will choose a target career. This workshop will help them to consider the advantages and disadvantages of several interesting careers and determine which is the best career choice for them right now.

(Optional) Step 4: Choose a School or Training Program

Explain that students will then research what type of education is required for their target career. Tell students they will also learn more about how to select a school or training program and tips for applying.

Step 5: Begin a Career

Be clear that the purpose of this workshop is to choose a target career and either get started on the best educational or training program, or begin a starter job. Explain that getting to their ideal career may take time. Explain that they may need to go through a series of jobs before they reach their goal.

Pass out copies of the *My Career Map*. Tell students that this handout is the most important part of their portfolio and will help them keep track of what they've learned after they leave.

Explain that because the purpose of this class is to develop a career map, it is important to discuss the differences between having a job and developing a career.

Activity 1.2
5 min.

Introduce **Activity 1.2: What's the Difference?**

BRAINSTORM Ask students to think about the differences between a job and a career. Write the headings *Job* and *Career* on the board and list their responses.

Examples

Job

Someone chooses you
Something you apply for
Has a beginning and an end
One work experience

Career

Something that you choose
Something you plan for and develop
Keeps going as long as you develop it
Many work experiences

Activity 1.3
20-25 min.

Introduce **Activity 1.3: Career Pathways.**

CLASS DISCUSSION Students will begin to see how small steps can lead to large differences in income.

1. In one column, write the following occupations on the board, as shown below:
 - ❖ Mechanical Engineer
 - ❖ Electrician; Industrial Engineering Technician
 - ❖ Inspector, Tool; Machinist
 - ❖ Tool Setter; Shipping and Receiving Clerk
 - ❖ Electronics Assembler; Construction Laborer
 - ❖ Production Worker Helper; Hand Packers
 - ❖ Unskilled Labor
2. Explain to students that this is a career pathway for a production worker career. The first step of the pathway is on the bottom and represents the job with the least skill and education required. The top step represents the career goal of someone on a production worker pathway, with the highest level of training and education.
3. Make a second column titled "Wages per Hour." Beginning at the bottom of the list, ask students to guess at an income level at each step. You may want to ask if anyone knows someone working in each job and what they make. Average hourly wages are included in the table below, along with the requirements and training needed for each step.
4. Ask students why the wages are different at different levels. What is the difference between the top job and the bottom jobs? Discuss how they relate to the education, training, or qualifications needed for each career step. Use the table below for information.

Production Worker Map				
Level	Occupation	Wages/hr	Qualifications	Training
7	<i>Technical Professional</i> ❖ Mechanical Engineer	\$31	Bachelor's degree	Community college or 4-year college, 2–4 yrs
6	<i>Skilled Technician</i> ❖ Electrician ❖ Industrial Engineering Technician	\$15-\$21	Experience/training, 2- or 4-yr degree, communication, business knowledge	Community College, 1- 2 years
5	<i>Entry Level Technician</i> ❖ Inspector, Tool ❖ Machinist	\$14-\$15	Experience, training, technical training	Technical Skills (16 weeks)
4	<i>Entry Level Skilled</i> ❖ Tool Setter ❖ Shipping and Receiving Clerk	\$11-\$14	GED/HS, technical fundamentals, problem solver, team work, communication	Technical Skills, e.g. measurement (8-16 weeks), GED, math
3	<i>Semi-Skilled 2</i> ❖ Electronics Assembler ❖ Construction Laborer	\$11-\$12	Drug free, team work, 9 th -grade math, communication, problem-solver,	Literacy, computers, math, measurement (16 weeks), pre-geometry
2	<i>Semi-Skilled 1</i> ❖ Production Worker Helper ❖ Hand Packers & Packaging	\$8-\$10	5 th -8 th grade literacy, strength, communication, reliability	Life Skills, Work Habits, Literacy, Team Work
1	<i>Unskilled Labor</i>	\$7.50	Need Work	-

Pass out **Handout 1.3: Learning for Earning**. Ask students to explain what the graph is showing. Discuss the importance of education and its role in income. Make sure that they understand that most careers that pay wages that support a family will require at least a two-year associate degree or participation in a certified training program. Explain that the table at the bottom shows the production worker career map they have just talked about.

Emphasize that most people spend less than 40 hours in a lifetime on career planning. Reinforce the idea that choosing a career is one of the most important decisions that students will make in their lives. Career planning deserves their time and attention; encourage students to attend the entire workshop to work on their career-planning process.

Introduce the next section of the workshop to students. Explain that they will:

- ❖ Learn how to log in and use *Career Coach*.
- ❖ Complete a career quiz that will help them pick a career that fits their interests.
- ❖ Learn about different careers.
- ❖ Find some basic information about careers that interest them.

Note: If you do not have access to the Internet, an alternate activity is available online in Module 3 (pages 48-49) of the full-length curriculum. See <http://www.womenemployed.org/> for more information.

Tell students that they will now learn how to log on to and use *Career Coach*.

Activity 1.4
10 min.

Introduce **Activity 1.4: Logging on to the Career Coach Website**

1. Explain to students that the *Career Coach* website is free and can help them learn about careers, choose the career goal that is right for them, and build a step-by-step plan to reach their goal.
 2. Explain that each student will log on to the *Career Coach* website using the passwords printed in their materials folders. Most of the work they complete will be saved in “My Career Plan.” They will be able to access it whenever they log in. They can get to the *Career Coach* website from any computer that has Internet access.
 3. Ask students to turn on or log on to their computers. Here you may also begin the PowerPoint presentation. If you chose not to use the PowerPoint, follow the instructions below.
 4. Tell students that they can get to *Career Coach* from <http://www.womenemployed.org/CareerCoach>.
 5. Once there, they should click on “Sign in or Register” on the top right of the page. They should be under the tab labeled “Log in.” Tell them to fill in the information listed in their folders and click “Log in.”
-

Activity 1.5
30 min.

Introduce **Activity 1.5: Completing the Online Career Test**. Explain that students will now complete the Online Career Test on the *Career Coach* website. Tell students this quiz will help them complete the first step in the career-planning process by identifying careers that they might be interested in.

1. Instruct students to get to the first page of the Online Career Test by clicking on the icon under the “Discover a Career” section on the *Career Coach* website home page.
 2. Explain that the Online Career Test uses a proven method of connecting the types of tasks that interest someone with jobs that include similar types of tasks.
 3. Instruct students to answer the questions quickly, based on their interests. They shouldn’t try to decide if they would like to do that particular activity as a job, but rather whether or not they are interested in that activity. For example, the first question is “Build kitchen cabinets.” If the student likes to build things, like kitchen cabinets, they should select “like,” even if building things is just their hobby, not something they want to make a career out of.
 4. Give the students 30 minutes to complete the Online Career Test. Those who finish early can click on their results to learn more about those careers. Explain that students will have more time to browse their results in the next activity.
 5. Ask one to two volunteers to share how they feel about their results. If students are unhappy with their results, ask students to keep an open mind for the purpose of the workshop and explore some of the results during the workshop. At a later time, they may want to retake the quiz on their own, keeping an open mind (and selecting more “like” responses). Also remind students that this is just one way to find their “best-fit” career. Over the course of the workshop, they will learn more about careers and those that interest them.
 6. Explain that each student can access the results of their career test from “My Career Plan” or by clicking on the Online Career Test link. Students can access it at anytime after logging in. If you have a printer, the students may wish to print their results.
-

Activity 1.6
1 hr. 15 min.

Congratulate students on their progress so far. Explain to students that they have identified some careers that match their interests, and now they will begin to explore more careers that match their interests. Tell students that soon they will narrow down their career choices.

Introduce **Activity 1.6: Surf Career Coach Information**

Note: Teachers may also use the O*Net website at <http://online.onetcenter.org> to search careers with a variety of different search criteria.

WORKSHEET Pass out copies of **Handout 1.6: Interesting Career Information** to each student. Tell students there are extra copies available if they want to record information about more careers.

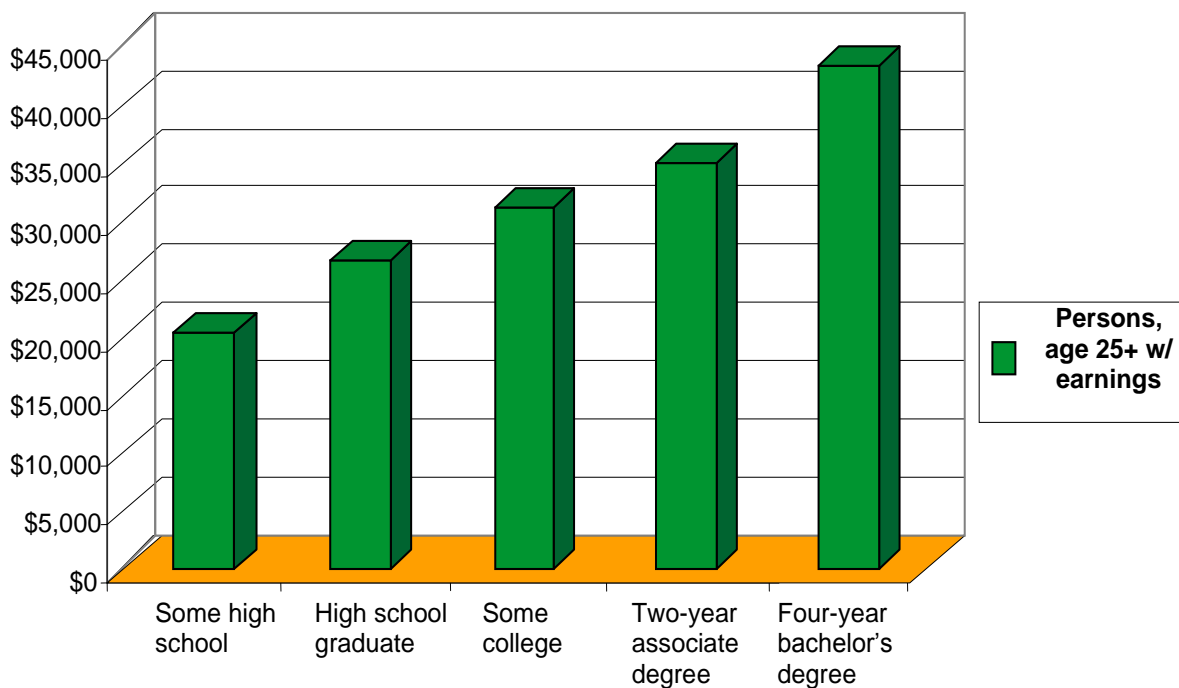
1. Tell students that the purpose of this activity is to explore different careers and gather information on each to help them make a better career choice. They can find out about more careers by looking at their online career quiz results, by looking at other careers related to those results, or by looking at profiles of people in different careers.
2. Explain that they can also use *Career Coach* to get more information about different jobs, including: skills needed, education needed, income, and working conditions. At the end of the activity, they should have some basic information about three or more careers that seem interesting to them. Later on, they will do more research on these careers and make a choice about them.
3. Instruct students that they will be writing down three to six careers they are interested in learning more about on **Handout 1.6**. Tell students that at least one of those careers should be one they wouldn't normally be interested in. Tell students to fill out the information requested for each career, all of which is available on the *Career Coach* website.
4. They should start by clicking on one or more of the careers that might interest them. After reading a little about the career details, if they might be interested in this career, ask them to enter the information about it on **Handout 1.6**. ALSO, be sure that students click the "Add This to My Favorite Careers List" link for each career that they are interested in. This will ensure that this career is saved on the list.
5. Encourage students to view other careers than those on the results page. They can do this by clicking on the Browse by Field, Browse by Skill, or Browse by Personal Story links. Again, if they might be interested in a career they find, ask them to enter the information about it on **Handout 1.6**. ALSO, be sure that students click the "Add This to My Favorite Careers List" link for each career that they are interested in. Give students thirty minutes to explore different careers on the website.
6. Encourage students to share some of the interesting careers they came up with. Ask a few volunteers to share which of these careers they are most interested in and why. Ask a few volunteers to share which of these careers they are least interested in and why.

Handout 1.3: Learning For Earning

Production Worker Map

Level	Occupation	Wages/hr	Qualifications	Training
7	<i>Technical Professional</i> ❖ Mechanical Engineer	\$31	Bachelor's degree	Community college or 4-year college, 2-4 yrs
6	<i>Skilled Technician</i> ❖ Electrician ❖ Industrial Engineering Technician	\$15-\$21	Experience/training, 2- or 4-yr degree, communication, business knowledge	Community College, 1- 2 years
5	<i>Entry Level Technician</i> ❖ Inspector, Tool ❖ Machinist	\$14-\$15	Experience, training, technical training	Technical Skills (16 weeks)
4	<i>Entry Level Skilled</i> ❖ Tool Setter ❖ Shipping and Receiving Clerk	\$11-\$14	GED/HS, technical fundamentals, problem solver, team work, communication	Technical Skills, e.g. measurement (8-16 weeks), GED, math
3	<i>Semi-Skilled 2</i> ❖ Electronics Assembler ❖ Construction Laborer	\$11-\$12	Drug free, team work, 9 th -grade math, communication, problem-solver,	Literacy, computers, math, measurement (16 weeks), pre-geometry
2	<i>Semi-Skilled 1</i> ❖ Production Worker Helper ❖ Hand Packers	\$8-\$10	5 th -8 th grade literacy, strength, communication, reliability	Life Skills, Work Habits, Literacy, Team Work
1	<i>Unskilled Labor</i>	\$7.50	Need Work	-

Average Yearly Earning Power: By Education Completed



Handout 1.6: Interesting Career Information

Career Title:

Salary:

Is this a hot market? Yes No

One reason I am interested in this career is:

The education this career requires is:

Three skills this career requires are:

Career Title:

Salary:

Is this a hot market? Yes No

One reason I am interested in this career is:

The education this career requires is:

Three skills this career requires are:

Career Title:

Salary:

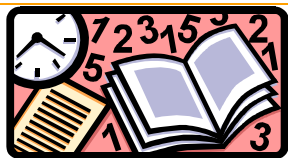
Is this a hot market? Yes No

One reason I am interested in this career is:

The education this career requires is:

Three skills this career requires are:

WORKSHOP II: CHOOSING THE CAREER THAT'S RIGHT FOR YOU (3 HOURS)



Materials You Will Need for This Workshop

- | | | |
|---|--|--|
| <ul style="list-style-type: none">❖ Handout 1.6❖ Handout 2.1❖ Handout 2.2❖ Handout 2.3❖ Handout 2.4 | <ul style="list-style-type: none">❖ Handout 2.5❖ Handout 2.0❖ Scratch paper❖ A calculator for the instructor❖ Chalkboard or whiteboard | <ul style="list-style-type: none">❖ Computer with Internet access for each student<ul style="list-style-type: none">➤ If you do not have Internet access, an alternative activity is available (see page 11) |
|---|--|--|

Introduction 15 min.

Tell students that during this section of the workshop they will be learning different things about the careers they identified in the last workshop. Explain that each activity will help them make a smarter decision about which career would be a good fit for them. These activities will include determining an ideal salary, identifying their skills, and researching specific aspects of each potential career.

Tell students that they will need to find the following information when researching target careers:

- ❖ **Skill requirements:** the types of skills they will need to have or develop to succeed in this career.
- ❖ **Salary:** what does the job pay?
- ❖ **Job description:** the kind of work they will do, such as customer service, writing, project work etc., and the daily tasks they will perform.
- ❖ **Working conditions:** what the workplace will be like, such as physical labor, working hours, and working outside.
- ❖ **Employment opportunities:** other jobs in the career field that are of interest, promotional opportunities, industry growth, availability of career in local area.
- ❖ **Educational requirements:** the level of school, training, or degree required, including professional association or state requirements like certification or accreditation.
- ❖ **Other:** restrictions on working in certain industries for ex-offenders

Explain that in order to research careers, students will have to identify some of the skills they have now so they can select a career that is a good match.

Explain that skills are what people do well. To succeed in your career, you need three types of skills:

- ❖ Job-specific skills – what you need to know to do a particular job
- ❖ Employability skills – personal qualities that make you a valuable worker
- ❖ Transferable skills – skills that you can use in a variety of jobs

Activity 2.1 25 min.

Introduce **Activity 2.1: Identifying Skills**

WORKSHEET Pass out **Handout 2.1: Career Development Skills**.

1. Have a student read the definition and examples of job-specific skills from **Handout 2.1**.
2. As a class, think of two jobs or job areas that require certain skills. Then brainstorm several job-specific skills that students may need to learn for these jobs and write the skills on the board.

3. Have a student read the definition of employability skills on **Handout 2.1**. Go through the list of examples and have students volunteer what they think each one means and why it is important to success in the workplace.
4. Explain that many employers are looking for individuals who have strong employability skills—personal qualities that will help them succeed at the workplace with managers, coworkers, and customers.
5. Have the class create a list of employability skills. Write the employability skills that they come up with under the headings as shown below. Make sure you have at least four examples per heading.

<i>On the Job</i>	<i>In School</i>	<i>Through Community Activities</i>
<i>Good attendance</i>	<i>Meeting deadlines</i>	<i>Being organized</i>
<i>Being on time</i>	<i>Accuracy</i>	<i>Taking leadership</i>
<i>Flexibility</i>	<i>Listening to directions</i>	<i>Following through</i>
<i>Cooperation</i>	<i>Following feedback</i>	<i>Coming up with new ideas</i>
<i>Positive attitude</i>	<i>Working on teams</i>	<i>Solving problems</i>

6. Have a student read the definition and examples of transferable skills on **Handout 2.1**.
7. Ask the class how and where they would learn the transferable skills listed on **Handout 2.1**.

Explain that the one reason for talking about skills is for students to think about the skills that they have already developed in their lives that will help them reach their career goals. Another reason is to think about the skills they need to learn and develop.

Activity 2.2
30-35 min.

Introduce **Activity 2.2: Identify and Inventory Your Skills**

WORKSHEET Pass out **Handout 2.2: My Personal Skills Inventory**.

1. Review the idea that skills are learned through many life activities and experiences such as education, vocational training, volunteer work, and church and community activities.
2. Have students use **Handout 2.2** to take inventory of their skills by making three lists. If you would like, ask them to also note where or how they developed each skill.
 - ❖ Job-specific skills that they have developed through work, school, and community service, and the career or careers that require each skill.
 - ❖ Employability skills that they have developed through work, school, and community service.
 - ❖ Transferable skills that they have developed through work, school, and community service.
3. Ask students to take out **Handout 1.6**. Ask them to make a star next to the careers they think best fit the job-specific, employability, and transferable skills they have already developed.
4. Tell students to put **Handouts 1.6** and **2.2** in their portfolios. They will be using them again.

Activity 2.3
15-20 min.

Introduce **Activity 2.3: Earning What You Need**

Explain that students have now identified some of the skills they have developed already and started to narrow down their interesting careers. Next students will:

- ❖ Think about how much money they need to earn to support their families and themselves (budget needs)
- ❖ Think about how they want to live and how that will impact their career choices (lifestyle decisions)
- ❖ Begin focusing on a few interesting careers

Tell students that knowing how much money they need to make to meet their needs will make it easier for them to determine which career fits them. Explain that doing this budget exercise will help them choose a career that is right for them.

Explain that many people use a budget to figure out what they need to earn. A budget uses different categories to figure out regular expenses, debt repayment, and savings.

Note: Use the default numbers provided in Appendix B if your students will have too much trouble with this exercise or if you think it will take more than 20 minutes to complete. Make sure, however, that students keep budgeting in mind when determining their target career.

Pass out **Handout 2.3: Personal Budget Worksheet**.

Ask students to fill in each item on the list that applies to them AND if it is something that they regularly pay for or think they will need to pay for in their new career. Stress the difference between “needs” and “wants.”

- ❖ Things in life you need – what you cannot do without
- ❖ Things in life you want – what you would like to have

Tell students that after they have added the expenses by hand or by using a calculator, they can multiply the total by 12 to get their yearly expenses.

Remind them that their yearly salaries will have to be more than this, because they pay their expenses after taxes are taken out of what they earn. In addition, they may want to save more or afford travel or other luxuries.

Tell students that they can use this budget worksheet at home to get a better sense of the amount of income they'd like to have.

Activity 2.4
20-25 min.

Introduce **Activity 2.4: Lifestyle Checklist and Evaluating Careers**

WORKSHEET Pass out **Handout 2.4: Work and Lifestyle Checklist**. Students also need to think about what they want for their personal lifestyles as they are choosing a career.

1. Read the five categories: *Money, Location, Transportation, Hours, and Working Conditions*. Explain that each of these categories can help them decide whether or not a job would fit their needs.
2. Tell students that the first section of each category suggests information they will want to find out about their interesting careers. The Dream It! section allows them to think about the life they want to attain for themselves and their families.
3. Explain to students that they may not know all the answers to the questions on **Handout 2.4**. Tell students that they will be using answers they do know to help them narrow down their interesting careers.

4. Have students read each of the categories and fill in the Dream It! sections.
5. Tell students that this worksheet is intended to help them think about their dream work conditions and will help them figure out what questions they should answer before preparing for a career.
6. Ask students to take out **Handout 1.6**. Have students look at their answer to the first Dream It! section on salary. Ask them to compare this with the salary of each career title listed on **Handout 1.6**.

Note: Average salaries can be very different depending on the location and company. To find out the average or median income for a career in their region of the country, students may want to visit a website such as <http://www.jobbankinfo.org/>. To find out about average salaries by company, they can search the company's website for open positions or talk with an employee in an informational interview.

7. Have them put stars next to the careers that have a salary that is as much as or higher than the salary they need. If students do not have any careers that earn as much as they need, tell them to keep browsing after class for more careers or pick a related or more advanced career goal.

Example

❖ *If surgical technologist doesn't pay enough, a student might consider selecting nurse as their target career.*

8. Ask students if there are any other items on **Handout 2.4** that they think are important. Ask students to put a star next to any careers on **Handout 1.6** that match their values and their other needs from **Handout 2.4**.

Example

❖ *Someone who values a lot of time with their family may not want to pick a career that requires a lot of travel.*

9. Tell students to look over the careers they've saved in My Favorite Careers on the *Career Coach* website. Encourage students to think critically about each of these careers. Tell them to ask themselves questions like "Do I really think I would like to do this?" Model how to evaluate some choices.

Examples

❖ *I checked off drywall installer, but I think that might be a problem with my allergy to dust.*

❖ *I checked off recreation director, and the more I think about it, that really interests me. I can work with people and be outdoors—my two favorite things.*

10. Explain to students that they have now starred career titles that meet their interests, skills, and lifestyle needs. Tell students that they will use this information to help them choose a target career.

Explain that now that they have thought about what they need to live and how they would like to live, students need to narrow their career choices to one target career. Next, they will research their two top careers, then they will choose a target career and think about their education and training goals.

Activity 2.5
50-60 min.

Introduce **Activity 2.5: Researching Interesting Careers**

COMPUTER ACTIVITY Students will research their interesting careers using the *Career Coach* website and the websites listed in Appendix A.

Note: If you do not have access to the Internet, an alternate activity is available online in Module 8 (pages 94-96) of the full-length curriculum. See <http://www.womenemployed.org/> for more information.

1. Explain to students that they will now begin to explore more detailed information about their interesting careers. Ask students to take out copies of **Handout 1.6** and select the two careers that have the most stars written next to them. If students are not happy with either of these choices, instruct them to replace one career with another they are more interested in.
2. Pass out two copies of **Handout 2.5: Researching Interesting Careers** to each student in the class. On the first copy of **Handout 2.5**, ask students to write the career that most interests them from the two they chose from **Handout 1.6**. Tell students to write the other career on the second copy of **Handout 2.5**.
3. Explain to students that they will now be using *Career Coach* website to research their interesting careers in more detail.
4. Tell students to go to <http://www.womenemployed.org/CareerCoach> and:
 - ❖ Sign in to the *Career Coach* website using their user name and password.
 - ❖ Click on “Discover a Career.”
 - ❖ Then, click on Browse Careers.
5. In Browse Careers, have students find the career details page for the first career they wrote down on **Handout 2.5**, and find information on their top career choice.
6. To get the students started, have them fill in the first two lines of **Handout 2.5 – Job Title and Median or Average Annual Salary**. Then have them find one example to fill in the area titled *Job Description*. Make sure that each person knows what he/she is doing before completing the handout. Be available to answer questions as students work through the process.
7. Give students 20-25 minutes to fill in the first copy of **Handout 2.5**. Then remind students to fill out the second copy of **Handout 2.5**. Ask students if this exercise has made this career more or less interesting to them.
8. Explain that the purpose of this activity is to help them decide if this is a good target career for them.

Explain to students that there are many different ways to research careers on their own.

Career Coach is an excellent source, and there are many websites and books with information on different occupations (see Appendix A).

Explain that although there will not be time to cover them in this workshop, there are a number of other ways to find about their target career as well. Go through the list of examples below.

Examples

- ❖ *Volunteering* – volunteer in a field to get a better understanding of the work
- ❖ *Job shadowing* – observe someone in your target career field in their daily work

- ❖ *Informational interviewing – talk to someone already working in the same career field*
- ❖ *Internship – work in an informal position in the same career field*
- ❖ *Research – talk to career counselors and teachers, or relatives and friends who work in the same field*

Ask students if they recall the difference between earnings for those with higher education and those without. While it takes money, time, and effort to get training and education, choosing a best-fit career will provide an opportunity to live the lifestyle that they want.

Pass out **Handout 2.0: Types of Educational Programs** and go over it. Explain that this will help students begin to think about choosing a school or a training program. If students need to get a GED or to improve their English before they enroll in a career program, tell them how to get in touch with adult education programs at the local community college or community organizations.

Be sure that students are clear on what educational programs are appropriate for them:

- ❖ There are many different kinds of training and school programs.
- ❖ Their current level of education and their target career goals will determine the kind of program they choose.

Have students take out both filled-in copies of **Handout 2.5: Researching Interesting Careers**. There should be two copies of **Handout 2.5**, one for each target career.

Ask students to judge which of their interesting careers will require more education or training. Have them look at both copies of **Handout 2.5**. Ask if the career that makes more money takes more time to prepare for.

Reassure students that if they don't feel prepared to complete a degree program right now, that shouldn't keep them from sticking with the target career that most interests them. Tell students there may be an intermediate job they can prepare for with a shorter training program and that they will find out about these jobs in the next workshop. They may be able to prepare for their target career by working in the field in another job while they study for their long-term educational goal.

Explain to students that they have been researching two interesting careers and now the time has come to choose one target career. Once they have made that choice, the third part of the workshop will help them plan for that career and learn the tools necessary to accomplish their goals.

Activity 2.6
10 min.

Introduce **Activity 2.6: Choose a Career and Set Educational Goals**

WORKSHEET Explain to students that they will now choose a target career, and in order to make a well-thought-out decision, they need to consider the following:

- ❖ Their interests and skills
- ❖ Their work and lifestyle goals
- ❖ Their educational goals
- ❖ What they liked and didn't like about the two interesting careers

1. Have students take **Handout 2.4: Work and Lifestyle Checklist** out of their portfolios.
2. Ask them to review **Handout 2.4** and both copies of **Handout 2.5**. As they look over these worksheets, ask students to think about which of their two top careers best fits their values, budget and lifestyle, interests, and skills.

3. Direct students to compare the careers and choose one target career to focus on for future activities. Ask them to share their career choice with the class.
 4. Ask students to consider what education they will need to complete to attain their target career. Explain that these will be their educational goals.
 5. Ask students to take out ***My Career Map***. Ask them to take the time now to fill out the *Target Career*, *Education Needed*, and *Average Annual Salary* sections using ***Handout 2.5***.
-

Congratulate students on their progress. Explain that in the last workshop they will be learning about starter jobs, networking, and planning for their career.



Handout 2.1: Career Development Skills *

Job-specific skills are the knowledge and skills needed for a particular job. They can be developed through education, in job training programs, or on the job.

Examples: **Paralegal** – conducting legal research and preparing motions for filing
Auto mechanic – rebuilding a transmission and running computer diagnostics
Nurse – administering medication and creating medical charts
Computer technician – completing operations analysis and repairing hardware

Employability skills are personality traits and characteristics that help people adapt and succeed in the workplace. Employability skills describe your work style and can make you a valuable employee.

Examples: **Cooperation** **Flexibility**
Reliability **Follow-through**
Accuracy **Punctuality**
Positive attitude

Transferable skills can be used in a variety of jobs or occupations. Because transferable skills are in demand across the job market, developing transferable skills is an excellent way to get a new job and to establish future job security.

Someone who has transferable skills can apply their skills to a new position with minimal training on the part of the employer.

Examples: **Writing** **Organization**
Coordinating projects **People skills**
Mechanical ability **Sales skills**
Research **Working with numbers**
Creativity **Public speaking**
Math skills **Negotiation**
Critical thinking

* Adapted from: Skills Classifications, Career Services, Elgin Community College Elgin, IL



Handout 2.2: My Personal Skills Inventory

Job-specific skills: *knowledge and skills needed for a particular occupation or job*

- ❖ What job-related skills have I developed through work, school, and community service?

Skill: _____ Careers that need it: _____

Skill: _____ Careers that need it: _____

Skill: _____ Careers that need it: _____

Skill: _____ Careers that need it: _____

Skill: _____ Careers that need it: _____

Skill: _____ Careers that need it: _____

Employability skills: *personality traits and characteristics that describe your work style and make you a valuable employee*

- ❖ What personality traits and characteristics have I developed through work, school, and community service?

_____	_____
_____	_____
_____	_____
_____	_____

Transferable skills: *can be used in a variety of jobs or occupations*

- ❖ What transferable skills have I developed through work, school, and community service?

_____	_____
_____	_____
_____	_____



Handout 2.3: Personal Budget Worksheet

Step 1

1	How much do you spend on housing every month?	\$
2	How much do you spend on child care every month?	\$
3	How much money do you spend on food every month?	\$
4	How much money do you spend on transportation every month?	\$
5	How much money do you spend on healthcare every month?	\$
6	How much debt do you pay off every month?	\$
7	Add it up: Subtotal	\$
8	Add miscellaneous expenses : 20% of subtotal	\$
9	TOTAL Monthly Expenses	\$

Step 2

To add miscellaneous expenses (Line 8), multiply subtotal (Line 7) by 0.20. For example, if your monthly subtotal is \$3,000, your miscellaneous expenses are $3,000 \times 0.20 = \$600$. Then add that to your subtotal to get your TOTAL Monthly Expenses.

Step 3

Take the TOTAL Monthly Expenses and multiply it by 12. The result is what you need make in year. Compare this to your target career. Is this enough money for you live on?



Handout 2.4: Work and Lifestyle Checklist

Using the interesting careers you researched on **Handout 1.6**, think about the following lifestyle issues.

Money

- ❖ Are these salaries enough money to support you and your family?
- ❖ Will these salaries allow you to take vacations and buy the “extras” you would like?

Dream It! How much would you like to make yearly? \$_____

Location

- ❖ If necessary, are you willing to move to another city or town?
- ❖ Do you think jobs in this career field are located near you?

Dream It! Where would you like to work? _____

Transportation

- ❖ How long would you have to travel each day (both ways)?
- ❖ How much will travel cost?
- ❖ Are you willing to travel long distances and spend the time to do so?

Dream It! How would you like to travel to work? _____

How long would you like to travel each day (both ways)? _____

Hours

- ❖ Will you work regular business hours or will you be required to work at night or on weekends?
- ❖ What do you want your schedule to be?
- ❖ Are you willing to work any required hours?

Dream It! When would you like to work? _____

Working Conditions

- ❖ Will you need to work outside or inside, sit or be on your feet all day, or do any heavy lifting or physical activity?
- ❖ Are there any working conditions that may be important for you? Undesirable for you?
- ❖ If you have any disabilities, can accommodations be made for you to successfully perform most jobs?

Dream It! What would you like your workplace to be like? _____



Handout 2.5: Researching Interesting Careers

Job title: _____

Median or average annual salary: _____

Job description: List two or three duties or responsibilities of this career.

1. _____
 2. _____
 3. _____
-

Working conditions: List two to three facts about working conditions in this career.

1. _____
 2. _____
 3. _____
-

Employment: List two facts about where people work in this career.

1. _____
 2. _____
-

Education and training: What educational steps do you need to reach this career?

1. _____
2. _____

Do you need a special license to work in this career? Yes No

If yes, what license do you need to work in this career? _____

Skills: What skills do you need to reach this career?

1. _____

I will develop this skill by doing the following: _____

_____ By date: _____

2. _____

I will develop this skill by doing the following: _____

_____ By date: _____

3. _____

I will develop this skill by doing the following: _____

_____ By date: _____

Handout 2.0: Types of Educational Programs

Here is information about different educational programs.

1. Look at the Educational Foundation programs. Will you need to attend classes before you go to a Career Education program?
2. Look at the Career Education programs. Which is best for you?

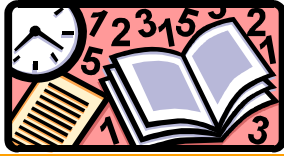
Educational Foundation

- **ABE (Adult Basic Education):** These classes build reading, math, and writing skills. Many students take these classes before studying for the GED. You can find them at community colleges and community organizations.
- **GED (General Educational Development):** These classes help you pass the GED. The GED is the test for a high school equivalency diploma. To find out where to take GED classes, you can call the national GED hotline at 1-800-626-9433. You can also call your local community college.
- **ESL (English as a Second Language):** These classes help improve English speaking, reading, and writing skills for non-native speakers. You can find them at community colleges and community organizations.

Career Education

- **Union apprenticeship program:** These are most often for jobs in construction, like carpenter or electrician. There are also apprenticeships in manufacturing and transportation.
- **Certificate programs:** These are usually shorter programs. They can last from eight weeks to one year. They are for people who want credentials more quickly. You may have to pass an exam to get a license in some fields.
- **Associate of Arts (A.A.) and Associate of Science (A.S.) degrees:** These are two-year programs (completion will take longer for part-time students). These degrees are equal to the first two years of a four-year college. Credits earned usually transfer to four-year colleges, but not always. Check with your college for details.
- **Associate of Applied Science (A.A.S.) degrees:** These are two-year technical or vocational programs. They are in fields such as electronics, nursing, and heating and air conditioning. Credits earned usually do not transfer to four-year colleges. You may have to pass an exam to get a license in some fields.
- **Bachelor's (baccalaureate) degree:** A four-year college degree. Bachelor of Arts or Bachelor of Science degrees are available in a variety of fields.

WORKSHOP III: STARTING YOUR CAREER WITH SCHOOL OR A STARTER JOB (2 HOURS, 15 MINUTES)



Materials You Will Need for This Workshop

- ❖ Handout 3.1
- ❖ Handout 3.4
- ❖ Handout 3.5, double-sided
- ❖ Scratch paper
- ❖ Chalkboard or whiteboard

Introduction 5 min.

At this point your students have researched and chosen a target career. Now they will learn how to plan and get started on their career path. To help the students understand the processes involved in creating a plan and beginning their career, you will show them how a person of similar background was able to create a mission statement, network, begin a starter job, and eventually move closer to her career with education and training.

Begin by reading ***Raquel's Story*** out loud. Tell students that they will be using her story to help them learn how to write a mission statement.

RAQUEL'S STORY

PART I *Raquel is a mother of two who would like to become a respiratory therapist. She suffers from asthma and wants to help others with breathing problems. She has taken a GED class, but hasn't taken her test yet. In order to become a respiratory therapist, she needs to get an associate degree and get some experience working with patients.*

PART II *Currently, Raquel works at a fast food restaurant in the kitchen. Raquel's GED teacher at the community center tells her that she might be able to get a job in or near her career field. She explains that one way to do so is to think about people who can help her find jobs in her field. After making a list, Raquel realizes her cousin's husband is a manager in a hospital kitchen. She contacts him and finds they are hiring for food service workers. She applies for the job with the support of her contact and she gets it! Now Raquel is in a job where she continues to build her skills and contacts.*

PART III *Raquel's short-term educational goals are to take and pass her GED test and apply to a college for her associate degree. While Raquel is meeting contacts and working around others in her field at the hospital, she still needs to learn more about respiratory science and working with patients. She plans to volunteer at an asthma association and talk to a respiratory therapist. Her long-term goals are to complete her associate degree at a local community college and then move into a four-year university. Eventually Raquel hopes to complete her bachelor's degree in respiratory therapy.*

(Optional) PART IV *To complete her goals, Raquel needs to register and take her GED test. At registration, she finds out that tests are given every other Saturday and there is one on the 4th. Raquel works every day except Thursdays and Sundays from 9am – 3pm and is already scheduled to work for the next test date, which is the 4th. She asked for time off for her daughter's birthday in 3 weeks, on the 18th, which is on the same date and time as the next*

Activity 3.1
10-15 min.

Introduce **Activity 3.1: Create a Mission Statement**

CLASS DISCUSSION Write the word *mission* on the board. Explain to students that the word *mission* is used in many ways, e.g., spy movies, as in “Your mission, if you choose to accept it.”

Ask the students to give their definition of the word *mission*.

Examples

- ❖ *Assignment, task, duty, job*
- ❖ *Objective, purpose, goal*
- ❖ *Pursuit, quest*
- ❖ *A body of people to accomplish a task, e.g., space mission*
- ❖ *Responsibility, work, charge*

STORY TIME Read Part I of Raquel’s story to the class

Raquel is a mother of two who would like to become a respiratory therapist. She suffers from asthma and wants to help others with breathing problems. She has taken a GED class, but hasn’t taken her test yet. In order to become a respiratory therapist, she needs to get an associate degree and get some experience working with patients.

Ask students what career Raquel wants to go into and why. Write the answers on the board in the form of *Raquel wants to become a _____ because _____*. Then ask students how Raquel plans to reach her goal. Write the answer on the board in the form of *Raquel plans to _____*. Now put the sentences together, write it on the board, and explain to students that this is her mission statement.

Explain to students that they will be writing their own mission statement that will define their overall career goal and how they plan to achieve it through training and education.

Remind them that mission statements:

- ❖ Are clear, concise, and easily understood
 - ❖ Set a clear direction
 - ❖ Are far-reaching—grand in scale
1. Explain to students that their next task is to create a personal mission statement. A mission statement can help students to:
 - ❖ Clearly state their career goals
 - ❖ Plan how to reach their career goals
 - ❖ Stay focused, encouraged, and optimistic about their goals
 2. Tell students that the educational goals they identified in the last workshop will become part of their mission statement.
 3. Pass out **Handout 3.1: My Mission Statement**. Have students answer each of the questions.
 4. Explain to students that they should combine the answers to the two questions to make a mission statement. Then they can write their full mission statements on **My Career Map**, where it says “My Mission Statement.”
 5. Ask 1 or 2 volunteers to share their mission statements.
-

Activity 3.2
15-20 min.

Introduce **Activity 3.2: Make Your Starter Job Work for You.**

CLASS DISCUSSION Write the word *Starter Job* on the board. Explain to students what a starter job is.

Definition: A starter job is a job in the same field or place as your career goal. At a starter job, you build contacts, experience, and skills, while working with or near people who have the job you want.

Examples

- ❖ *If you want to be in the medical field, you can work in a hospital kitchen or as a receptionist for a doctor's office.*
- ❖ *If you want to work in business, you can work as a janitor or security guard in a building with a business in your industry. Or even at a store or restaurant in the building where the businessmen and women go.*

STORY TIME Read Part II of Raquel's story.

Currently, Raquel works at a fast food restaurant in the kitchen. Raquel's GED teacher at the community center tells her that she might be able to get a job in or near her career field. She explains that one way to do so is to think about people who can help her find jobs in her field. After making a list, Raquel realizes her cousin's husband is a manager in a hospital kitchen. She contacts him and finds they are hiring for food service workers. She applies for the job with the support of her contact and she gets it! Now Raquel is in a job where she continues to build her skills and contacts.

Ask students if Raquel has a starter job. Students will likely recognize that her job at the hospital is a starter job. Explain to students that sometimes their first job will lead into the starter job. Discuss how Raquel's fast food restaurant job helped her get a better job. Raquel improved her communication and customer service skills and got experience working in food service before going to the hospital. Make it clear that the fast food job is not a starter job, but helped build necessary skills.

BRAINSTORM Now students will brainstorm starter jobs in their target career field.

1. Pass out a sheet of scrap paper to each student. Ask them to write their name and their target career on the top of the sheet and then pass the papers in to you.
2. Choose 1-2 papers and brainstorm possible starter jobs with the class. Write these possibilities under the target career heading on the paper.
3. Tell students that they will now go around the room and help others think of possible starter jobs in the target career field. Place the papers with the target jobs around the room.
4. Ask students to go to each target career and write down possible starter jobs. Tell students that if they cannot think of a starter job, they should move on to the next paper.
5. When students have finished, collect the papers and hand them back to each student. Have volunteers read 1 or 2 suggested starter jobs, and discuss as a class how each relates to their target career.
6. Ask students to enter the starter job suggestions on ***My Career Map***.

Activity 3.3
10 min.

Introduce **Activity 3.3: Building Contacts.** Write the word *network* on the board. Explain to students that a network is the people that you know or meet that can help you find work

and advance in your career. Using Raquel's story, discuss with students how she used her network to advance in her career. Tell students that knowing people in the career field is very helpful, but that a network is anyone who can help you find a job or get the word out that you are looking for one.

Ask students to give examples of people who could be in their network.

Examples

- ❖ *Family members, e.g. sister, uncle, cousin*
- ❖ *Pastor and other church members*
- ❖ *Case manager*
- ❖ *Teacher*
- ❖ *Coworkers*

On **My Career Map**, have the students write down names of people in their own network who could help them find a starter job – in any way possible.

Tell students that in order to use their network effectively they should be able to talk about themselves and their goals. Tell them a network is an important part of any job search, but it only represents one small part of the search. Remind students that they can search for jobs online, ask help from advisors at school or from an organization, call and ask a business directly if they have openings, check the newspaper, and so on.

If there is time have students divide into pairs and practice introducing themselves and communicating their goals. You may suggest that students use their mission statements from the previous activity.

Activity 3.4 30-35 min.

Introduce **Activity 3.4: Short- and Long-Term Planning**. Tell students that now they will learn how to develop and prepare their short- and long-term goals. Explain that short-term goals are those that take less than a year to complete, and are stepping-stones to a long-term plans.

Short-term Examples:

- ❖ *Develop employability skills*
- ❖ *Work in a starter job*
- ❖ *Get a certificate in your field*

Long-term Examples

- ❖ *Get a bachelor's degree*
- ❖ *Start your dream job*

STORY TIME Read Part III of Raquel's story

Raquel's short-term educational goals are to take and pass her GED test and apply to a college for her associate degree. While Raquel is meeting contacts and working around others in her field at the hospital, she still needs to learn more about respiratory science and working with patients. She plans to volunteer at an asthma association and talk to a respiratory therapist. Her long-term goals are to complete her associate degree at a local community college and then move into a four-year university. Eventually Raquel hopes to complete her bachelor's degree in respiratory therapy.

Discuss with students Raquel's short-and long-term goals.

- ❖ On the board write Raquel's long-term goal: *Work as a respiratory therapist.*
- ❖ Underneath write Raquel's short-term goal: *Apply to an associate degree program at a community college.*

Remind students that short-term goals are often steps to long-term goals. Explain that they can break those goals down into even smaller steps so that they know exactly what

to do and when to do it to reach their target career, and can see their progress. Explain that one way is to create a short-term action plan, similar to a task list that they can follow on a weekly or monthly basis.

Tell students that the first step in creating an action plan is to decide what action steps or tasks must be completed to reach their goals.

Explain to students that each task should be small enough that it can be completed in a few steps. Explain that checking off small tasks that lead to their short and long term goals will help them see progress on their goals and will help keep them from getting discouraged.

Tell students they will now brainstorm Raquel's action steps and write down their suggestions on the board.

Examples

- ❖ *Registering for the GED test*
- ❖ *Getting an application from a college*
- ❖ *Calling to order high school transcripts*

Once students have finished brainstorming, help them eliminate the steps that are not necessary to complete Raquel's short-term goal. Strike a line through the unnecessary steps.

Next tell students to put the action steps in order of importance and time. What does Raquel need to do first? *E.g. Register for the GED.*

Remind students that it is important to remember deadlines and due dates when ordering the action-steps. Ask students their best practices when it comes to remembering deadlines and appointments.

Now pass out **Handout 3.4: Raquel's Short- and Long- Term Planning Task List** to the students. Point out that Raquel has included dates to keep her on schedule. Discuss the importance of the action steps they missed during the brainstorm. Explain that Raquel can use this same format to plan for all her short- and long-term goals.

Activity 3.5 30-35 min.

Introduce **Activity 3.5: My Action Plan**

Tell students that now they will create their own action steps like Raquel.

1. Divide student into pairs and pass out **Handout 3.5**
2. In pairs have students complete the handout, putting tasks in order of when they need to be done. Remind them to be very detailed.
3. Tell students to keep this handout and use it as a checklist for completing their goals.
4. Pass out additional copies of **Handout 3.5**, if needed.

Final Activity 15 min.

Introduce **Final Activity: Map my Career**. Explain that students will fill in the **My Career Map** to help them work toward their next career steps and achieve their target career goal.

1. Using **Handout 2.1B: My Personal Skills Inventory** and **Handout 2.5: Research Interesting Careers**, have students write down the skills they currently have and the skills they need to develop to reach their target career.

2. In the bottom box, ask students to fill in their current/starter job or current school, as well as where, when, and how they got it.
3. If students know their next steps, encourage them to fill in the second, third, and fourth boxes.
4. Ask students to make sure all the boxes on the **My Career Map** are filled in, where possible. If they are missing information, ask them to go through their folders and find the handout with that information.
5. Remind students that they should keep the **My Career Map** because it will help them stick to a plan and achieve their target career.

Wrap-Up
5 min.

At the end of the workshop:

- ❖ Congratulate students on completing workshop series.
- ❖ Remind students to take it one step at a time.
- ❖ Remind students that **My Career Map** and the action plan will help remind them of their goals and help them complete the steps necessary to reach them.
- ❖ If you choose, offer to support students by being available to give advice or to write letters of recommendation, etc.
- ❖ If applicable, tell students that they can get more information on education or training through the admissions or TRIO office of their local community college.
- ❖ Thank students for all of their hard work.
- ❖ Wish students much success in the future.
- ❖ Encourage students to revisit their mission statement and short- and long-term plans.

**Optional
Activity 3.6**
10-15 min.

Introduce **Optional Activity 3.6: Managing Time with a Calendar**

To complete her goals, Raquel needs to register and take her GED test. At registration, she finds out that tests are given every other Saturday and there is one on the 4th. Raquel works every day except Thursdays and Sundays from 9am – 3pm and is already scheduled to work for the next test date, which is the 4th. She asked for time off for her daughter's birthday in 3 weeks, on the 18th, which is on the same date and time as the next GED test.

STORY TIME Read Part IV of Raquel's story

Discuss with students the importance of managing one's time. In Raquel's story we can see that Raquel will have to make some important decisions about her life. She has to decide which activities to put first in order to achieve her goal of becoming a respiratory therapist.

As a class, fill out Raquel's calendar. Make sure students are thinking about time management and prioritization.

1. Pass out **Optional Handout 3.6: The Calendar**.
2. Have students fill out the dates, making the first Wednesday the 1st of the month.
3. Discuss what you already know about Raquel and fill it in on the calendar, e.g., her birthday, test dates, and her work schedule.

4. Brainstorm other activities she must do every week or month, such as picking her children up from school, studying, paying bills, and preparing dinner.
5. Enter these activities on the calendar and then discuss time conflicts.
6. Ask volunteers to explain what they would do on the 18th if they were Raquel. Would they take the GED test or would they spend time with their daughter? Can they do both?
7. Pass out a second copy of **Handout 3.6**.
8. Have students fill out their own information. Ask students to think about any conflicts and to make a decision about which activities are important.
9. Suggest to students that they get a planner or calendar for their personal use.



Handout 3.1: My Mission Statement

Your assignment is to write your own personal mission statement. You can write your mission statement by answering these two questions.

Question 1: Why did you choose your career?

Example

"I want to become a registered nurse because I am good at science, and I love taking care of people."

I want to become a _____ because _____

Question 2: How do you plan to reach your goal?

Example

"I plan to get my GED and then get an associate degree in nursing."

I plan to _____

Now put both answers together on *My Career Map*, in the section called "My Mission Statement." This is your personal mission statement.

Handout 3.4: Raquel's Short- and Long-term Planning Task List

Possible Action Steps

Educational Steps

- Register for GED class
- Make a list of all the documents needed to apply to college
- Call college to get help finding and paying for childcare
- Get financial aid application
- Order high school transcripts
- Register for classes
- Call university to find out which classes will transfer to a bachelor's degree
- Call tutoring office to get help

Job Steps

- Update resume
- Research volunteer opportunities in target career industry
- Look in newspaper and online for starter jobs
- Brainstorm possible network contacts and ask them for help
- Meet with professional in target career field to get tips
- Apply to several starter jobs

Raquel's Long-term Goal: Work as a respiratory therapist

Short-term Goal: Apply to a college	
Action Steps:	I will complete that by this date:
<input type="checkbox"/> Get financial aid packet and application packet from local community college	12/20/2015
<input type="checkbox"/> Compile income tax info	01/31/2016
<input type="checkbox"/> Complete and send financial aid application	02/28/2016
<input type="checkbox"/> Call to set up meeting with admissions officer (ask about child care assistance!)	03/01/2016
<input type="checkbox"/> Register for GED test	03/01/2016
<input type="checkbox"/> Prepare list of all the documents I need to apply	03/10/2016
<input type="checkbox"/> Call to order transcript from high school	03/12/2016
<input type="checkbox"/> Find babysitter for GED test date	03/24/2016
<input type="checkbox"/> Take GED test	04/02/2016
<input type="checkbox"/> Re-register for GED test	05/01/2016
<input type="checkbox"/> Take GED test again	06/01/2016
<input type="checkbox"/> Complete application	06/31/2016
<input type="checkbox"/> Have a friend look over application for errors	07/01/2016
<input type="checkbox"/> Send GED test results to college	07/01/2016
<input type="checkbox"/> Complete new application if there are mistakes in first one	07/15/2016
<input type="checkbox"/> Mail application	06/20/2016

Optional Handout 3.6: The Calendar

Sunday					
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					

APPENDIX A: RESOURCES FOR CAREER RESEARCH

Career Research You can use the Internet or written materials to find information on the duties and responsibilities, work environment, required education and skills, salary and outlook, and related occupations for target careers.

- ❖ The *Career Coach* Website – www.womenemployed.org/careercoach
- ❖ *Occupational Outlook Handbook* – <http://www.bls.gov/oco/>
- ❖ O*Net Website – <http://www.doleta.gov/programs/onet/>
- ❖ *Occupational Outlook Handbook, 2006-2007 Edition*. JIST Publishing: Indianapolis, IN. 2006. U.S. Department of Labor Elaine L. Chao, Secretary. Bureau of Labor Statistics and Bureau of Labor Statistics, Kathleen P. Utgoff, Commissioner
- ❖ *O*Net Dictionary of Occupational Titles, second Edition*. JIST Publishing: Indianapolis, IN. 2002. (Based on information obtained from U.S. Department of Labor, the U.S. Census Bureau, and other reliable sources. Developed under the direction of J. Michael Farr and LaVerne L. Ludden, Ed.D., with database work by Laurence Shatkin, Ph.D.) Also available at <http://online.onetcenter.org/crosswalk/>

Additional Web Resources for Career Research

- ❖ America's Career InfoNet – <http://www.acinet.org/>
- ❖ Bureau of Labor Statistics Data – <http://www.bls.gov/data/>
- ❖ Career Voyages – <http://www.careervoyages.gov/>
- ❖ Career Overview – <http://www.careeroverview.com/>
- ❖ Vocational Biographies – www.virtualjobshadow.com
- ❖ Online Career Center – <http://www.occ.com>
- ❖ Salary Information – <http://www.salary.com/>

APPENDIX B: BUDGET NUMBERS FOR FAMILY SITUATIONS

The following numbers show a basic annual range, average, and median numbers for six distinct family situations in the United States.* For more detailed information regarding local and state numbers, visit the Economic Policy Institute's *Basic Family Budget Calculator* at <http://www.epi.org/>.

For a family with one parent and one child:

- Range: \$22,100 - \$60,100
- Average: \$32,900
- Median: \$30,800

For a family with one parent and two children:

- Range: \$27,300 - \$69,600
- Average: \$40,800
- Median: \$38,900

For a family with one parent and three children:

- Range: \$39,300 - \$93,000
- Average: \$54,900
- Median: \$51,300

For a family with two parents and one child:

- Range: \$30,200 - \$64,000
- Average: \$39,200
- Median: \$37,300

For a family with two parents and two children:

- Range: \$35,700 - \$73,300
- Average: \$46,700
- Median: \$44,500

For a family with two parents and three children:

- Range: \$44,500 - \$91,000
- Average: \$59,400
- Median: \$56,300

* Numbers derived from http://www.epi.org/content.cfm/datazone_fambud_xls_index, December 23, 2008.