



PREMIER CURRICULUM SERIES

Based on the Sunshine State Standards for Secondary Education,
established by the State of Florida, Department of Education



CAREER RESEARCH AND DECISION MAKING

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INSTRUCTIONS

Welcome to your Continental Academy course. As you read through the text book you will see that it is made up of the individual lessons listed in the Course Outline. Each lesson is divided into various sub-topics. As you read through the material you will see certain important sentences and phrases that are **highlighted in yellow** (printing black & white appears as grey highlight.) **Bold, blue** print is used to emphasize topics such as names or historical events (it appears **Bold** when printed in black and white.) Important Information in tables and charts is highlighted for emphasis. At the end of each lesson are practice questions with answers. You will progress through this course one lesson at a time, at your own pace.

First, study the lesson thoroughly. (You can print the entire text book or one lesson at a time to assist you in the study process.) Then, complete the lesson reviews printed at the end of the lesson and carefully check your answers. When you are ready, complete the 10-question lesson assignment at the www.ContinentalAcademy.net web site. (Remember, when you begin a lesson assignment, you may skip a question, but you must complete the 10 question lesson assignment in its entirety.) You will find notes online entitled “Things to Remember”, in the Textbook/Supplement portal which can be printed for your convenience.

All **lesson** assignments *are* open-book. Continue working on the lessons at your own pace until you have finished all lesson assignments for this course.

When you have completed and passed all lesson assignments for this course, complete the End of Course Examination on-line. Once you pass this exam, the average of your grades for all your lesson assignments for this course will determine your final course grade.

If you need help understanding any part of the lesson, practice questions, or this procedure:

- **Click on the “Send a Message to the Guidance Department” link at the top of the right side of the home page**
- **Type your question in the field provided**
- **Then, click on the “Send” button**
- **You will receive a response within ONE BUSINESS DAY**

About the Author...



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**Career Research and Decision Making
by Lina W. Liken-Paske, EdD, MEd, BA, CAP**

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LESSON 1

DECISIONS AND GOAL-SETTING

In this lesson you will examine factors that affect decision-making and goal-setting. There will be discussion of the processes for both and how thinking impacts not only the process and implementation, but also the success or failure of the results of the process and implementation. Specifically, you will be presented with tools for making more responsible decisions and for feeling more comfortable with the process.

This lesson includes:

Decision-Making

Goals and Goal-Setting

DECISION-MAKING

Let's look at the actual process of decision-making. Decision-making is going through a logical process of selecting the best solution from among doable alternatives, and this process is applied in all areas of your life. That means that once you have a procedure that you are comfortable with and that is simple to work with, you can use it for every life area involving decisions.

Decision making involves making choices, and the systematic process used for doing that helps impact the success or failure of the decision when it is implemented. Some of the weaknesses in unsuccessful decision-making are related to limiting the search for alternatives and/or coming to a solution too quickly. Having the personal qualities of analytic, practical and creative intelligence will support effective decision-making and help to limit those barriers in the process. Further, having and demonstrating the personal qualities of patience and perseverance will definitely strengthen the process of decision-making and resultant implementation. The ultimate goal of the decision-making process is a quality, wise, well-reasoned, and analytically sound decision, whether derived from single or group decision-making.

When looking at the decision-making process, it is necessary to include the implementation step for the decision made. And let's not forget that the real point of a decision is to lead to the goal set for resolution and that will be measured by the implementation.

Perhaps in the past you have used the decision-making model of Advantages [Pros] versus Disadvantages [Cons]. This process involves looking at what you are deciding about and then listing the reasons to go ahead and the reasons to stop. Let's look at a commonly made life impacting decision, that of choosing a career. What would be the steps in your process, once you have determined that you want to find a suitable career that interests you?

- First, you would gather information about that career, such as what are the job descriptions within that career field.
- After you list the actual positions available, and look at the job descriptions, you can narrow the field down to the ones that you really like and have the qualifications for, or are willing to become qualified for.
- Next, research training that you would need and where to access it.
- Next, look at when the training is available and what life changes would be necessary to take it.
- If no additional training or education are called for, pursue finding what actual positions are available at the companies, agencies or institutions. If you know anyone who works at one of the desired companies, ask him/her to keep an eye out on the job opportunities board while you do the searching from the outside.
- Next, make a list of all the advantages and disadvantages that you are aware of to this possibility.
- Now you are ready to make an informed, responsible decision, the kind you can live with for a while.

Going through the above steps, and understanding the information at each step, will lead you to the best decision possible. Whatever the decision is about, if you sincerely break the process down to logical steps and follow through, you will be on your way to responsible, wise decision-making.

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Activity:

Choose a possible career change and list the advantages and disadvantages for making such a move.

GOALS AND GOAL-SETTING

Let's start at the best beginning point, by asking what are goals and what is goal-setting? Some of the words that best describe goals are: aims, objectives, ends, ambitions, purposes, targets, objects, and aspirations. Another version is: A goal is the desired outcome of an action. This goal can become motivational when the person wants it and strives to achieve it. Therefore, setting them must mean coming to a decision about what they should be or could be. Additionally, achieving the goals must follow the decision-making process discussed in the previous lesson.

One factor that enters into goals and goal-setting is that of intensity of the desire for meeting the goal. If it is low, or if there is difficulty in attaining it, then the success of the process is limited or at risk. Further, there must be clarity of the goal and the goal must be specific, which is determined in the goal-setting stage. That clarity and specificity will be what allows the goal attainment to be measured and supports the simplicity of the action plan for attainment.

The process looks like this:

- Choosing a goal
- Setting the goal
- Developing an action plan to attain the goal
- Measure the success or failure of meeting the goal

How to develop clear and specific goals?

- First, always write the goal with an action verb, with *to* in front of it. Such as, to complete all school assignments at least 1 day before they are due.
- Next, include an indicator or measurement standard.
- Next, state a time frame for the result to be completed.
- Later, review your success in meeting the goal, if you did not meet the indicator/standard or the time frame, evaluate what went wrong and adjust the plan or the attempt to meet the goal the next time.

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Activity:

Practice setting one clear and specific career goal. Follow the steps above.

LESSON 1 STUDY QUESTIONS

ANSWER TRUE OR FALSE. CHECK YOUR ANSWERS.

1. Decision-making is a logical process of choosing the best solution from among doable alternatives.
2. The ultimate goal of decision-making is a quality, wise, well-reasoned decision.
3. Two personal characteristics that support making a wise decision are: patience and perseverance.
4. Logical steps in a decision-making process will be helpful each time you make a decision.
5. When we talk about goals, we mean aims and objectives; ends and ambitions; purposes, targets, and aspirations
6. An additional definition of a goal could be the desired outcome of an action.
7. One of the essential determiners of attaining the goal is intensity or desire.
8. Choosing a goal involves developing an action plan to attain the goal.
9. Stating a time frame for the result to be completed helps to develop clear and specific goals.
10. Once the decision has been made about choosing the goal or goals, that goal can be set, or developed..

ANSWERS TO LESSON 1 STUDY QUESTIONS.

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

LESSON 2

SELF-ASSESSMENT, CAREER INTERESTS AND CAPABILITIES

In this lesson you will learn how to locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement. Further, you will learn techniques for self-assessment to determine personal career interests and capabilities.

This lesson includes:

The Value of Self-Assessment

Strategies for Identifying Personal Strengths and Areas for Improvement

Planning for Improvement

Tools and Techniques for Determining Career Interests and Capabilities

THE VALUE OF SELF-ASSESSMENT

Let's talk about why you should know yourself. Does that sound a bit strange? Don't we all know ourselves? Or do we know a lot about ourselves and do not really know ourselves? There is a difference between the two. If you truly know yourself, you have awareness as to what your strengths and areas of improvement are, you have an awareness of what your talents are, you have an awareness of what your likes and dislikes are. And that awareness is not the fictional one of "what I would like to be", but is the reality-based awareness of what I really am about. Why is that so significant in life skills and life management? Well, as you are making important life decisions, you need the most accurate information to base those decisions on, thereby increasing the possibility for success.

Having pride and satisfaction in your chosen career and respecting and earning the respect of others for that career, involves not just hard work, but also being aware of your talents, likes and strengths. Additionally, there must be the inner commitment to the entire process. So what is involved in the process of self-assessment? It seems that the logical place to begin is with questions. Some of those questions can be:

- What am I interested in for a career?
- Would I rather be around people or work with things?
- Do I want to help people who are ill, hurt or suffering?
- Do I want to provide a different service, such as sell things, or listen to them talk about their troubles and help them sort things out?
- Do I want to create, build, service, repair things? Do I want to travel or live where I do now?

Remember that in decision-making, the more possible alternatives you have, the stronger your decision and the chances of succeeding are strengthened. Therefore, it would be helpful if you could locate an interest inventory in the library or online. Once you have a guideline of what your real interests are then you can gather additional specific information, review what you now know and move closer to the decision point.

This path of self-assessment will surely increase your success, not only in the career you choose, but also in developing into the person you want to be.

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Activity:

Make a list of the career interests you have and which of those you would like to investigate first.

STRATEGIES FOR IDENTIFYING PERSONAL STRENGTHS AND AREAS FOR IMPROVEMENT

What is a strategy? And why do I need one to identify my personal strengths and areas for improvements? First, a strategy is a coordination of tactics or artful planning and management. So then, strategy is not the drifting along process, just the opposite. Developing a strategy for finding out your own personal strengths and then being aware of the areas for improvement, are indeed necessary before it is possible to establish a strong career.

Where to begin developing a strategy for those purposes is the next logical question. The plan should begin with listing positive personal characteristics and then listing personal characteristics that do not prove helpful in life.

What are some of these characteristics? Positive characteristics include:

- respectful of self and others
- honesty
- kindness
- helpfulness
- hard working
- fairness
- trustworthiness
- humility

What are some of the negative personal characteristics that you have?

Some of these include:

- impatience
- laziness
- stinginess
- intolerance
- addiction

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Activity:

Rate yourself on the positive personal characteristics, using 1 for always, 2 for most of the time, 3 for sometimes, 4 for almost never, 5 for never. Which one of these characteristics would you like to have more of? What other positive characteristics can you think of that you possess or would like to be known for?

Now, rate yourself on the negative personal characteristics, using 5 for always, 4 for most of the time, 3 for sometimes, 2 for almost never, 1 for never. What other negative characteristics can you think of that you possess and would like to have less of? As you can see by the scoring key, the lower score is preferable.

PLANNING FOR IMPROVEMENT

Once you have an idea of the positive characteristics that you possess and demonstrate, and the negative ones that you also possess and demonstrate, you are looking at the content of what needs to be increased and what needs to be decreased or eliminated in order to have more self-respect. Any and all improvements to yourself contribute to feeling more self-respect, which is what human nature drives us to do. The basic question that can drive planning for self-improvement is not just “What do I want to become as a person?” part of that consideration is “How do I want people to see me?” Moving from the idea to the concrete implementation must include actual steps designed and implemented for that purpose.

What are the necessary steps to this improvement process? For our purposes we will use the following parts to the process:

- assessment
- awareness
- acknowledgement
- action plan
- implementation
- evaluation

After assessment, there is awareness, then can come action, so let’s get on with the action part of the process. Being ready for this next step, action, means that you have that commitment for improvement. Following then is the next step which involves developing a plan for improvement, an action plan, with a timeframe. In the previous lesson you learned that a strategy is a skillful employment and coordination of tactics and/or an artful planning and management, so as you develop an action plan for improvement, you are actually developing a strategy for improvement. Why is a time frame part of this plan? Well, for several reasons. First of all, human nature can postpone action if there is no stated deadline and secondly, if the process is to continue in a timely manner, then specific time frames support accountability to the schedule.

Now, how do you go about making such a plan? How do you know what to include in it? Well, there are various methods for doing this. You can research your interventions for your identified areas for

improvement by going to the library and reading books, reading journals, looking online, or borrowing self-improvement books from friends and relatives.

With enough information, the action plan can be developed, with time frames for implementation. However, this is not the end of the process. How do you know if you have met the goals set for improvement? The answer to this is by evaluating.

So, evaluation is the last step here. What does that mean, exactly? It means that you judge your progress and do so very objectively by looking at the goals you have set for improvement, reviewing the specific progress and decide if it is a “thumbs up” or “thumbs down” grade, or something in between. Does it call for another action plan, or just a continuation of the same one? Giving these answers will give you the direction you need from this point forward.

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Activity

Identify one area for improvement and develop an action plan with a timeframe. Come back to this in a timely manner and complete the steps listed in the above lesson.

TOOLS AND TECHNIQUES FOR DETERMINING CAREER INTERESTS AND CAPABILITIES

Aptitude tests are designed to predict ability to learn a skill or to accomplish something with further education and training. There are several of these and they cover different areas, such as, general mental ability tests like the intelligence test, [Stanford-Binet, Wechsler Scales.] There are also tests to predict success in specific academic subjects or in occupational areas. These tests are available from various sources and can be researched at the local library, online, at a college or school and at other testing centers.

Is it just talent and aptitude that determine expertise, or are there other factors involved? Many psychologists will say that practice and motivation, in combination with talent, are necessary. How are these related to career interests and capabilities?

If you have the interest, capability and do not have the commitment for training, education, or skill development necessary, that chosen career will not happen to the degree or success that was possible. Therefore, even though the tools and techniques are available and have been put into place, that is not the end of the story. Can you think of people you know personally, or have read or heard about, who had the talent and did not succeed due to lack of commitment?

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Activity:

Research at least one aptitude test available to you. Would it be helpful for you to take it? If so, why and if not, why not?

LESSON 2 STUDY QUESTIONS

ANSWER TRUE OR FALSE. CHECK YOUR ANSWERS.

- 1. Self assessment involves becoming aware of our personal strengths.**
- 2. Part of succeeding includes knowing personal likes and dislikes.**
- 3. One method for learning about ourselves is asking questions.**
- 4. Having the most possible alternatives for decision-making supports the success of the decision.**
- 5. Having a guideline of what your interests are gives you the necessary direction for career planning.**
- 6. Strategy is defined as coordination of tactics, and artful planning and management.**
- 7. Negative personal characteristics must stay with us for life.**
- 8. Success is supported by practice, motivation, and talent.**
- 9. Commitment can eliminate the need for any training in the chosen field.**
- 10. Stanford-Binet is an example of an intelligence test.**

ANSWERS TO LESSON 2 STUDY QUESTIONS

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

LESSON 3

CAREERS

In this lesson you will demonstrate use of career resources to identify preferred occupational fields, career opportunities within each field, employment prospects, and education or training requirements.

This lesson includes:

Career Information Resources

Occupational Fields and Education Requirements

CAREER INFORMATION RESOURCES

There are many and different resources for career information. There are both formal and informal resources. The least formal and most convenient are those folks around us, family and friends. Not only do they have personal knowledge about careers and job opportunities, but they also have other friends and coworkers to question on your behalf or put you in touch with. Their personal information and past experiences will benefit you at this stage in the process.

Now that we have mentioned the informal resources, let's move to the more formal ones. Public libraries, career centers and guidance offices are valuable sources of relevant information.

- **Job counselors** are trained to help you determine not just your strengths and weaknesses, but lead you to realize what you would like in a career, and what that career involves. To receive a listing of accredited services for your region, send a self-addressed, stamped, business envelope to IACS, 101 South Whiting, St., Suite 211, Alexandria, VA 22304. Internet: <http://www.iacsinc.org> 01/25/2006
- **U.S. Department of Labor's Labor Market Information System** is the CareerOneStop site, which operates as a Federal-State partnership. Internet: <http://www.careeronestop.org> 01/25/2006
- **America's Job Bank** (AJB) administered by the U.S. Department of Labor. Internet: <http://www.ajb.org> 01/25/2006
- **America's Service Locator**, a partnership between the U.S. Department of Labor, State governments, and local agencies: Internet: <http://www.servicelocator.org> 01/25/2006
- **America's Career InfoNet** provides data on employment growth and wages by occupation, the knowledge, skills, and abilities required by an occupation and links to employers. Internet: <http://www.acinet.org/acinet> 01/25/2006

A trade journal is a magazine published for people working in a particular profession or type of business. They carry articles and advertisements that are interesting to their readers. Many are available at newsstands and in offices and libraries.

As you continue to do your own research, you will find excellent resources for information in many places. Look in trade journals, newspapers, posted on bulletin boards, the local Bureau of Employment Center and other places discovered by you. As you find the material, it will be essential for you to verify the accuracy of all information before using it in decision-making.

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Activity:

Choose 1 career in which you have an interest and develop an action plan to research it from at least four different resources.

OCCUPATIONAL FIELDS AND EDUCATION REQUIREMENTS

Knowing which occupational field you are interested in is just the beginning point of this process. Let's talk about what comes next. You were given some suggestions for researching career information. There was at least one reference listed that will serve you well in this pursuit. It is the America's Career InfoNet.

Each occupational field has requirements for persons desiring to work in it. Although that should not be the main point for making a decision about the occupation, those facts should be considered. The Directory of Occupational Titles Index, revised 4th ed. is an excellent resource regarding occupational fields.

A less formal way to research these issues is to look in the newspaper in your area. That way you will see what companies/institutions and agencies are advertising for, and what education requirements are in place. Beyond the newspaper is the Internet, where you type in a key occupational word or phrase and you will be led to numerous sites which tell about those occupations, what requirements there are, and what the prevailing wage is in that geographic area.

Be creative in how and where you search for relevant information. Talk to people, call schools that offer training to specific occupations and question them. Read the trade journals for your field of interest. Keep looking until you find what you need to make a responsible decision.

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Activity:

Choose one occupation you are interested in and list the resources for information about it.

LESSON 3 STUDY QUESTIONS

ANSWER TRUE OR FALSE. CHECK YOUR ANSWERS.

- 1. The least formal resources for career information are friends and family members.**
- 2. More formal resources for researching career information are public libraries, Career centers and guidance offices.**
- 3. If you wanted to locate data on employment growth and wages by occupation, the knowledge, skills, and abilities required by an occupation and links to employers you could go to Internet: <http://www.acinet.org/acinet>.**
- 4. Professionals trained to help you determine not just your strengths and weakness, but lead you to realize what you would like in a career, and what that career involves, are called job counselors.**
- 5. U.S. Department of Labor’s Labor Market Information System is not available to everyone.**
- 6. Occupational fields usually have unrealistic job descriptions.**
- 7. The Directory of Occupational Titles Index, revised 4th ed., is a phone book for job searching.**
- 8. An advantage of using a newspaper, the less formal method of researching about occupations, is that it contains information about what companies/institutions and agencies are advertising for.**
- 9. The Internet can assist with information about occupation requirements and prevailing wage for geographic areas.**
- 10. In order to make the best decision regarding your career research creatively, gather the most information available, and utilize many different resources.**

ANSWERS TO LESSON 3 STUDY QUESTIONS.

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

LESSON 4

POST SECONDARY EDUCATION AND TRAINING OPPORTUNITIES

In this lesson you will learn to understand better what is available for training and education after high school.

This lesson includes:

Types of Post Secondary Education

Training Opportunities

TYPES OF POST SECONDARY EDUCATION

There are several types of post-secondary education. Some of these are community colleges, technical schools, professional-certification and workplace training programs, and the four year post-secondary education institutions. Having a Bachelor's degree is not the only effective way to have a career or to find a good job that will pay healthy salaries which can support families.

Some practical fields which can generate high paying jobs are automotive programs, health technology programs, construction trade programs and public safety programs. Vocational education, when combined with strong academic achievement, leads to successful career preparation which results in employment in the field of your choice.

Identifying a career field that interests you is the first step in this process. Once that is determined, then you can research the types of training and/or education necessary to fulfill the requirements. Look in the Yellow Pages Phone book to locate those college, technical and vocational schools near you. Call them and request information in their specific program that interests you. Also, ask them what percentage of graduates are placed in their respective career field upon completion of the program or degree.

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Activity:

List those career fields of interest to you. Then locate schools and institutions that offer post-secondary training/education in them.

TRAINING OPPORTUNITIES

When you talk about training opportunities, just what do you mean? Well, training opportunities differ in meaning from setting to setting. There are training opportunities in which you are employed, and training opportunities in the community where you live. Some community volunteer groups, such as fire fighters and emergency responders offer training. There are companies and agencies which offer training opportunities, such as the Office of Vocational Rehabilitation, for those who qualify. There are local agencies, such as Workforce, which help train you for employment and then aid in placing you. And don't forget the local community colleges as many times they offer training opportunities.

The important question here is, what type of training are you interested in? Do you want to contact a company and ask if they have On the Job Training, sometimes referred to as OJT? That is a possibility, also. Most food service institutions offer OJT. Look into what the local hospitals and health related associations offer, such as the American Red Cross and the American Heart Association. Also, there are several other industries that offer training, such as Real Estate, where companies advertise locally to see if anyone is interested in receiving training with them. Some of these training opportunities are without cost to the user, you, and others have a cost, or tuition fee.

Also, the U.S Armed Forces offer effective training for job assignments. Much of this education and skills will help you get the career of your choice when you leave the military. Likewise, in the construction trades many trade unions offer on-the-job apprenticeship programs which qualify you for the top-paying classification of “journeyman”.

The decision begins with the question, what type of training are you interested in? Then the next step is to research where that training is available. The phone book is one place to research, then there is the library, where the librarian will offer aid and assistance, even with online research using the computer and the Internet.

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Activity:

List any training that you may be interested in. Identify where you can look for information about the training and where it is offered, and what the circumstances are for it.

LESSON 4 STUDY QUESTIONS

ANSWER TRUE OR FALSE. CHECK YOUR ANSWERS.

- 1. A community college is not a post secondary [after high school] education and training institutions.**
- 2. Practical fields which can generate high paying jobs include automotive programs, and health technology programs.**
- 3. A winning combination for career success can be vocational training and strong academic achievement.**
- 4. The steps in the process of making a career choice and planning for training and/or education after high school are identifying a career field that interests you and then researching the types of training and/or education necessary to fulfill the requirements.**
- 5. Finding information about the institution which offers what you want can be obtained by looking for colleges and schools in the Yellow Pages of the phone book.**
- 6. One of the most readily available training opportunities is at community agencies.**
- 7. One of the most essential questions to ask about training opportunities is, “What kind of training are you interested in?”**
- 8. One community agency that may offer training that would be of interest to you is the local Emergency Response Team.**
- 9. Opportunities for research could include the Internet.**
- 10. Local community colleges can be a resource for training opportunities.**

ANSWERS TO LESSON 4 STUDY QUESTIONS.

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

LESSON 5

COMMUNICATION SKILLS FOR APPLICATIONS AND INTERVIEWS

In this lesson you will examine appropriate writing, listening, viewing, and speaking skills needed to apply successfully for post-secondary education or work. Additionally you will review techniques for oral communication situations from interviewing to presenting to groups. Specific areas addressed are: writing a letter of application, resume, essay, compiling a portfolio, filling out an application, participating in an interview.

This lesson includes:

Listening

Written Communication

Oral Communication

Career Portfolio Development

LISTENING

As in other situations, in an interview, listening is key. Why? Because if there is a misunderstanding of what is said or asked, then the interview is not as effective as you would want it to be. First of all, you must be really listening. That means “attending”, which is paying attention to the words, the tone, the volume, the body language and the concepts being shared. During an interview, not only are questions being asked of you, but impressions are being formed about you as you listen. In order not to allow yourself to be distracted from what is being said, you must not be emotionally upset, angry or fearful. And then in the exchange after you have listened, the individual that you are talking to must not feel that he or she is being attacked, or is in an inferior position. During the interview, you must not be distracted either by problems, worries or concerns, or by noise, fatigue, light, the movement of other people and so on. These are all important elements of interview communication.

Many of our communication problems occur when we are distracted or preoccupied by something else. This means what is being said by the other person is not being understood, which may result in giving incorrect or ineffective answers to key hiring questions. Effective communicators prepare for the communication session well in advance. They clear their minds of distractions, and anticipate the usual interview questions and form basic answers to build on in the actual event. When responding to the interviewer’s questions, think first, and then say exactly what you mean. Good communicators are direct and straightforward. They do not beat around the bush. They do not wander or meander in their conversations or take a long time to build up to what they are trying to say. They think their words through clearly in advance.

Let’s look at the steps that support the best listening in an interview:

- Clear your mind of outside distractions
- Do not become angry or upset
- “Attend” (watch and listen) not just to the words being spoken

- Think before you answer
- Keep the answer relevant to the question
- Be straightforward and brief in your answers
- Maintain steady, yet non-threatening eye contact while you are listening

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Activity:

Remember a time when the person you were speaking to was not really listening and how it affected the outcome of that interaction.

WRITTEN COMMUNICATION

Written communication means communicating with written words, which means that choosing the correct format and the best words. Just think, you are not there to use your hands to make a point; add volume to your voice to emphasize something, frown with your face to show dislike, or use any body language to add to what your words are saying. These underscore the significance of choosing the words that say just what you want to say, in the right way to avoid confusion. Clarity of expression is one of the measures of effective written communication. So, let's go!

Vocabulary plays a very large part in the clarity of expression. The words that you choose to explain your thoughts, feelings and attitudes represent you. Therefore, make your words the best possible choices for your purpose.

There are different types of vocabulary, from casual spoken vocabulary used when speaking with friends, to formal business vocabulary used when interviewing, filling out an application, forming a resume and application essay or developing a portfolio.

A few terms that may be helpful for written communication:

- aspirations: desires, hopes, goals for which one strives
- drive: motivation stated directed toward a particular goal or objective
- empower: to give authority
- expectation: an anticipation
- goal: sought end that may be actual and objective or internal; target
- governing principle: prevailing truth from which things flow
- integrity: adherence to moral and ethical principles
- internal standard: established level of excellence that is the person's standard
- motivation: need or drive to action based on value of the goal or expectation of reward or punishment
- motivator: an influence that has energizing properties
- perception: mental processes that give coherence and unity to sensory input
- potential: having strong possibility for development
- self-efficacy: appraisal of one's own ability to bring about, make happen
- value: something of importance

RESUME WRITING

Having a resume always ready is so important and to make that happen, here is some excellent advice: “Keep your résumé current and have it on a computer disk.”

Keep this in mind as you go through the following:

Exactly what is a résumé? A résumé is an informative, brief summary of your education and work experience. It is the piece of paper that introduces you to prospective employers and sometimes post-secondary schools. It usually gets to them before you do to have an interview. As is it is never finished, you should be adding to it and reorganizing it frequently. Also, it is a good idea to tailor your resume to the specific job or school for which you are applying. That means that you have pertinent information for each job or training focus. As far as length of the resume, there are some who believe that one page is enough, perhaps with both sides complete. The benefit of having your résumé on a computer disk is that updating and reorganizing it are much easier to do that way.

To be most effective, the design of the résumé should promote quick and easy reading. The first impression of the reader is important, so design it to be easy to read. Ensure that it is well formatted and that all of the words are spelled correctly. Messy resumes with misspelled words [use “spell check” on your computer] cause your resume to be ignored, keeping you from the opportunity to have the interview and to present yourself and speak in person.

Guidelines for what to include in developing an effective résumé:

- Heading [name, address, phone number, e-mail address]
- Education [more recent first]
- Work experience [more recent first]
- References [include on a separate sheet of paper or add “References available on request”]

Optional categories:

- Honors and awards
- Internships
- Activities and service
- Special skills

Frequently it is recommended that you list a career or educational objective at the top of the resume. When used, this is written directly under the heading. If you are not really sure what the company is looking for, it is better to omit this section.

If you are scanning or sending electronically, avoid bold or italic type. As far as the actual formatting and how to put the resume together, there are software programs that can guide you if you want something a bit more dramatic than the one used here as an example. As for type of paper to use, this is the time to really buy the best grade of paper you can afford, with matching envelopes for both the resume and the letter of application. Some experts suggest using a cream or gray colored paper so that

your resume and letter stand out in the pile on someone's desk and are easy to find by color, rather than sorting through the entire pile, which may result in someone else's being spotted before yours is found.

Following is an example of a résumé for you to work with as you design yours.

Lina Smith
5009 Wood Street
Erie, Pennsylvania 16509
(814) 555-1212
Lsmith32@yahoo.com

EDUCATION

Academic Diploma, Mercyhurst Academy, Erie, PA (September 2002)
Online Training Certificate, South University, Pittsburgh, PA (August 2001)

HONORS AND AWARDS

All State Writing Award (2001)
Pennsylvania Scholarship (1999)

WORK EXPERIENCE

Baskin Robbins, State Street, Erie, PA
Sales Associate, (1999-present)

INTERNSHIP

Governor's Office, Erie, PA (Summer 1997)

ACTIVITIES AND SERVICE

Reading Tutor, Gertrude Barber Center
Volunteer, Veteran's Medical Center
Volunteer, American Red Cross

SPECIAL SKILLS

Multilingual: Spanish, Creole, English
Experience with Windows, Word Perfect, PowerPoint, Excel

REFERENCES

Ms. Sue Luteran Director Gertrude Barber Center PO Box 2900 Erie, PA 16510	Mr. Mark Amendola Baskin Robbins 3210 State Street Erie, PA 16509
--	--

Additional references available upon request.

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Activity:

Using your own personal information, begin writing your résumé by following the above format. When you are finished, proofread it and then, if possible, give it to someone else to read over for feedback. When it is just as you want it to be, save it on a disk and continue to update it with each new appropriate experience. If your computer disk has a “compact disk” or DVD, be sure that both that disk and your computer’s disk drive handle “rewriteable” tasks. Many CDs, DVDs and drives allow you to save only once on that disk.

Use the space below to begin the outline draft for the resume:

Heading:

Name: _____

Address: _____

City, State, Zip Code: _____

Phone: _____

Email: _____

Education:

High School: _____

Other Training: _____

Honor and Awards: _____

Work Experiences: _____

Internships: _____

Activities and Service: _____

Special Skills: _____

References: _____

Another key written communication for jobs and post secondary education opportunities is the letter of application.

LETTER OF APPLICATION

The next step in the job search is the Letter of Application. [Sometimes referred to as a Letter of Interest]. It is a good idea always to include an application letter when you send out a resume. To prepare for writing this letter, do your homework by researching the company or organization you are contacting, at least finding out the name of the Human Resources Director. Therefore, if you lack the name of a specific contact for addressing the letter to, you will have that name. If that is not possible, address to “Dear Director of Human Resources.”

The format for the application letter is the usual business letter style.

- only titles may be abbreviated (i.e. Mr., Mrs., Ms., Dr., Atty.)
- post office approved state abbreviations may be permitted
- no paragraph indentations
- only block style
- your address is typed flush to the top of the page against the left margin
- use a colon : after the greeting
- double space between single-spaced paragraphs
- place the date at the top of the left margin
- use a traditional closing [Best regards, Sincerely, Sincerely yours]
- check that the inside address and the address on the envelope match exactly
- limit to three to four paragraphs
- state in the last sentence how to contact you
- Use Enc. If you are enclosing material

Following is an example of a letter of application.

Lina Smith
5009 Wood Street
Erie, Pennsylvania 16509
November 19, 2004

Ms. Barbara Soth
Director of Human Resources
Home Depot
2335 W. Atlantic Boulevard
Erie, Pennsylvania 16511

Dear Ms. Soth:

I am writing to apply for the position of sales clerk that you recently advertised in the *Erie Times*. I believe that you will recognize that my experience and qualifications fit well with your needs at Home Depot, a store that I frequent on a regular basis and appreciate both the service and the products.

My enclosed résumé reflects my experience in the sales field. I have worked in the field and have proven my work ethic in those settings. In my past sales positions I have been given progressive responsibilities, which I welcomed and succeeded at. All of this has prepared me for employment at Home Depot.

Confidential letters of reference are available from those listed on my resume. I look forward to an opportunity to speak further with you about this position. Please contact me at 814-555-1212.

Best regards,

Lina Smith

Enc. 1

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Activity:
Draft a letter of application for the following position:

We are interested in hiring a sales representative for our front desk area. This person must be pleasant, have a professional look and sound and be a hard worker. Please apply with a resume and letter of application. The hours are flexible and will include both evenings and weekends. Mail responses to: Director of Human Resources, Sailing Ships Hat Store, 4444 Peach Plaza, Delray Beach, Florida 33434.

ORAL COMMUNICATION

In the previous lessons you examined the first steps in the job hunt and/or school/training process, which are developing an effective resume, then drafting a letter of application or letter of interest. Now, turn your attention to preparing for and going through the interview.

When you are being interviewed for a position, it really is a test for both persons in the interview. From this small interview very important decisions are going to be made about you by the prospective employer and about the company by you. Central to this entire process is the communication between one party and the other. Effective communication is a must between the two parties and increases your chances of getting the position as well as increasing the employer's chances getting the best person for the job in question. In Lesson 1, you learned what skills are part of effective listening and now you will examine another part of that interview/application process.

Being prepared is your best step for your part, as the interviewee, and it is best to come to the interview as well prepared as possible. That way, you will present yourself positively and know how to ask the best questions to make your decision about the position or education opportunity. In the interview, use your active listening skills from the listening lesson.

As you prepare for the interview, review what jobs you have had and what skills those required. Be able to back up each skill that you state with a job responsibility that you once had. Usually there are common questions asked in the interview, and practicing answering these is excellent preparation for the real event. Some of these may be:

- Talk about yourself
- Explain why you want this position
- Describe what you like the most and least about any job you have had
- Discuss your strengths
- How would your previous boss describe you

Hints for presenting the strongest possible responses:

- Don't rush with your answer
- Give the facts
- Be honest about gaps in your employment history
- Keep it brief
- Present yourself in a calm and confident manner.

Remember that a first impression is formed quickly and has a lasting effect.

Part of responding is how you present yourself. Following are some helpful hints for presenting the most favorable behavior:

- Arrive early to ensure time for parking, filling out forms and in general finding your way around and not feeling rushed
- Greet the interviewer sincerely and call him/her by name
- Enter into brief conversation (small talk)
- Be positive about previous jobs and bosses
- Be aware of your surroundings and impress them with your lack of inappropriate behaviors [gum chewing, playing with a pencil, swinging in your chair]
- Be enthusiastic and project energy and interest
- Be brief in your responses

Once the interview begins, you must pay attention to [“attend”] everything going on around you. This includes listening to what is being asked, asking for clarification if necessary, maintaining eye contact and thinking before you speak. To help you be prepared, complete the following activity.

Other applications of oral communication skills are group presentations, formal presentations, and impromptu situations.

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Activity:

Review the following questions in preparation for your interview:

1. Let’s talk about you. Tell us about yourself.
2. Tell us why you want this position and why we should give it to you rather than to another applicant.
3. Tell us what you liked most and best about your last job.
4. What are your strengths that would make you the best candidate for this job?

Interview Check List

On the day before the interview, review this checklist and evaluate how ready you are, using this grading scale:

- 5- feeling very ready and comfortable and confident.
- 4-feeling mostly ready and would do a bit more rehearsing if I had time.
- 3-feeling somewhat ready but recognize that I need to take time to strengthen some areas.
- 2-feeling regretful that I am not ready and perhaps I do not really want the job after all.

_____ I have researched the company and understand just what it does and what it is looking for in an employee.

_____ I have planned what questions I will ask to give me enough information to make a decision about the job being right for me.[what does the job include; why is the position available; is there a future for me with the company; what is next in the hiring process]

_____ I have practiced answering the usual questions asked during an interview.

_____ I will have had a sound night’s sleep and have energy for the day.

- _____ I have taken time in planning what to wear and am sure that I will look my best for the interview. [not too dressy and not too casual]
- _____ I am aware of what listening skills are necessary for the interview. [review them]
- _____ I am aware of my distracting habits when I talk and will be conscious of them and not let them happen. [ask a trusted friend for suggestions]
- _____ I have reviewed my resume and am prepared to explain anything on it. [My references have been contacted and they understand what position I am interviewing for and what the job title is.]
- _____ I am in a positive frame of mind and will convey that in the interview.

After you have reviewed your readiness for the interview, address what still needs to be done so that you are as ready as possible. Go to the interview, present yourself and your qualities. Also, as quickly as possible after the interview, send a follow-up thank you note to the interviewer.

CAREER PORTFOLIO DEVELOPMENT

Basically, there are two types of career portfolios, one at the beginning of a career and another at the change of a career. There are many similarities in both, and the second type is built on the first. Our focus here will be on the basic career portfolio.

Let's talk about what is required in this document. While you are becoming familiar with the content, be thinking about the format. Will yours be the traditional paper, hard copy, or will you venture into the electronic model?

Either way, here are some of what needs to be included to provide the reader with the most important information about you. No doubt, you will have your own suggestions that reflect your personality and past accomplishments.

- agendas or programs with your name
- articles and/or newsletters in which your name appears
- awards
- brochures and reports you have written or been involved in designing or developing
- diplomas, certificates, degrees [perhaps transcripts]
- evaluations by supervisors
- samples of work
- writing samples

Keep the portfolio interesting to the reader by inserting your personality into it. Remember that this is a professional product. Once you have begun your portfolio, give it to someone for critical review, and then be open to his/her feedback.

Review your work, being aware of grammar, punctuation, vocabulary, and spelling. Use as many tools as the computer offers to check on those aspects of what you are writing. Most of all, remember Professional...professional...

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Activity:

Make your list of what you will include in your portfolio. And decide which format you will use, hard copy or electronic, or both.

LESSON 5 STUDY QUESTIONS

ANSWER TRUE OR FALSE. CHECK YOUR ANSWERS.

- 1. Real listening, or attending, involves listening to the words, paying attention to the tone and volume of the speaker, and observing the body language of the speaker.**
- 2. A “distracted listener” is one who feels upset and/or fearful.**
- 3. External “distracters” can include movement of other people.**
- 4. The following support effective listening in an interview situation: attending, thinking before you answer, keeping the answer relevant to the question, being straight forward, and maintaining steady, direct eye contact.**
- 5. Helpful homework to complete prior to the interview could include anticipating questions and forming answers.**
- 6. Normal letters are written in indented format, whereas business letters are written in block.**
- 7. The punctuation following the salutation of the business letter (Dear ____) is a colon.**
- 8. The following abbreviations are permitted in a business letter: Mr., Mrs., Ms., Dr., Atty. titles).**
- 9. The formatting possibilities for your career portfolio include handwritten.**
- 10. Keep the interview interesting by injecting some of your personality into it.**

ANSWERS TO LESSON 5 STUDY QUESTIONS.

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

LESSON 6

POST SECONDARY FINANCIAL AID

It would be most beneficial to you to begin by going to <http://studentaid.ed.gov> 1/26/2006 and obtain the free publication “The student guide- Financial aid from the U.S Department of Education”. This free publication is usually available in libraries, high schools, and college financial aid offices.

You will learn about varied types and sources of financial aid to obtain assistance for postsecondary education.

TYPE AND SOURCES OF POST SECONDARY FINANCIAL AID

The discussion about types of post secondary education financial aid is part of the larger topic of post secondary education, will I or won't I, and if I do, how will I pay for it? Deciding to go to school after finishing high school requires much thought and planning, and research. When all other decisions have been made, the one that usually remains is “How am I going to pay for my schooling?”

Some of the sources include grants, direct aid, work study and scholarships, which are available at most schools for those who qualify. Further, there are grants from many different sources to cover the cost of some, if not most, costs of post secondary education. The state and federal governments and private and public organizations and clubs and associations have grant and scholarship money for student use. Also, post secondary institutions themselves have grant and scholarship money that you must ask about. Work study is where you have a job at the school and the money you earn is put toward the cost of going to school, with perhaps a small amount of money being paid to the student in addition to the reduction in fees and costs. This can vary from institution to institution.

Advantage: of grants, direct aid, work study and scholarship is that you don't have to pay the money back.

Sources of: There are several places to go to borrow money for school costs if you do not have the money already saved. Borrowing money from an institution or the government to pay for school costs will mean that you are going to owe someone money when you are finished with school. And as you will be using the money while you go to school, and paying it back at a later date, there will be both interest costs [the price charged for borrowing the money] and fees [the lenders costs for loaning you money and for keeping the records]. **Advantage:** you attend school and pay back the money later. Another option is to work and pay as you go. That may mean that you take longer to complete your program. **Advantage:** you will not owe any money when you are finished.

If you do want to consider borrowing money to attend post secondary school you need to be aware of where to go to do that and primarily, there are two major sources for borrowing money to attend post secondary school. The first one to investigate is the Federal Student Loan Program. There are **Federal Stafford Loans available** and these are the most affordable ways to go as their rates are lower and you do not begin paying it back until after you are out of school.

Advantages:

- Interest rates are low
- No collateral or credit check required
- No payments while in school
- Eligible for federal loan consolidation
- Tax deduction and flexible repayment options available
- No guarantee fee or co-signers required

Eligibility:

- U.S. citizen or eligible non-citizen
- Enrolled at least half-time in degree or certificate program
- High school graduate[or have an equivalency diploma]
- Current on existing federal education loans [not in default]

Types of Federal Stafford Loans:

1. **Subsidized:** the government pays the interest while you are in school and during grace and deferment periods. You can qualify for these loans when you demonstrate financial need.
2. **Unsubsidized:** students are responsible for all interest, although payment is deferred until after graduation. [All students, regardless of need, are eligible for unsubsidized St afford Loans.]

How much money can I get with a Stafford Loan:

	Dependent	Independent
• Freshman	\$2,625	\$6,625 [up to \$2,625 subsidized]
• Sophomore	\$3,500	\$7,500 [up to \$3,500 subsidized]
• Junior and Senior	\$5,500	\$10,500 [up to \$5,500 subsidized]

You can qualify for these loans when you demonstrate financial need.

Federal Stafford Loan Rates and Terms:

Stafford Loan interest rates are variable and are adjusted July 1 of each year, based on the last 91-Day T-Bill rate in May. While in school, interest accrues at a rate based on the same T-Bill+ 2.3%. The Stafford Loan has a 3% government origination fee and a 1% guarantee fee [normally waived].

Repayment:

Repayment usually begins six months after leaving college. There is no prepayment penalty and the repayment periods are initially set at 10 years. All Stafford debt is forgiven upon death or permanent disability of the borrower.

Maximum amount a dependent undergraduate can borrow in federal student loans is \$23,000 [hasn't changed since 1992].

Where do I go to begin the application process for aid for post secondary education costs?

You should go to the financial aid office of the institution you are applying to.

How do I begin the process for applying for Federal Student Aid?

The Free Application for Federal Student Aid [FAFSA] is the first step. This form **must** be completed and submitted to be considered for grants, work-study, and federal student loans, including Federal Stafford and Federal Parent PLUS Loans.

Where can I get the FAFSA forms?

One place to go for the necessary forms is the website: www.fafsa.ed.gov or you can contact the school you are thinking about attending and speak to the Financial Aid Office.

What criteria does the FAFSA look at?

FAFSA looks at the family financial situation and determines your eligibility based on U.S. Department of Education guidelines.

When should I file the FAFSA?

Your chances of receiving financial aid increase if you file as soon after January 1 as possible as funds that are disbursed are limited and are usually offered on a first-come, first-served basis. Your filing date reserves your place in the federal line, so the sooner you file, the greater your chances of getting financial aid.

Fill out the Free Application for Federal Student Aid [determines how much a family can afford to pay in college costs].

State Higher Education Authority:

Most states have financial aid programs. Contact the agency in your home state.

Avoid common mistakes:

- Read the instructions carefully
- Fill in all blanks
- Round to the nearest dollar
- Proofread your application before you submit it, make sure your answers are legible
- Make sure you and your parents, if applicable, sign the FAFSA
- Reapply each year

If you are an dependent student and do not qualify to borrow money from this program, or do not qualify to borrow enough money from this program, there is another alternative.

That resource is Private Loans, which are not guaranteed by the federal government, therefore, interest rates are usually higher than rates on federal student loans. Also, loan fees are usually higher. In order to borrow money from this source, many times students must have a co-signer with a good credit history [usually a parent]. **Advantage:** being able to borrow money to attend school.

Parent Loan for Undergraduate Students: (PLUS) federally guaranteed loans available for parents of college students.

Rates usually lower than those for private loans.

Loans eligible for loan consolidation.

Parents can borrow up to the cost of college attendance, minus any financial aid the student receives.

Students agree to make payments on a PLUS loan, but if student falls behind, parent is responsible.

Private loan: be careful and watch the interest rate and fees

Your school's financial aid office will provide you with information about borrowing options and lenders. Call the school that you are interested in attending and request a meeting with a financial aid advisor. When you go to the appointment, have your questions ready so that you have the most information possible to help you to make the best decision regarding borrowing money for school.

For those of you who use the Internet, mapping-your-future.org is an additional resource for student loan information.

And remember, if you borrow it, you owe it. And all of the fees and interest that become part of the loans. So be very thoughtful when you borrow, do not borrow carelessly, and be determined to repay the money in a timely manner as scheduled by the lender.

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Activity:

Review the following case study, then make the decision, based on the above information, which way should Caroline go. Caroline wants to attend the area public university after completing high school, but her family does not have any money to help her with the expenses. She is an excellent student and has all A's and B's on her high school transcript. Her parents would be willing to sign for a Parent Loan for Undergraduate Students [PLUS], however, her family has had some very tough times with her father being laid off from his job, which has caused his credit to be affected as the bills have been paid late for many months. She has 3 brothers and sisters still at home. Her mom works part time, but does not earn much money. In your opinion, what would be the best choice for her in financing her college costs?

LESSON 7

PERSONAL EDUCATION AND CAREER PLANNING

In this lesson you will review techniques for designing and developing your professional and education plan.

This lesson includes:

Developing a Personal Education Plan

Developing a Career Plan

DEVELOPING A PERSONAL EDUCATION PLAN

What do you think a personal education plan could include? Could it be as detailed as the schedule of classes that you register for at the post secondary institution, or just the goal of going to post secondary school or training? Either could be the way to go. Your personal plan is going to be the plan that meets your needs and provides you with the guidance necessary to succeed with the plan you developed. Read how many times you is written in that sentence? It really is a you thing...you decide, you plan, you do it. That is what makes it personal, not one size fits all, but what really fits you.

Let's look at the first step for that. There are several questions that you need to ask and answer to get this process started. The foundation has been laid in the previous lessons, where we discussed post secondary education and how to find some money for that process and what types of post secondary education and training are available.

With all of those decisions in hand, which really were the first steps in this process, now the final step is to formalize the plan. This is a written plan, with specific names, dates, and action steps with accountability checks. Any plan that is going to work must be specific and time sensitive. So, first the steps and then the time frames to implement those steps. Here you go. . . .

DO NOT SUBMIT THIS ACTIVITY AS IT IS FOR YOUR USE ONLY**Activity:**

1. List the type of post secondary training or education that you have chosen as the best for you. [will be completed by what date]
2. Research the schools and institutions that offer that program. [will be completed by what date]
3. Research the career you are interested in to measure what this program offers against what that career requires. If it is a good fit, then proceed with the next steps. If not, then begin your search again for a post secondary education provider. [will be completed by what date]
4. Make plans to have a discussion with the academic advisor of that institution to see if what they offer is really what you need and want and what the specific details of the program are, such as

place of classes or training, hours of same, costs, accreditation of the institution, placement rate of completers in their field of study. [will be completed by what date]

5. Next schedule an appointment with the financial aid officer to have an indepth session with him/her where you address every facet of finances for that program. [will be completed by what date]
6. Request the FAFSA paperwork and submit in a timely manner. [will be completed by what date]
7. Complete the school specific forms and submit in a timely manner.[will be completed by what date]
8. Schedule how long the training/education process will take you, and if there is further obligation, such as internship, externship, further study, now is the time to make that plan.
9. Choose a date to review the progress and follow-up on any part of the plan that is not resolved.

DEVELOPING A CAREER PLAN

Once you have the education/training plan worked out, the next step is to move ahead with a career plan. How do they differ? Actually, one builds on the other. With the necessary and appropriate education/training plan, you have laid the foundation for your career plan. When you complete all of the schooling necessary to move into the career of your choice, you are looking at the need to plan just where you want that career to lead you.

This involves both the company you work for and your own ambitions. As you research the companies that hire what you will have when ready, look into their internal hiring plan, read about companies that hire folks who have at least 1 year of experience in their chosen career, and interview folks who are further on the career path, gaining direction from their plan.

It may be helpful to set time limits as guideposts for promotions and expanding job skills. That way you will have at least a skeleton plan of what time frame you are looking at, knowing that there will be many variables to those dates as opportunities do not always follow a schedule. However, those time frames will give you some markers to refer to if you are not moving at all, and to provide you with the opportunity to review what is needed on your part.

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Activity:

Sketch out your timeframe for steps in your career, from initial hiring to promotions, to other advancements and perhaps the need for additional education/training in order to attain all that you envision for your career.

LESSON 6 AND 7 STUDY QUESTIONS

ANSWER TRUE OR FALSE. CHECK YOUR ANSWERS.

- 1. Work study is not a source of financial aid for postsecondary education.**
- 2. The two types of Federal Stafford Loans are subsidized and unsubsidized loans.**
- 3. One of the first applications needed to begin the borrowing or financing process is the Free Application for Federal Student Aid (FAFSA.)**
- 4. Research is an important step in this process because more information supports a successful decision.**
- 5. When researching available financial aid study what lottery numbers have been hot.**
- 6. Questioning the financial aid officer at the institution you are interested in provides you with the best information necessary for responsible decision-making.**
- 7. Your career plan builds on your education and training plan.**
- 8. Timeframes can be helpful for setting times for promotions and setting times for expanding skill levels.**
- 9. Reviewing your career plan allows for adjustments when things change and keeps you on target with your plan.**
- 10. It is helpful to become familiar with the internal hiring plan where you work or would like to work.**

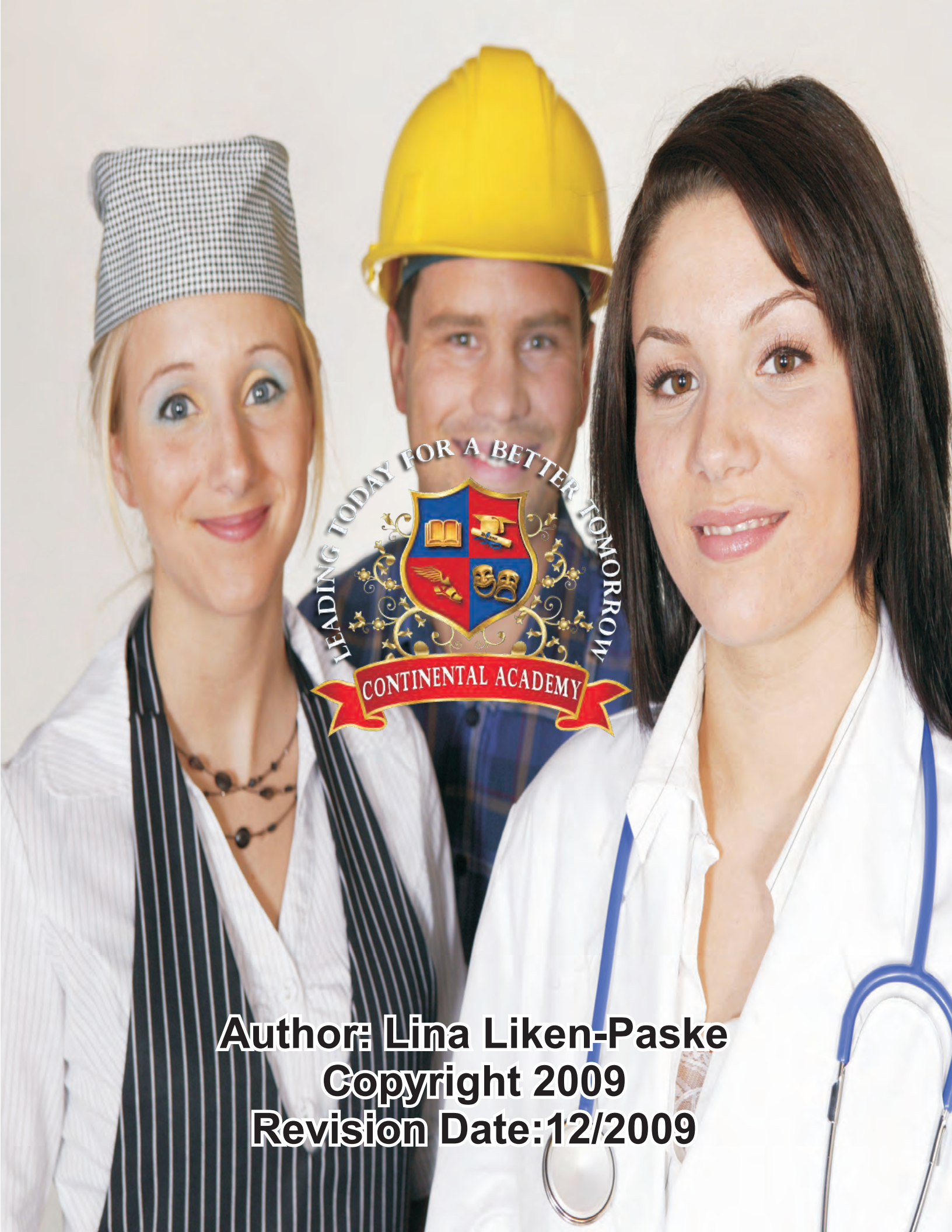
ANSWERS TO LESSON 6 AND 7 STUDY QUESTIONS

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

COURSE OBJECTIVES

The purpose of this course is to enable students to make informed career choices and develop the skills needed to successfully plan and apply for college or a job. The student will:

- Refine vocabulary for interpersonal, academic, and workplace situation, including figurative, idiomatic and technical meanings.
- Locate, gather, analyze and evaluate written information for a variety of purposes, including research projects, real-world tasks and self-improvement.
- Select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources and information services.
- Synthesize information from multiple sources to draw conclusions.
- Write fluently for a variety of occasions, audiences and purposes, making appropriate choices regarding style, tone, level of detail and organization.
- Select and use a variety of electronic media, such as the Internet, information services, and desktop publishing software programs to create, revise, retrieve and verify information.
- Apply oral communication skills to interviews, group presentations, formal presentations and impromptu situations.



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