

Dear Families,

The *Road to Success: Career Development Program* was created by a coalition of business and education professionals who have many years of experience working in the areas of employment readiness and business skill development. The program developers have worked with thousands of participants and employers to help them achieve their goals for success.

We are also parents who have watched and tried to provide guidance to our own children as they tackle the many challenges of moving through secondary school, college selection and the pursuit of satisfying careers. We hope that you find this series of workbooks helpful in providing a framework for the students with whom you will work.

The "Introduction" contained on the next two pages will give you information on the program design and philosophy. Our philosophy is this: The most effective approach to career development includes self discovery, career exploration and career preparation activities with a strong foundation of self awareness and an emphasis on soft skills development while building on strengths.

The section "Getting Started" provides you with general information that should be helpful to you as you prepare the student to move through the workbook.

Finally, the "Quick Start Guide" provides you with a week-by-week approach to guiding the student through the workbook.

Best wishes as you engage in the career development process.

No Stress Career Development for Teens: Self Discovery

<u>WEEK ONE</u> I Have Skills; Skills for Success	<p>Skills students have and enjoy using can help identify the jobs and careers they might like or do well.</p> <p>Students will identify personal skills, distinguish between skills they do well and skills they also enjoy, identify five skills to develop for use in a career/job, define the five <i>Skills for Success</i>, and identify ways to use the <i>Skills for Success</i> in school or work.</p> <p>Identification of skills provides the foundation for future sections.</p>
<u>WEEK TWO</u> My Values Identification	<p>Students will use of biographies and independent value identification and begin to identify their personal and career values.</p> <p>Students will identify important personal values, recognize the link between personal values and career success, identify top five values/likes, and identify top five values to avoid.</p> <p>Identification of personal and career values is an important foundation element for future sections.</p>
<u>WEEK THREE</u> Discovering My Interests	<p>Linking interests with career/job choices can lead to career satisfaction and success. Identification of interests provides a foundation for career exploration in future sections.</p> <p>Students will identify their current top five interests and the two Holland category/types which they identify with most.</p> <p>Identification of interests is an important foundation element for future sections.</p>
<u>WEEK FOUR</u> How I See Myself; How Others See Me	<p>Through self-assessment and input of others, students will gain a more balanced perspective of themselves.</p> <p>Students will identify their perception of their strengths and how they think others see their strengths. Students will determine what others see as their strengths and contrast these to their perception. Students will identify strengths which they can build on for a future career or job.</p>

<p><u>WEEK FIVE</u></p> <p>Social Know-How</p>	<p>Students will learn and be comfortable with appropriate social behaviors that apply in personal, social and business settings.</p> <p>Students will know how and when to shake someone’s hand, know how to introduce oneself and others, know when it is appropriate to stand up, know how to behave in public places such as an elevator or doorway, and understand other courtesies appropriate in the business world.</p>
<p><u>WEEK SIX</u></p> <p>Effective Communication</p>	<p>This section provides information to better understand how verbal and nonverbal communication impact the way others perceive you. This section also provides information about how to be appropriate when using telephones, cell phones, email and internet communication.</p> <p>Students will understand how to converse appropriately, know techniques of effective listening and the importance of appropriate body language. Student will learn how to use correct formats in email and thank you notes, how to answer and initiate business phone calls and how to appropriately use cell phones.</p>
<p><u>WEEK SEVEN</u></p> <p>Public Speaking</p>	<p>Provide students with tips on how to effectively make an oral presentation to a group.</p> <p>By practicing these techniques students can become more comfortable with delivery, style and organization of a speech.</p>
<p><u>WEEK EIGHT</u></p> <p>Applying Self-Awareness to Start My Career Plan</p>	<p>Through understanding decision making style, personal time management and determining areas of improvement, students will understand key self-awareness elements.</p> <p>Students will recognize how they make decisions, identify how they use their time now, identify how they would prefer to use their time once they start a career, and identify improvement goals and specific actions steps.</p> <p>This is a culminating section for this workbook; all previous sections should be completed prior to completing this section.</p>

No Stress Career Development for Teens: Career Exploration

<p><u>WEEK ONE</u></p> <p>Exploring Career Clusters That Interest Me</p>	<p>Through research the students will gain an understanding of specific career options as they relate to <i>Career Clusters</i>.</p> <p>Students will identify <i>Career Clusters</i>; learn to locate actual job openings on Internet job boards; research actual job openings based on <i>Career Clusters</i>; link potential career/job openings with individual skills, interests and values.</p>
<p><u>WEEK TWO</u></p> <p>My Dream Career/Job Might Be</p>	<p>Through a forced selection activity the students will see career/job choices as they relate to Holland categories.</p> <p>The students will begin to envision potential careers/jobs as they relate to their top skills, interests and values</p> <p>Students should refer to the chapter <i>Discovering My Interests</i> from the Self Discovery workbook to obtain their Holland category choices.</p>
<p><u>WEEK THREE</u></p> <p>Career Trends</p>	<p>This section provides information from government resources on growing occupations and directs the student to compare this list with the Career Clusters.</p> <p>The students will identify examples of growing occupations for the Career Clusters; link career choices from the list of growing careers to your Holland category. The students will also identify careers that did not exist twenty years ago and brainstorm about jobs of the future.</p>
<p><u>WEEK FOUR</u></p> <p>Researching Careers I am Considering</p>	<p>Students will gain an understanding of the process involved in researching careers/jobs. Through individual research, external interview and shadow days the students can obtain experiences and work world contacts.</p> <p>Students will identify the three forms of research related to careers/jobs; increase understanding of specific career/job through and informational interview; identify possible contacts for a shadow day experience; complete a shadow day and document shadow day experience.</p>

	<p>The <i>Informational Interview Activity</i> and <i>Shadow Day Activity</i> are external experiences and require significant involvement and approval from a parent or guardian.</p>
<p><u>WEEK FIVE</u></p> <p>Reality Check: What It Costs To Live</p>	<p>This section introduces the link between career/job choices and standard of living. The learning activities provide: information linking education to earning power, salaries for twenty professions, basic living costs, and the development of a sample budget.</p> <p>Students will recognize that earning power increases as education level increases; develop an understanding of basic living expenses, and see the decisions that need to be made when developing a personal budget based on earnings.</p>
<p><u>WEEK SIX</u></p> <p>Identifying Job, Internship and Volunteer Opportunities</p>	<p>This section allows the students to begin to identify work world settings that fit their values and interests, and offer opportunities to use and grow their skills.</p> <p>Students will identify organizations that fit values, interests and skills; and use a formal tool to analyze job, internship and volunteer opportunities to determine the best fit.</p>
<p><u>WEEK SEVEN</u></p> <p>Reflection on Work World Experiences</p>	<p>Students are provided the opportunity to step back and reflect upon their experiences.</p> <p>Students will see the value of reflection in their real situations; reflect upon and gain knowledge about what worked and didn't work in a real world situation.</p>
<p><u>WEEK EIGHT</u></p> <p>Moving Toward My Career Goals</p>	<p>This section helps students understand the connection between <i>Skills for Success</i> and their career/job goals and offers a structure that they can use to identify and plan activities and experiences to help them to move toward their career/job goal.</p> <p>Students will document their skills as they relate to <i>Skills for Success</i>; identify skills that match career goals; and document specific examples of how to effectively use identifies skills.</p>

<p><u>WEEK NINE</u></p> <p>Expanding My Career Plan</p>	<p>This section continues the career plan model begun during the Self Discovery workbook. Students will complete the elements of the model which includes self analysis and development of concrete action steps with time frames related to career goals.</p> <p>Students will understand the value of having a career plan; learn what tools can be used to develop and implement a career plan; understand the strengths, weaknesses, opportunities and threats as they relate to careers being considered; and learn what specific actions they need to take to achieve career goals.</p>
---	---

No Stress Career Development for Teens: Career Preparation

<p><u>WEEK ONE</u></p> <p>Attitude is No. 1</p>	<p>Students will learn respectful and considerate behavior in a variety of potential workplace situations.</p> <p>Students will match attitudinal behaviors that impact how others see you, and imagine themselves handling themselves in a variety of potential workplace situations.</p>
<p><u>WEEK TWO</u></p> <p>Completing My Targeted Resume</p>	<p>Students will learn to write appropriate resumes for particular jobs. Since resumes are evolving documents, they will need to be updated with additional experiences.</p> <p>Students will learn the key elements of a good resume, and identify relevant activities, education, experiences and skills.</p>
<p><u>WEEK THREE</u></p> <p>Completing and Application</p>	<p>By reviewing a sample application, the student will become comfortable answering questions found in a typical application.</p> <p>Students will learn how to complete written and on-line applications. This includes assembling the necessary information needed to complete the application, preparing the application itself, and learning what to do after the application is complete.</p>

<p><u>WEEK FOUR</u></p> <p>Writing a Cover Letter</p>	<p>Students will learn how to write an appropriate letter to accompany a resume that includes proper grammar and sentence structure.</p> <p>Students will learn information about the structure and content of a cover letter; students will write a sample cover letter.</p>
<p><u>WEEK FIVE</u></p> <p>Interview Preparation</p>	<p>Students will learn how to prepare for an interview, and how to use good table manners at an interview meal.</p> <p>Students will understand what knowledge is needed before having an interview; understand where to acquire this knowledge; learn how to handle oneself at the table during an interview meal.</p>
<p><u>WEEK SIX</u></p> <p>Dressing for Success</p>	<p>The student will learn the keys to dress, grooming and accessories for an interview and a job.</p> <p>Students will learn detailed information on professional dress including: details about clothing, accessoriness, and grooming. Pictures of people wearing a variety of clothing are used to provide samples of what is appropriate and what is not for interviews and work.</p>
<p><u>WEEK SEVEN</u></p> <p>The Successful Interview</p>	<p>Students will become familiar with and prepare answers for typical interview questions and learn why and how to write an appropriate thank you note.</p> <p>Students will learn the keys to a successful interview; develop the ability to answer interview questions; and write a sample thank you note.</p>
<p><u>WEEK EIGHT</u></p> <p>Networking</p>	<p>Students will learn the importance of building relationships through networking.</p> <p>Students are provided information on how to enter a room, introduce themselves, enter a conversation and make appropriate conversation and exit a conversation.</p>

<p><u>WEEK NINE</u></p> <p>Review and Reflection</p>	<p>Students have the opportunity to review and reflect upon themselves and their experiences.</p> <p>Students will complete a list of reflection questions.</p>
<p><u>WEEK TEN</u></p> <p>Evaluating and Updating My Career Plan</p>	<p>Reflecting and updating the career plan documents allows students to identify useful information for achieving career goals and to understand the value of the career development process now and in the future.</p> <p>Students have the opportunity to review and update their career plan documents which encompass all they have learned through completing the Self Discovery, Career Exploration and Career Preparation workbooks and their own experiences.</p>