**Career Research and Development**

**Course II: Career Development, Preparation, and Transition**

**Course Description:**

Students in the Career Development, Preparation and Transition course will continue the self-assessment and career awareness process. In addition, students in this course will focus on career preparation and will get ready to transition to a formal, supervised WBL experience, as well as, refine their plan for employment, education, and training beyond high school high school. Students will manage their career experiences and educational choices for their future by incorporating employment, education and training goals, building financial literacy skills, and integrating the Maryland’s Skills for Success.

The overarching goal for this second in-school course is for students to apply the career development process to

engage in:

* goal setting for career and educational planning
* career decision-making
* transition planning
* financial literacy skill building
* employability skill building

Students continue building and strengthening their career portfolio to demonstrate proficiencies in workplace readiness, personal financial management, personal growth and development, and employment experiences. The portfolio will serve as part of the student’s end-of-program assessment/culminating project. To further support their skill development, students will be introduced to Career Technology Student Organizations (CTSOs) from which they may benefit to assist in refining and developing their leadership and workplace readiness skills.

As a result of taking this course, students will:

* evaluate career, education and training options;
* increase workplace readiness skills proficiency;
* demonstrate proficiency in the use of a decision-making model;
* determine how cultural beliefs and attitudes impact career decisions and the workplace;
* recognize that personal growth and change are integral parts of career development;
* analyze authentic workplace issues;
* develop problem-solving strategies;
* apply financial literacy skills to life management;
* assess personal and professional goals;
* determine strategies to meet employers’ expectations;
* practice building effective interpersonal skills;
* communicate effectively in the workplace; and
* demonstrate proficiency in job-seeking, finding and keeping skills such as completing a job search, writing a resume, obtaining references, practicing interview skills and follow-up techniques.

**Course Goals and Indicators**

**Course II: Career Development, Preparation and Transition (1 credit)**

**Standard 1: Self-Awareness – Students will acquire and apply self-knowledge in order to develop personal, learning and career goals.**

Indicator B:

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| Demonstrate positive interpersonal skills and respect for diversity to facilitate one’s career development. |

Students will:

1. Use feedback to adjust behavior in group activities in a way that is honest, fair, helpful and respectful.
2. Increase workplace readiness skills proficiency by role playing authentic workplace situations that require solving a problem.
3. Use communication and inter-personal skills to convey feedback in honest, fair and respectful ways.
4. Develop the capacity to understand peer pressure and its effects on workplace behavior.
5. Understand and exhibit personal responsibility characteristics in workplace situations (workplace safety, ethical behavior, sexual harassment).
6. Demonstrate proficiency in using a decision-making model.
7. Work effectively in teams.

Indicator C:

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| Recognize that growth and change are integral parts of career development. |

Students will:

1. Assess personal and professional goals by analyzing their own career interest inventor(ies) and labor market research data.
2. Identify personal growth situations that occur in school and during job seeking activities that require assistance from outside resources.
3. Recognize that personal growth and change are integral parts of career development by reflecting on past experiences and projecting future activities.
4. Analyze authentic workplace situations to formulate effective decisions to achieve goals in learning and performance.
5. Describe the impact of their cultural beliefs and attitudes on their career decisions.
6. Apply personal and cultural attitudes to information gathered on nontraditional career opportunities.

**Standard 2: Career Awareness– Students will use the Maryland Career Clusters and pathways in order to understand their relationship to educational achievement and life-long learning.**

Indicator B:

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| Understand the connections among educational achievement, lifelong learning and the career options across career pathways. |

Students will:

1. Analyze educational pathways within career options based on the results of their career interest inventor(ies) and cluster pathway and work-based learning experiences.

Indicator D:

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| Recognize that decision making is an important part of an individual’s career development. |

Students will:

1. Demonstrate proficiency in using a decision-making model.
2. Recognize and document circumstances that demonstrate how personal growth and change are integral parts of students’ career development.
3. Prioritize personal and career preferences in relationship to career selection.
4. Examine personal, leisure, community, learner and work roles and responsibilities and illustrate how they are interconnected.
5. Describe the impact of cultural beliefs and attitudes about career decisions.

**Standard 3: Career Exploration – Students will assess Career Cluster choices and related pathways to develop an academic and career plan.**

Indicator A:

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| Prepare an educational and career plan based on high school graduation requirements,  a sequence of career pathway courses, related academics, and postsecondary options. |

Students will:

1. Review high school plan including postsecondary options and make modifications to align with personal and career goals.
2. Develop work plan for students’ work-based learning experiences that includes workplace essential skills, Skills For Success, and related technical skills (VTECS Connect).
3. Research apprenticeship opportunities for a variety of career pathways.
4. Become familiar with and/or take post secondary assessment/entrance exams.
5. Prepare postsecondary applications and complete financial aid forms.

**Standard 4: Career Preparation: Students will prepare for postsecondary and career success through a sequenced academic and technical program of study and related workplace experiences.**

Indicator A:

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| Acquire cluster and academic content knowledge and skills to succeed in high school and beyond (postsecondary and/or employment). |

Students will:

1. Review and update academic/career portfolio.
2. Present the academic/career portfolio as the culminating project for the program.
3. Increase workplace readiness skills proficiency by presenting the portfolio in mock and real job and postsecondary interview situations.
4. Develop and practice workplace basic essential skills.
5. Participate in at least one work-based learning experience that is documented through a work plan and related assessment (VTECS Connect).

**Standard 5: Job-Seeking and Advancement – Students will demonstrate skills to secure, maintain and advance in their chosen or related career cluster.**

Indicator A:

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| Understand how academic, technical, cross cluster and employability skills are needed to obtain or create, maintain, and advance in one’s career. |

Students will:

1. Demonstrate proficiency in job seeking through updating a résumé, refining the process for writing a high quality cover letter and preparing for interviews.
2. Refine the process for pursuing appropriate employment leads based on career interests and assessments and personal preferences.
3. Demonstrate a variety of skills and behaviors to maintain employment such as thinking skills, the ability to work on teams, strong interpersonal skills, technology skills, communication skills, honesty, and other positive personal qualities.

**Standard 6: Career Satisfaction and Transition – Individuals will demonstrate how the ongoing attainment of knowledge and skills enhances one’s ability to function and transition effectively in a diverse and changing economy.**

Indicator A:

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| Apply career management and decision making skills to update one’s career plan as needed. |

Student will:

1. Evaluate job prospects based on labor market trends and personal preferences.
2. Revisit one-year and five-year education and employment plans and monitor progress toward meeting the goals of each plan.
3. Identify the components of the financial planning process.
4. Apply financial literacy skills towards managing personal finances.
5. Practice the principles of saving and investing.
6. Analyze the benefits and the risks associated with consumer credit and its association to financial planning.
7. Evaluate and revise financial goal statements.
8. Evaluate personal, financial and professional goal statements that apply to further education and/or technical training.

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