

Student's Name: _____

Date: ____/____/____

Lesson One: Career Plan Development

1. A few decades ago, adult career development was virtually unknown. Traditionally, individuals chose their careers in their late teens and early 20's and then pursued them until _____. If there was career development guidance provided, it occurred at the _____ or _____ level. (slide 1)
2. Today, however, the nature of the workplace has changed. Stable and secure positions have almost _____, and individuals have been put in charge of their own _____ and _____. (slide 1)
3. Two major developments in the last quarter of the 20th Century have changed employment for all of us, the _____ of commerce and _____ and the expansive _____ of _____. (slide 1)

Career Plan Development



4. Because of the massive changes in the workforce, it has become extremely important that you provide your job seeker customers with _____ services. Some of the job seekers that you work with may not possess the necessary skills to succeed in today's demanding _____. Some of the job seekers may not have had the opportunity to explore different _____ or develop the skills necessary to be successful in whatever career they have chosen; and, some of your job seekers may need to be _____ to make new _____ decisions. (slide 2)

Brain Break



Think about it...the history of business was predominately focused on agriculture. Then, major changes occurred with the industrial revolution. Globalization of commerce (buying and selling goods in mass quantity) and industry along with the expansive growth of technology has really impacted our workforce and what employers are looking for. People used to get jobs and keep them for a lifetime, but not anymore. Now, workers are expected to change careers (not just jobs) three to five times in a lifetime.

What does the first lesson say about this? That is life! Our job is to help guide our customers through this process as a natural part of workforce development.

- When you have a customer come in who cannot communicate with other people effectively, who cannot get along with teammates or managers, who cannot show up to work on time, etc., we have to help that person understand what employers are looking for: hard work, dedication, dependability, etc. We have to pay attention to the signs found on résumés and job applications. We have to help our customers meet the demands of employers.
- When you have a customer who cannot type on a keyboard, cannot use a computer, cannot use software, it is time to help that customer begin to view the need for these skills as CRITICAL!
- When you have a customer who does not know what social media is or does not know how to use social media, you have to help your customer learn how to use social media and gain those skills to meet the needs of employers.

5. In today's global economy, your job seeker customers must have the _____ and _____ necessary to meet the changing requirements of the workforce. Your role as a Workforce Development Professional is to help your job seeker customers to not only _____ for a _____ but also to help them become more career _____, which will prepare them with meaningful, _____ employment. You will also need to provide them with _____ as they prepare. When encouraging your customers to make career decisions, they will have to be willing to _____, **creative in their approach**, and **logical in their analysis**. (slide 3)

6. Fear of the unknown can be scary, and that's what change is – the unknown. During the Career Plan Development process, you will have to encourage your job seeker customers to move _____ their comfort _____. One of your roles in the career development process is to get your job seeker customers to see the _____ aspects of their career _____ – how it will _____ affect their

families, their friends, themselves. This will take longer for some than others. You will also have to help customers be _____ in their approach to career exploration, which will require the job seekers to _____ themselves, as well as explore career options that are _____ and _____ but sometimes in a _____ field and outside of what they are used to. (slide 4)

7. What is Career Development?

a. There are many definitions to the term "Career Development." The National Association of Workforce Development Professional's (NAWDP's) definition for Career Development is "The process by which individuals 1) _____ their _____ goals, 2) _____ for, _____ for, and _____ employment; and, 3) _____ skills, advance, and _____ employment." (slide 5)

b. The process includes "identifying the kinds of information individuals need through _____ and career _____, in order to make realistic _____ decisions. (slide 5)

c. The process also includes identifying the skills that are needed to _____ for, _____, _____, and _____ employment." (slide 6)



8. The Career Plan Development process includes (slide 6)

- identifying the kinds of information individuals need through _____ (the first step in the Career Plan Development process); (slide 6)
- _____ careers so the customer can make _____ career decisions; and, (slide 6)
- _____ a plan of _____ to secure the skills that employers are looking for so the job seeker can get a job in the field he or she desires. (slide 6)

Career Plan Development Process

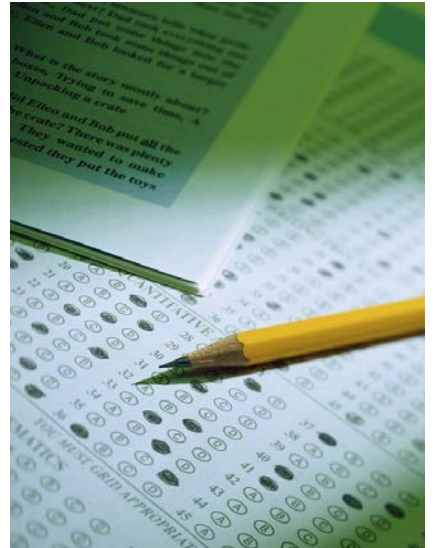


Are You Ready for a Quiz?

1. What is the definition of Career Plan Development?
2. What are the three elements of the Career Plan Development process?
3. The Career Development process used to be virtually unknown. Individuals got a job and kept that job until retirement. Now, who is responsible for an individual's career planning?
4. The Career Plan Development process is critical because many of the job seekers that you work with may not possess the necessary skills to succeed in today's demanding _____. Some of the job seekers may not have had the opportunity to explore different _____ or develop the skills necessary to be successful in whatever career they have chosen; and, some of your job seekers may need to be _____ to make new _____ decisions.

Lesson Two: Career Plan Development-Assessments

1. Welcome to lesson two of the Career Plan Development module. We are going to focus on the importance of _____ in the development of a career plan. In the previous lesson, we highlighted the fact that customers are seeking a career opportunity for a variety of reasons. But, how can you help your job seeker customers get answers to the question, “What career do I choose?” (slide 1)
 - The customer _____ has to _____ about his or herself. (slide 1)
 - The customer has to _____ his or her _____, as well as learn about the _____ that must be _____ to _____ into a _____ career field. (slide 1)
 - Finally, the customer has to understand what _____ are looking for and how to connect to _____ in his or her choice of career; the career exploration process will be discussed in the next lesson. (slide 1)
2. The _____ part of this process, _____ about the _____, is called the _____ process. (slide 1)
3. What is “assessment”? (slide 2)
 - According to the dictionary, _____ is the “act of _____” or “the process of getting _____.” We, as workforce professionals, try to get information about our job seeker customers through _____, as well as _____ to help design the right path to move them forward. Without this information, we would not be able to offer the right _____ or engage them in the right _____. This would lead to both poor _____ and poor _____. (slide 2)
4. As the definition implies, there are both _____ and _____ forms of _____, which we will discuss later in this lesson. It is important to note that regardless of the type of assessment, our customers bring with them their own set of skills, their own work experience, their own needs and their own issues that they have to manage or overcome. For engagement in any workforce program to be meaningful, the services must be directed to the job seeker’s _____ needs. Workforce professionals must gain a sense of the individual’s level of _____



through assessments to offer the customer a _____ plan to move forward towards his or her _____ goals. (slide 3)

5. There are key principles when we assess a job seeker. While various programs have different requirements associated with assessments, these principles are still applicable.
 - First, assessments are an _____ process. From the first time we meet our customers to the time they exit our programs with employment, we must continually assess the customers' needs to ensure they are moving forward to reach their career goals. We do this by _____ to our customers, _____ their _____ language and receiving information from _____ resources. (slide 4)
 - Next, the job seeker is the _____ of the _____ process. Assessments are based on the _____ needs of the customer, and include different _____ and _____. For example, you may have a customer that needs to take a _____ assessment to learn more about his or her _____ so he or she can make a _____ choice. On the other hand, a customer who knows exactly what he or she wants to do may not need the same assessment. Additionally, the assessment process provides the information necessary to identify the customer's strengths, needs, as well as helps the customer set realistic career goals. Using this information, you, the workforce professional, and the job seeker can develop a career plan _____ to the customer's goals. (slide 4)
 - Finally, the assessment results apply directly to the _____ and _____ available to the customer. Once the customer has a career goal, _____ must be designed using the opportunities available to the customer through the workforce system and through the community. (slide 4)

6. _____ assessment is a process of collecting and analyzing data; for our purposes, we use this data to determine an individual's level of _____. The primary tools are _____ and _____ a customer using detailed questions. _____ assessments are used throughout the _____ with the customer. Typically, the process will get easier the longer the relationship with the customer lasts and the more experience you gain in interviewing. (slide 5)



7. _____ assessment occurs in a more _____ manner and include _____; _____ from past supervisors when available, the customer's _____ history, and personal _____ with the customer. (slide 6)
8. As a part of the _____ assessment process, information should be gathered about your customer's 1) current _____ goals, 2) employment _____, 3) recent _____ efforts, 4) education, 5) Job _____, including life skills that are _____ to other jobs, 6) _____, 7) _____, 8) personal conditions, such as emotional or physical health that may impact employment 9) family and financial needs, 10) motivation, 11) available resources, and 12) support _____ needed to get and keep a _____. (slide 7)
9. After initially speaking with a customer, you may wish to have the customer complete _____ assessments. Make sure that you use the information you have gathered during the initial _____ assessment to make decisions about the type of _____ assessments you may want to use. _____ assessment refers to tests, _____, and vocational surveys that provide specific information about an individual's _____ strengths and needs. You may want to conduct basic _____ assessments; career _____ inventories, and/or career _____ testing. These are broken down into _____ categories, basic _____ assessments and career _____. (slide 8)
10. Some customers may have to receive assessments from a contracted entity, a psychologist, a doctor or other _____. (slide 9)
 - For example, a person wanting to go to school who has had difficulty in classes in the past may need to complete a formal assessment designed to identify _____ disabilities. (slide 9)
 - Other individuals dealing with issues, such as depression, may need to have a _____ assessment. (slide 9)
 - Some customers may need to meet with _____ Rehabilitation to create an _____ plan to manage or overcome a physical _____. (slide 9)
 - Many times, such assessments require a _____ professional in that specific area to complete and score the assessments: in some situations, such professionals will also _____ a plan of _____. You, the workforce professional, can use some of the steps in that plan as a part of the customer's _____ plan to _____ or manage _____ to employment. Once the assessments are complete, a discussion must occur

with the customer to _____ what the results mean as a part of the career plan development process. (slide 9)

- We will now explore some of the different assessment tools used for basic skills and career assessment. (slide 9)



11. Basic skills are those skills that a person has in reading, _____ and math. According to the National Institute of Literacy, among the most common tests used in adult education programs are the Test of _____ Basic _____ or the TABE, the Adult _____ Learning Examination or ABLE, and the Comprehensive _____ Student _____ System. (slide 10)

12. Lack of literacy, writing and math skills greatly impacts the customer's ability to plan his or her _____ goals. The results of the basic skills assessments will let you know if the customer should be referred to _____ _____ programs so he or she can increase basic and functional _____ skills that can eventually lead to earning a high school diploma through the GED testing program. These results may also tell you if the customer can enter directly into higher level training programs. For youth engaged in a Workforce Investment Act or WIA program, basic skills assessments will let you know if the youth is basic skills _____. (slide 11)

13. A second set of assessment tools are the _____ assessments. There are many invaluable resources that you can use when conducting _____ assessments. Along with the basic skills assessment, _____ assessments help job seeker customers answer the "Who am I?" question associated with the career plan development process. These tools can provide focus for a customer's career exploration

and information gathering. They can _____ or _____ a customer's thinking regarding a career. (slide 12)

14. There are two types of career assessments: (slide 12)

- The first type of assessments is called the _____ assessments or _____, which can provide you and the customer with information about the type of job or career that would be most _____ given the _____ of the customer. _____ provide job seeker customers with ideas about the types of jobs that most closely match their personalities, interests, values, and beliefs. (slide 12)
- The other type of assessments are called _____. Although this type of assessment is not as common as the basic skills and career interest inventories, _____ provides more in-depth information about the type of employment best suited for the customer. Aptitude testing doesn't measure _____ alone, it measures actual _____. If this type of assessment is available in your area, encourage your job seeker customers to take advantage of it. The information can be very useful to you and the customer as you work through the career plan development process. Many resources are also available online to measure your customer's career aptitude. (slide 12)

15. The choice of the appropriate assessment tools is based on specific factors such as the _____ of the assessment, the amount of _____ available for _____ and _____, and the tests that your center or agency has _____. Whatever tool you use, take the assessment yourself so that you can become familiar with the instrument, how it's administered, and how to interpret the results. (slide 13)

16. The most **widely** assessed areas in the workforce development field are _____, _____, and _____. The ideal mix of assessment tools would be a combination of _____, _____, and _____ for each customer. (slide 14)

17. Remember that determining a customer's interests can come from **both** _____ and _____ assessments. Your _____ with your customer can provide information that is just as valuable as _____ assessment results. The key element in successful career matching is the customer's ability to succeed in that career. Work _____ with your customer to determine matches in basic skills and

_____ interest and ability. Use that information when working with your customer on his or her career plan. (slide 14)

18. Not all programs require the job seeker customer to complete an _____ as a part of the _____ and _____ process. However, if the customer is not _____, how will we know how to serve the customer? Should an assessment be completed on every person who comes into the One-Stop Career Center? **After all, the _____ is the very _____ of the career plan.** In some situations, it may not be necessary to complete an assessment; however, customers who are receiving _____ or other _____ services should be _____ to ensure they are engaged appropriately. Some programs necessitate the customer be assessed, let's discuss these requirements now. (slide 15)

19. Wagner-Peyser services are the _____ services offered through the One-Stop Career Center and through the _____ or EFM system. The Wagner-Peyser program is the _____ of workforce services. Not all job seekers have to complete a _____ assessment; however, you will find that staff _____ assess customers as they secure information while talking to the customer at the front-desk, in the resource room, in different workshops, etc. The staff use this information to _____ to job seeker customers and _____ them in the _____ direction. There are _____ programs that require a customer who is enrolled to be assessed. (slide 16)

- a. The _____ - _____ or PREP program and the Emergency Unemployment Compensation/ Re-Employment Services or RES program. (slide 16)
- b. Additionally, if a _____ is engaged in the case management service through an internal program or external partner and referred to the One-Stop Career Center for services, they are required to complete an assessment, and participants in the _____ and _____ (REA) program are also required to complete assessments. (slide 16)

20. The Workforce Investment Act (WIA) program serves _____, _____ and _____. Assessments are used in an _____ and _____ manner to determine if the job seeker customer _____ services offered under the WIA program. _____ assessments, are required for _____ who are engaged in

the WIA program. _____ and _____ should be assessed to connect the customer to the correct services, such as training or work experience. _____ assessments are strongly recommended before the customer is enrolled in a _____ program or engaged with one of a variety of services. (slide 17)

21. The Welfare Transition program, commonly called the WT program, serves lower income families applying for or receiving Temporary Cash Assistance, also called TCA. Former recipients of cash assistance who secure a job and remain eligible may also receive services through the WT program. Program participants who are receiving TCA must have an _____ completed within _____ days of becoming _____ for the cash assistance. The assessments must include a review of the customer's skills, work history and employability. The information gathered during the _____ process must be used as the _____ for the customer's _____. (slide 18)
22. The Supplemental Nutrition Assistance Program's Employment and Training component or SNAP's E&T requires customers who are receiving food stamps and participating in an employment and training activity be assessed. The customer can complete a brief assessment with a staff member, which must be recorded in the data entry system, **or** the customer can complete the assessment in the One-Stop Service Tracking (OSST) system.
23. The Trade Adjustment Assistance or the TAA program serves customers who have lost their jobs as a result of _____. The TAA program encourages an _____ assessment be completed before the workforce professional creates a _____ in the EFM system. The initial assessment includes: ensuring the petition has been certified, ensuring the customer is identified as being covered under the certified petition, as well as review the customer's work history, education, knowledge, skills and abilities. As a part of the assessment process, each worker will have an enrolled-in-training deadline established. This deadline is associated with each eligible trade-affected worker who would need to be enrolled in an approved training program or placed on waiver of training requirements. As outlined under federal guidance, the local TAA Coordinator must conduct a comprehensive needs assessment to determine which services and benefits are available. (slide 20)

24. We are going to apply the information learned about assessment to a practice scenario. This example is just for learning purposes. Remember, your regional workforce board may have a different process for assessing a customer, and it will be important for you to understand your local operating procedures, as well as how to apply those procedures. In this example, we are going to discuss some practical ways in which customers are assessed. Because we are not enrolling Anny into a particular program, we are going to assess Anny using general assessment processes. Let's meet Anny. Anny has come to the One-Stop Career Center to get help in finding a job. She has been out of work for over a year and wants help finding a new job opportunity that will meet her family's needs. The first time she is assessed is at the front desk. The Customer Service Representative assisting customers entering the One-Stop Career Center asks, "How may I help you?" "Hi, my name is Anny. I've been trying to find a job for over a year, but I'm simply not having any luck. There are not a lot of jobs in my field; and I've gotten calls to interview, but I am not getting past the interview. I need help finding a job that I will enjoy and that will meet my income needs." This staff member has just started the assessment process. This staff member uses this information to determine which services or programs Anny will be connected to.



25. The staff member welcomes Anny to the One-Stop Career Center and begins to tell Anny about all the different opportunities available throughout the region. The staff member uses the information available to help Anny. What would you recommend to Anny? Select the answer that you feel is most appropriate based on the information Anny gave the Customer Service Representative at the One-Stop Career Center. (slides 21-22)
- Anny should meet with a staff member one-on-one to get help developing a career plan through more in-depth assessments
 - Anny should attend a résumé writing and interviewing workshop
 - Anny should work in our One-Stop Career Center to job search for other or new occupations that utilize her skills
 - All of the above

Anny comes to the One-Stop Career Center for a week and completes a résumé writing workshop, as well as an interviewing workshop. She has begin looking at jobs that will use her skills, and she feels that she is ready for a new career. As she stated to the Customer Service Representative at the front desk, she wants a job that she will enjoy

and that will provide enough income to meet her needs. The staff member appropriately scheduled her to meet with a case manager to evaluate her skills, work history and employability. The case manager will review the type of services Anny is already getting and determine what she is eligible to receive as well. At the first appointment, Anny meets with the case manager and talks about her current situation, "I am a single mother of one child who is six years old. I worked for ten years as a teacher until I was laid off due to a school closing in my area. I have tried to find other teaching jobs, but there are not a lot in this county. I enjoyed working with children, but I am ready to find a different career that I will enjoy and that will meet my family's financial needs. I have a car, but I need help paying for gas to get to and from work until my first pay check." Anny has just started an informal assessment with her case manager. But, there is still a lot of information that her case manager needs to know. Her case manager asks, "Do you know what you want to go to school for?" And Anny replies, "I am not sure. I have not thought about a career since I secured my teaching degree eleven years ago." Anny completes a skills assessment questionnaire created locally that shows Anny has experience entering data in computers, enjoys helping customers on the phone, and likes the medical field. She stated that in her home as a child, she was the family member who was always helping out her brothers and sisters when they were injured and enjoyed the role as a caretaker. She reported on the form that she has volunteered for several organizations that help sick or injured children. However, Anny is not sure what her new career role should be. She is simply not sure where to start when examining new career opportunities.

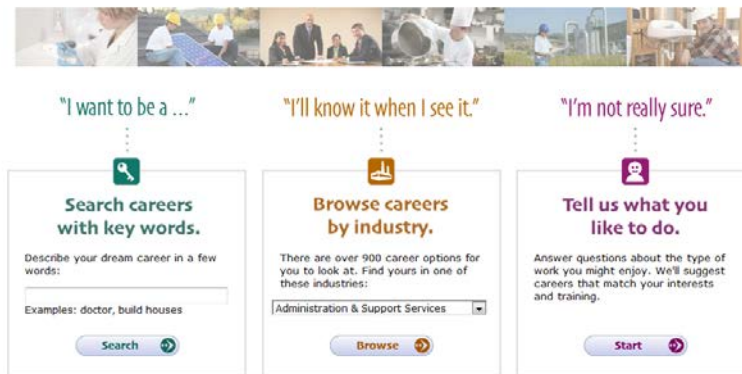
26. Now, the case manager is thinking, "I wonder what type of assessment would be appropriate for Anny?" Based on the information that you heard, what type of assessment would you start with? (slides 23-24)
- a. The TABE test to identify where Anny scores on reading, writing and math
 - b. A career exploration test to identify Anny's interests
 - c. The ABLE test to identify what Anny's basic skills scores are
 - d. The GED test to identify if Anny can get her high school diploma or GED immediately

27. Anny comes into the One-Stop Career Center one afternoon, and you walk her to the resource room to complete the O*Net interest assessment. You tell her that this assessment is _____. She does not need to _____ about reading, writing or math. In fact, she simply needs to think about what she _____ doing and answer the questions based on her _____ preferences. This is the main screen for the O*Net system. She clicks on “ _____ ” under the title, “I want to be.” (slide 25)



28. On this page, she clicks, “Next” under the sentence: “Tell us what you like to do.” You explain to her that since she is unsure about her next career opportunity, you want her to complete this assessment. It will help her _____ some careers that she may _____ that she can _____ later on. You encourage her to answer all of the questions and then take time to _____ the information at the end. Her results will provide her a lot of information that she can use during the career _____ process. (slide 26)

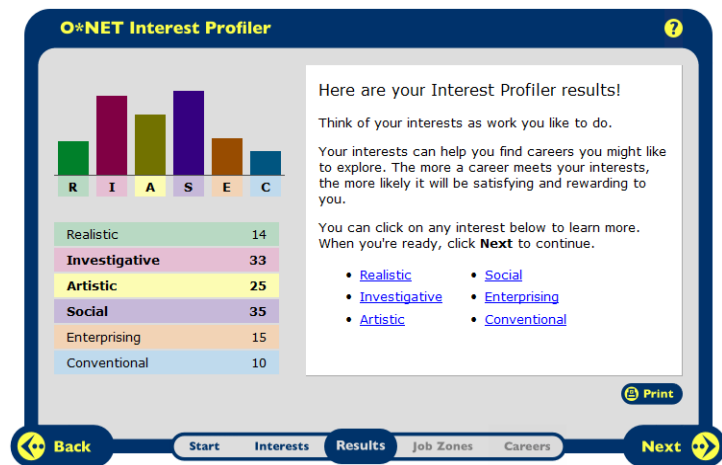
What do you want to do for a living?



The screenshot shows three distinct paths for career exploration:

- "I want to be a ..."**: Search careers with key words. Includes a text input field with examples like "doctor, build houses" and a "Search" button.
- "I'll know it when I see it."**: Browse careers by industry. Includes a dropdown menu currently showing "Administration & Support Services" and a "Browse" button.
- "I'm not really sure."**: Tell us what you like to do. Includes a "Start" button to begin a questionnaire.

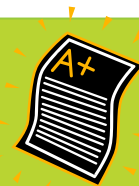
29. Anny completed the career assessment tool from O*Net. The results show that Anny is “_____” and “_____.” Selecting job zone three, requiring preparation for a career, the O*Net career exploration assessment states Anny would enjoy working in a variety of occupations. Based on what you have learned about Anny, what are three jobs from the O*Net list in job zone three that you believe Anny would enjoy learning more about? (slide 27)



- Desktop publisher
- Registered Nurse
- Critical Care Nurse
- Film Editor
- Self-enrichment Education Teacher
- Acute Care Nurse

Are You Ready For a Quiz?

- What is the definition of assessment?
- What are the two “forms” of assessment?
- What are some of the tools of the formal assessment process?
- What are some of the tools of the informal assessment process?
- There are two types of career assessments. What are they titled?
- What is the foundation of the Career Plan?
- Which programs require an assessment?

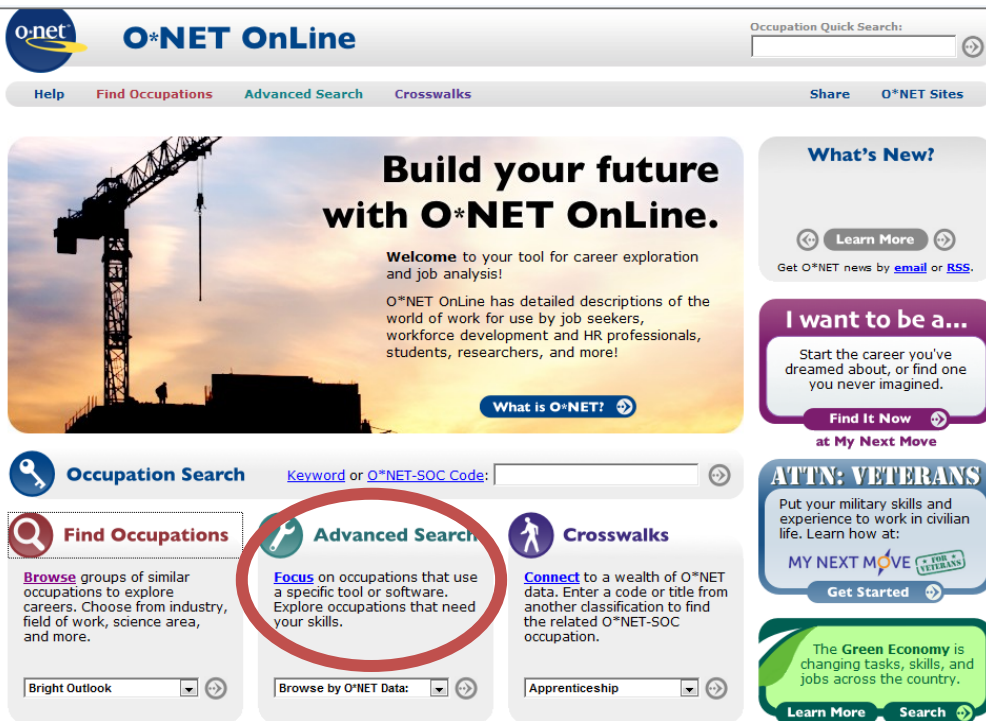


Lesson Three: Career Plan Development – Career Exploration

1. Welcome to lesson three of the Career Plan Development module. In this lesson, we will discuss the next steps in helping customers _____ a career plan. Career _____ is _____ to the career _____ development process. Career _____ affords our job seeker customers the opportunity to _____ different _____ careers. (slide 1)
2. Many of your customers are unaware of the many _____ that are available to them. They may only know about those jobs that are located in their _____. Additionally, your customers will need to set _____ goals. While it will be important to be _____, the career exploration process will help your customers make _____ based on _____ they already have and _____ they are willing to get by going to school or working in their field of choice. The ultimate goal of exploring all the different career opportunities is for your customer to become a successful and satisfied member of the workforce. In this lesson, we will identify ways to help your customers locate the information they need to make _____ decisions. We will do this by discussing career exploration resources. (slide 1)
3. There are many resources that you can use to help your job seeker customers define their career goals. For example, you can use the _____ system, which is available right on the _____, to help your job seeker customers look up jobs that match their interests. In fact, if you have your customers complete the O*Net _____ assessments, you can plug that information right into the system to find different jobs that they may find _____ or enjoy. Using the career categories that they find in O*Net, your job seekers can then go to the Employ Florida Marketplace system or (EFM) and find out more information about job opportunities in that specific occupational field. Why is this important? **Well, job seekers need to be able to find a job that is both _____ and _____ in the community.** (slide 2)
4. What is O*NET? O*NET, is a comprehensive database of _____ attributes and job _____. O*NET has replaced the Dictionary of Occupational Titles (DOT) and is the _____ primary source of _____ information. As you work with your customers in the area of career development, you will need access to such a database in order to _____ the skills that a job requires with the skills of your _____. By clicking

“Find Occupations” on the main page, your customers can enter the key words to search for career information based on careers of interest. Your customers can also look for those jobs that have a bright outlook under “Bright Outlook.” (slide 3)

- From the main page, the job seeker customer may also focus on _____ that use a specific tool or software through an advanced search option. Therefore, if a customer enjoyed working with a specific _____ or _____, the customer can look to see if there are _____ that use the same tool or software program. (slide 4)



- Job seeker customers can also look up information about careers they are interested in through the EFM system. By clicking “Labor Market Information,” the job seeker will be able to search for information on an _____ through a _____ search. (slide 5)

- In EFM’s Labor Market Information section, the user selects the “_____ Profile” hyperlink to navigate to the search page. (slide 6)
- In this example, the job seeker customer enters the word “_____” in the “Occupation by Keyword” search. He then selects the Search button to learn what type of nursing jobs are available in his community. . (slide 7)
- The job seeker customer receives a host of information from his search. He is able to see over 20 jobs in the nursing field that are located in Leon

County. Additionally, he can see that there are several with a “Bright Future” based on national projections and other information posted in the EFM system.

- Clicking on the Registered Nurse link to learn more about the occupation, the job seeker customer is able to see the summary of _____ . (slide 9)
- Scrolling down, the job seeker customer is able to review the number of jobs that are _____ based on the number of active _____ in EFM for Leon County. (slide 11)
- The job seeker customer is also able to see the estimated mean _____ for the occupation in question in several counties throughout the state, as well as the respective _____ in those areas. (slide 11)
- Critical to the career exploration process, the job seeker customer can review the amount of _____ and _____ that are required for the _____ selected. This is important because our job seekers must determine if they will put in the time and effort it takes to secure a degree or certificate. Go to the EFM system and search Labor Market Information for information about nursing jobs in your area. (slide 12)

NOTES: _____

- Next, we will look up information with Anny. Go to www.onetonline.org; on this screen, click **Advanced Search**. Why? Because you know that Anny tested high in Investigative and Social during her O*Net assessment, so you are now going to review with her the occupations that show us possible interests for her based on her interest assessment results.

- In the “Browse by O*Net Data” dropdown, select Interests and click “Go.”

Advanced Search

Browse by O*NET Data

Interests

O*NET Data descriptors are categories of occupational information collected and available for O*NET-SOC occupations. Each descriptor contains more specific elements with data ratings.

Tools & Technology

Enter a specific tool or technology:

Examples: drill, Microsoft Excel

Use machines, equipment, tools, or software to find high demand occupations. Learn about the tools, technology, and related skills needed to successfully perform in today's world of work.

Skills Search

Skills Search is designed to help you use your skill set to identify occupations for exploration. You select a set of skills from six broad groups of skills to create your customized skill list.

[Go to Skills Search](#)

9. Click on the hyperlink titled “Investigative” to move to the next screen.

Help Find Occupations Advanced Search Crosswalks Share O*NET Sites

Browse by O*NET Data

O*NET Data descriptors are categories of occupational information collected and available for O*NET-SOC occupations. Each descriptor contains more specific elements with data ratings.

Interests

Interests

Preferences for work environments and outcomes.

Realistic — Realistic occupations frequently involve work activities that include practical, hands-on problems and solutions. They often deal with plants, animals, and real-world materials like wood, tools, and machinery. Many of the occupations require working outside, and do not involve a lot of paperwork or working closely with others.

Investigative — Investigative occupations frequently involve working with ideas, and require an extensive amount of thinking. These occupations can involve searching for facts and figuring out problems mentally.

Artistic — Artistic occupations frequently involve working with forms, designs and patterns. They often require self-expression and the work can be done without following a clear set of rules.

Social — Social occupations frequently involve working with, communicating with, and teaching people. These occupations often involve helping or providing service to others.

Enterprising — Enterprising occupations frequently involve starting up and carrying out projects. These occupations can involve leading people and making many decisions. Sometimes they require risk taking and often deal with business.

Conventional — Conventional occupations frequently involve following set procedures and routines. These occupations can include working with data and details more than with ideas. Usually there is a clear line of authority to follow.

10. In the first drop down, ensure “Investigative” is selected. Next, ensure that “Social” is in the second drop down box and click “Go.” This will refresh the screen with the most appropriate options for Anny. You can further limit the outcomes by selecting a job zone of “3” to show that she wants to prepare without having to get an advanced degree.

Interests Search for:

Investigative, Social [Save Table \(XLS/CSV\)](#)

Selected occupations matching your chosen interest areas are displayed below. Occupations are sorted by [Job Zone](#), to help you find occupations that match your current or expected level of education, training, and experience.

Have a three-letter interest code? You can focus your search by choosing up to three interest areas, to see the occupations which match your choices.

1st — 2nd — 3rd —

You have chosen: IS

11 occupations displayed.

Interests	All	Job Zone	3	Code	Occupation
IS			3	29-2031.00	Cardiovascular Technologists and Technicians ★ Bright Outlook
IS			3	29-2032.00	Diagnostic Medical Sonographers ★
IS			3	51-9082.00	Medical Appliance Technicians
IS			3	29-2033.00	Nuclear Medicine Technologists
SI			3	29-1141.01	Acute Care Nurses ★
SI			3	29-1141.03	Critical Care Nurses ★
SI			3	29-2041.00	Emergency Medical Technicians and Paramedics ★
SI			3	31-2021.00	Physical Therapist Assistants ★
SI			3	29-1141.00	Registered Nurses ★
SI			3	29-1126.00	Respiratory Therapists
SI			3	29-2054.00	Respiratory Therapy Technicians

11. Next, you enter “Critical Care Nurse” in the text box and click “Search.”

For help click the question mark icon.

Occupations by Keyword Occupations by Group Occupation Listing Occupations by Education Program Occupations by Military Specialty Occupations by Occupation Code

Area (click to change): [Leon County, FL](#)

Display only Occupations with a Bright Outlook Display Green Occupations only

Search for an occupation by keyword(s)

Type a job title or occupational keywords in the box and click the *Search* button.

Search

[Click Occupation Listing to see an alphabetical list of all available occupation titles](#)

12. You have now reviewed the process for helping a customer look for a job occupation using information gathered during an interest assessment. During this lesson in the Career Plan Development module, you worked with Anny to review her interest assessment results, as well as occupations she is interested in researching. You also reviewed with Anny the occupational outlook and education requirements outlined in the EFM system. In the next lesson, we will explore the development of the career plan.

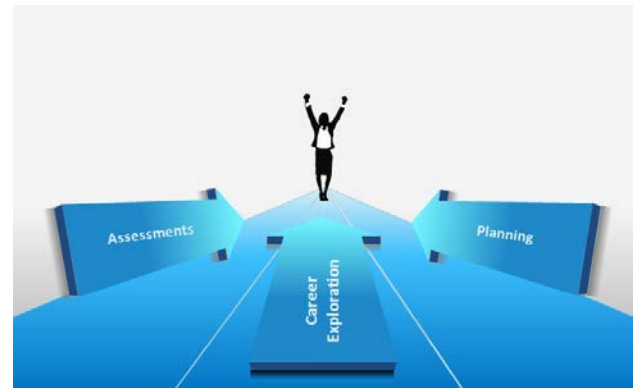
Are You Ready For a Quiz?

1. Why is career exploration important to the career plan development process?
2. What is O*NET?
3. True or False: the O*NET system allows customers to explore careers based on the tool or program the customer has used in the past or at previous jobs.
4. True or False: you can look up specific job duties by occupation or job title in EFM?



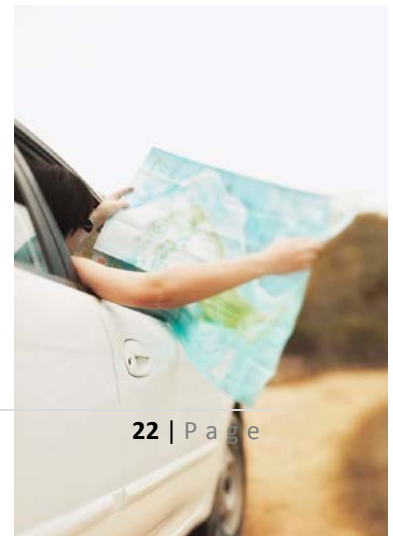
Lesson Four: Career Plan Development – Planning

1. Welcome to lesson four in the Career Plan Development module. In this lesson, we will discuss the process of _____ the _____ gathered to develop a _____ of _____ or career plan to _____ the job seeker customer towards his/her _____ goals. (slide 4)



2. Not all programs require the customer to develop a written _____ plan. (slide 5)
 - For example, customers participating in the Supplemental Nutrition Assistance Program's (SNAP's) Employment and Training (E&T) component **are not** required to have a career plan. (slide 5)
 - So, which workforce programs **require** the _____ of a _____ plan? (slide 5)
 - Youth who are engaged in the _____ (WIA) program are required to have an _____ plan. This is also known as the I.S.S. (slide 5)
 - It is strongly recommended that adults and dislocated workers engaged in the WIA program have either a formal or informal _____ or IEP depending on the needs of the customer. (slide 5)
 - Customers engaged in the _____ (WT) program are required to have an _____. This is also known as an I.R.P. (slide 5)
 - Customers engaged in the Reemployment and Eligibility Assessment or REA program **must** also have a career plan developed that outlines the customers' strengths, weaknesses and action steps to get back into the workforce. (slide 5)

3. Why is the career plan so **important** to the job seeker? Think of the career plan as a _____ or even a _____ system. Let's say you are going on a road trip; you are all packed. You get in your car, turn on the engine and start driving. However, you do not know where you are going. You are just driving for the sake of driving. After a while, you may realize that you have no idea where you are going. In



addition to not knowing where your destination is, you do not even know where you are! You are also running out of resources, such as time and money. **This is like taking classes or working without a _____.** **It's like job searching without a _____.** **The _____ serves as a _____ to the customer with the ultimate goal of helping the customer get what he or she wants using available resources. (slide 6)**

4. Career plans should be _____ on the comprehensive _____ of each job seeker and embody _____ goals that take into account both the _____ of the _____ and the _____ of the local _____.
- The immediate activities and short-term objectives mapped out in the career plan should _____ the customer with an identified area of the _____ market _____ while _____ the job seeker customer along a _____.
- This process can only happen if the career plan is developed **in _____ with** your job seeker customer. Your goal is to help the customer make some _____ decisions about what he or she would _____ to do and how he or she can get there. (slide 7)

Brain Break

Believe it or not, that was a lot of heavy lifting! Those few slides provided a lot of great information, bringing together assessments, career exploration and engaging the customer in the development of a plan of action. It was all about helping the customer identify a plan to move forward to get what he or she wants. Let's think about it. What do you really want??? I bet you can think of a hundred things...



Just like our customers, we want to be healthy, happy and able to buy _____ important to us and our families. We want those that we love to be happy, healthy and well provided for. How do we achieve these things? We get a job, keep a job, work hard, continue to grow, and manage our careers for continual growth so we can constantly work our way up. We have to manage our careers. When we are not sure what to do, we have to complete assessments, explore our options and create a plan of action. Sound familiar? Our customers simply need our help to focus them and encourage them to explore and navigate through the fear of change.



Remember,

- We create the Career Plan **with** the customer, it is a **partnership**. The customer has to believe in his/her future. Why? _____

- Why is the career plan so important to the job seeker? _____

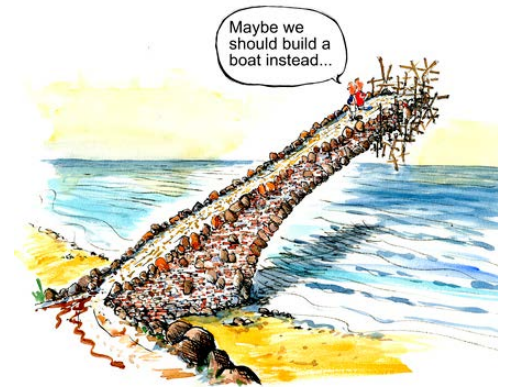
- What happens if you start to search for work without a goal in mind? _

- What should the career plan be based or founded on? _____

- What programs require the development of a career plan? _____



5. The career plan is not just another form to be completed and _____ away. Follow-up is an important part of the process. If your customer is not _____ his or her plan, your role is to find out why not and to provide _____ when needed. Just as your own life _____ for the future _____, so do those of your job seeker customers. The career plan must be _____ and _____ to these _____.

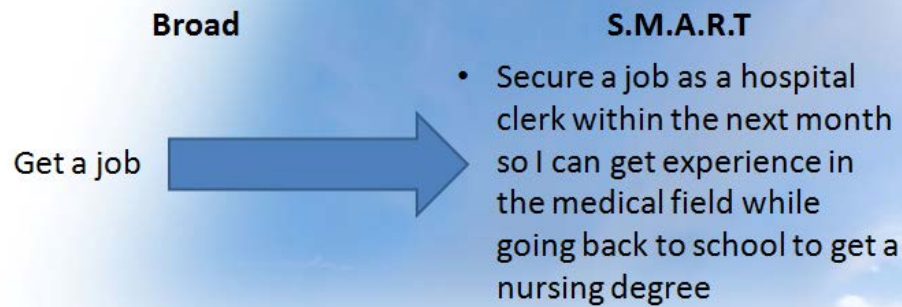


- Customers must be able to hold themselves _____ for _____ and _____.
- Customers must be _____ to program staff for _____ and _____.

6. Depending on the program, there are different components of the career plan. (slide 9)

- For example, the _____ program requires the career plan to include the customer's _____, _____ and a plan to re-enter the workforce. However, the _____ program's IRP must include the customer's _____ goal, _____ to be provided to overcome or manage _____, _____ the customer will be engaged in to build _____, and the number of hours the customer must complete each week to remain in _____ with the program. The IRP must also include the dates the customer is expected to complete the _____ and reach his/her goals. (slide 9)
- **While career plans for different programs have varying elements, there are some components that are _____ to _____.** (slide 9)
 - For example, basic _____ information must be written down, meaning we have to know _____ the plan belongs to. It is also advisable to record the _____ the _____ was _____.
 - The plan should include both _____ and _____ - _____ goals.
 - The career plan should also include _____ and the dates those steps should be started and completed.
 - To show that the customer helped _____ and _____ with the plan, the customer must also _____ and _____ the plan.

7. By helping the customer learn about his or her self through the assessment process, as well as exploring career options, you have helped the customer complete the _____ work. Once the customer has decided what _____ to go in, you will have to help your customer write down his or her short-term _____ goal and long-term _____ goal. (slide 10)
8. **So, how do you write a _____ goal?** Helping individuals write _____ - _____ and _____ - _____ goals is not always easy. If you can remember to make your goals _____, it will simplify the process. Here are the components of a _____ goal. (slide 10)
- The goal must be _____ and to the point. The goal has to be written in a manner that the customer can _____ what he or she is trying to _____ on a day-to-day basis. (slide 10)
 - The goal must be _____, meaning it must clearly state _____ success has occurred. Basically, the goal has to establish what the customer is trying to reach or attain. (slide 10)
 - The goal must be _____. Part of your responsibility as a workforce professional is to ensure that the goal can be _____ by the customer. If the goal will take the customer a long time to _____, it is recommended that the goal be _____ into _____ or _____ - _____ goals that provide the customer with _____ success and income. (slide 10)
 - The goal must also be _____, meaning that the goal must help the customer reach his or her _____. If the goal does not mean anything to the customer, the customer will not work hard to achieve it. (slide 10)
 - Finally, the goal must also be _____ - _____, meaning that the customer must be able to see _____ he or she will reach his or her goals based on the _____ in the goal itself. (slide 10)
9. We can tell our customer to “get a job.” The customer knows that is a high priority. We have to do more than just tell our customers to get a job. We are trying to help our customer _____ down what his or her _____ are and how to reach those goals. (slide 12)



- In this situation, Anny wants to work as a clerk in a hospital. The first step is to map out that goal for her.
- She is competing against a lot of job seekers to secure those few open positions, so she is being directed to complete a variety of workshops to brush up on her application and her interviewing skills. She is also getting personal attention as she completes her cover and thank you letters. This type of attention could help her get the job she really wants.
- Additionally, she is being directed to inform staff she interviews with that she has a goal of becoming a nurse and will be working as a clerk for an extended period of time. This will provide her with a connection to the interviewing staff, as well as show that she has long-term goals to stay connected with the medical field.

Activity Instructions

You have learned about establishing a career plan and developing goals. Now it is time for some practice. You and Anny are meeting again after she has completed extensive research on various career fields and jobs available in her community. As you are speaking with her, you learn that she is interested in becoming a Critical Care Nurse. She understands that she will have to go back to school and get her Bachelor's Degree, as well as secure a certification in her field of interest. She has learned since your last meeting that she can get a job as a clerk in the hospital, which will afford her work experience in the medical field. She is excited about this prospect, because they will work with her school hours at a hospital near where she lives, meaning she can go to work at night or on the weekends. She will need childcare, but she feels that her parents can also assist her while she is working part-time and going to school. Based on what you have learned, fill the goals on Anny's Career Plan found on the next page. Make sure that you include short-term and long-term employment goals, as well as educational goals.

(slide 11)

Name: Anny

Phone Number: _____

Date started: ____/____/____

Date completed: ____/____/____

Short-term employment goal: I want to get a job at the hospital as a clerk within one month so I can gain experience in the medical field while going back to school to get my nursing degree.

Long-term employment goals:

In one year, I want to work as... I am not sure _____

In three years, I want to work as... I am not sure _____

In five years, I want to work as... I am not sure _____

How will you reach this employment goal? Meaning what education and work experience do you need to get a job in this field? _____

Something important to consider is whether your career goals will lead to a job in the future. Does your career goal have a “bright future” in your local community or the community you plan on moving to? Yes No

Comments: _____

10. In this example, the goal has actually been broken down to show a _____ of goals. The customer's goals will _____ as she progresses _____. (slide 13)

- Her long-term goal may be to become a _____ within six years, but six years is a really _____ time. So, the first goal was written as "Go to the School of Excellence and finish your pre-requisites for the nursing program within 12 months." (slide 13)
- There are a lot of _____ that can be written under this one _____. The next goal will be for Anny to go to the School of Excellence and secure her degree as a Registered Nurse. Once she becomes a Registered Nurse, she will have to learn how to become a Critical Care Nurse. (slide 13)
- In addition to _____ knowledge, she will have to become _____ in this area of _____. These goals are more _____ than a goal that embodies over five years of experience in one sentence. (slide 13)

Broad

- Become a Critical Care Nurse



S.M.A.R.T

- Go to the School of Excellence and finish your pre-requisites for the nursing program within 12 months
- Go to the School of Excellence and get your Registered Nursing Degree within four years
- Apply to complete education and training as a Critical Care Nurse within one year of becoming a Registered Nurse

11. _____ are _____ as well. The customer has to know what he or she has to do on a _____ basis or the _____ he or she needs to take to _____ the goal written down. If Anny's short-term career goal is to "Get a job at the hospital as a clerk within one month so I can gain experience in the medical field while going back to school to get my nursing degree." What are three steps that can be outlined beneath this goal? Write your answers down below. Do not forget to enter the goal as an objective. (slide 14)

Objective One:

This includes my employment goals This includes my educational goals

This objective includes both goals

What are the first steps that you need to take to meet this objective?

	Description	Start Date	Due Date	Date Completed	Notes
1					
2					
3					
4					

12. The action steps provided below are very detailed.

What are the first steps that you need to take to reach this goal?

	Description	Start Date	Due Date	
1	Attend the "Dress for Success" class at the One-Stop Career Center at 2:00 PM on June 1 to secure a voucher for clothing to interview in, as well as gain information about what employers look for at the interview.	6/1	6/1	
2	Fill out the example application provided in the class completed just this month. Bring in the application to my appointment with my case manager on June 3 at 1:00 PM so we can review it together before I complete the application for the hospital. The job postings close on June 10, so I have to ensure that I have the application turned in by June 10.	6/3	6/3	
3	Complete the interview worksheet provided to me at the interview workshop. Attend the second workshop that requires I complete a mock interview on June 4 at 9:00 AM. I will come dressed for the interview and will have practiced my answers.	6/4	6/4	
4	I will apply for the job on June 7 by turning in a cover letter and application, along with my résumé, which has already been reviewed. I will ask for the name of the human resource staff member who is managing this job posting so I can call him/her to discuss an interview opportunity. I will call on June 13 if I have not received a call for an interview to thank the human resource staff member for considering my application.	6/7	6/13	

This level of detail may not be required for all workforce customers, but such level of detail can be very beneficial. For example, Anny knows exactly what she needs to do **each** week to _____ secure the _____. While it does not guarantee that she will get the job as a clerk in the hospital, she will have _____ to turn in her application, prepared for the _____ and remembered to _____ - _____ with human resources along the way. This type of detail provides Anny with her _____ and the _____ these _____ need to be taken. This example also provides Anny with all of her appointment _____ and _____ on one document. Believe it or not, this actually mean less work for the staff member. Anny will not have to call asking when her next class or session is. She will have this _____ to take home with her. (slide 15)

13. What are Anny's next steps? Anny's next steps will depend on the _____ to her first set of actions. _____ - _____ is _____ to Anny's _____. (slide 16)

- If she gets the job, her plan needs to be updated to reflect her _____ goals. (slide 16)
- However, if she does not get the job, Anny's plan needs to focus on securing a _____ job so she can work and go to school simultaneously. (slide 16)

Are You Ready For a Quiz?



1. Goals must be designed in a SMART manner. What does this mean?
2. Anny's plan in the training stated that she must "get a job". According to the SMART acronym, what is this missing? Specificity, the ability to measure completion, relevance, or time-specificity?
3. What does IEP, ISS and IRP stand for?
4. Why is the career plan such an important document?
5. The career plan is not just another form to be filed away. Accountability is an important part of the process. How do you hold a customer accountable?
6. What are the basic components of all career plans, regardless of the program?

