



KEY CONCEPTS

- Career plan
- Short- and long-term planning



CLASSROOM MATERIALS

- Handout 15.1
- Handout 16.1
- Handout 16.2
- Handout 16.3
- Monthly calendar (Module 15)
- *My Career Plan* (Action Plan section)

For Additional Activity 3:

- Handout 16.4



CAREER COACH WEBSITE LINKS

- None in this module

LEARNING OBJECTIVES

Through the lesson and related assignments, students will:

- Learn how to use time-management tools to develop short- and long-term plans to reach their career goals
- Consider their interests, skills, and lifestyle decisions to develop a detailed career plan

LESSON SET-UP

For this lesson you will need:

ACTIVITY 1

- Students to take **Handout 15.1** out of their portfolios
- Enough copies of **Handout 16.1** for each student in your class

ACTIVITY 2

- Enough copies of **Handout 16.2** for each student in your class
- Several copies of **Handout 16.3** for each student in your class
- Several copies of the Action Plan section of **My Career Plan**

ADDITIONAL ACTIVITY 3

- Enough copies of **Handout 16.4** for each student in your class

FYI

For more information on:

- Writing a career action plan, see http://www.careerplanning.about.com/od/careeractionplan/a/action_plan_lng.htm
http://careerplanning.about.com/od/careeractionplan/a/action_plan_lng_2.htm
http://careerplanning.about.com/od/careeractionplan/a/action_plan_lng_3.htm
- Developing a strategic vision for your career plan, see http://www.quintcareers.com/printable/career_plan.html
- Career decision making, career and personal objectives, see http://www.cdm.uwaterloo.ca/step3_1.asp
http://www.cdm.uwaterloo.ca/step3_2.asp
http://www.cdm.uwaterloo.ca/step3_3.asp
- Life-long planning, see *I Could Do Anything if Only I Knew What It Was*, by Barbara Sher

Introduction (5 minutes)

1. Review the last module. Students discussed time-management challenges and worked with a variety of time-management tools and strategies.
2. The students answered two questions in their notebooks. Ask for two to three volunteers to read their answers. If more students want to read their answers, allow it.
 - *What three strategies can I use to manage my time?*
 - *What is one goal I want to accomplish this year?*
3. Introduce the main point of the lesson. Explain that this is the last lesson, which will provide an opportunity for students to:
 - Finalize their career education plans
 - Make an action plan to reach their educational goals
 - Develop an action plan to reach their target career goal
4. Remind students that successfully reaching their target career goals has many steps. Explain that:
 - They need to develop short-term plans to help them organize their time and move closer to their career goals
 - They need to begin to work on long-term plans to get them to the career goal
5. Remind students that in the last class they learned about three time-management tools. Explain that these tools can help them develop detailed plans to make working towards their career goals easier.

Background (5 minutes)



Remind students that short-term goals are often steps to long-term goals. Explain that they can break those goals down into even smaller steps so that they know exactly what to do and when to do it to reach their target career, and can see their progress. Explain that one way is to create a short-term action plan, similar to a task list that they can follow on a weekly or monthly basis.

1. Write *Apply for college* and *Call admissions office* and *Get list of required documents* on the board. Ask students which seems easier to complete.
2. Tell students that the first step in creating an action plan is to decide what action steps or tasks must be completed to reach their goals.
3. Explain to students that each task should be small enough that it can be completed in a few steps. Explain that checking off small tasks that lead to their short- and long-term goals will help them see progress on their goals and will help keep them from getting discouraged.
4. Tell students that they will now begin developing action plans to help them reach their target career.
5. Explain to students that they may not know all the steps they will need to complete to accomplish their short- and long-term goals. Tell students that they should find out as much as they can about what they need to do to complete these goals now. However, they can always make needed changes to their action plan later.

ACTIVITY 1: Brainstorming and Prioritizing Action Steps (15 minutes)

WORKSHEET Students will begin developing their short-term plans by brainstorming and prioritizing action steps.



**Students take out
Handout 15.1**



Pass out Handout 16.1

1. Ask students to take **Handout 15.1** out of their portfolios. Tell students that they will now brainstorm different steps they need to complete to reach one of their short-term goals. Ask students to pick one educational goal from their short-term bucket in **Handout 15.1**.
2. Pass out **Handout 16.1: Make it Happen!** Ask students to list all the action steps they need to complete to accomplish the short-term educational goal they selected.
3. Point out the list of sample action steps at the top of **Handout 16.1**. Tell students that this list does not include all the action steps they may need to complete, but they can use this list to help them think of action steps.
4. Once students have identified each step needed to accomplish the goal they selected, ask students to look over their list and decide which action steps need to be done first. Ask one to two volunteers to share which two tasks must be completed before the others and why.
5. Remind students that this is one of the qualities of a top priority. Remind students that using the ABC system of prioritizing tasks, "A" priorities are the most important and:
 - Lead to an important goal
 - Must be finished before other important activities can be finished
 - Have a time deadline
6. Ask students to use the ABC system to prioritize each of the action steps on their list. After students have finished, instruct them to keep **Handouts 15.1** and **16.1** out for the next activity.



Pass out Handout 16.2

Pass out **Handout 16.2: Short- and Long-Term Planning**. Tell students that **Handout 16.2** includes two examples of short- and long-term plans. Explain that this will help them think about how to create their own. Also explain that, although it is not shown, the long-term goal in **Handout 16.2** actually requires several more short-term goals. Tell students that some of their long-term goals may also require several short-term goals.

ACTIVITY 2: Creating Short- and Long-Term Action Plans (20 minutes)

WORKSHEET Students will learn how to create action plans for their short- and long-term plans.



**Pass out Handout 16.3
and several copies of
the Action Plan from My
Career Plan**

1. Pass out **Handout 16.3: My Action Plan**. Tell students that they will now create part of their action plan using the same short-term goal from **Handout 16.1**. Explain that this is the final step in creating their career plan.

ACTIVITY 2: Creating Short- and Long-Term Action Plans (cont.)

Students take out calendar from Module 15



Pass out Handout 16.3

2. Remind students that each of their short-term goals is a step towards a long-term goal. Tell students to look at **Handout 15.1** if they need to, to fill in the long-term goal that is related to the short-term goal they used in the last activity, in the first table.

Example

John wants to be an elementary school teacher. His long-term goal is to complete his bachelor's degree in education, but he can't afford to attend a four-year university for all four years. One of the short-term goals that will help him complete his bachelor's degree is to apply for a community college baccalaureate (bachelor's) transfer program in education.

3. Ask students to fill in the short-term goal from the last activity.
4. Tell students to fill in the action steps beginning with the "A" priority steps that must be completed before the other steps. Explain to students that they don't have to write their action steps in perfect order. Tell students they can rewrite the action steps after they've decided a good timeline for each goal.
5. Encourage students to use the calendar that they received in Module 15 and the Working Backwards strategy to write in due dates for each action step. Tell students to make sure they consider their family and work schedules and their other goals to help them set realistic deadlines for themselves.
6. After students have finished the first short-term goal, ask for two volunteers to share their results with the rest of the class. Make sure that the volunteers have selected action steps that are manageable and deadlines that are reasonable.
7. Congratulate students on completing the first part of their action plan.
8. Pass out several additional copies of **Handout 16.3** and several copies of the final page of **My Career Plan** for each student. Tell students that they can add other short- and long-term goals and action steps, and add due dates or deadlines to complete each action step on their own using their calendars from Module 15. Explain that once they have a draft of their action plan they are happy with, they can transfer it to the action plan section of **My Career Plan**. Remind students that they can change their action plan over time as their circumstances change.

Wrap-Up (5 minutes)

1. At the end of the class:
 - Congratulate students on completing class.
 - Tell students that completing this class proves that they can complete other classes if they make up their minds to do so.
 - Remind students to take it one step at a time.
 - If you choose, offer to support students by being available to give advice or to write letters of recommendation, etc.
 - Thank students for all of their hard work.
 - Wish students much success in the future.
 - Encourage students to revisit their short- and long-term plans.

Additional Activities

You may choose to substitute one of these activities for an activity in the lesson or to use any of them as time permits.

Additional ACTIVITY 3: 10-Year Class Reunion

ROLE-PLAY Explain to students that class reunions usually make people pause to think about what they have accomplished since they left school. In this role-play each student will play themselves—only 10 years from now.



Pass out **Handout 16.4**

1. Before beginning the class reunion, pass out **Handout 16.4: 10-Year Reunion**. Give students five minutes to make notes in response to the questions.
 - *Where in your life do you want to be 10 years from now?*
 - *What do you want your story to be?*
 - *What would you like to be able to tell people about your professional and personal life?*
2. After students have had time to create their story, begin the Class Reunion role-play. During this activity, students should:
 - Imagine they are at their 10-year class reunion
 - Mingle with one another as if it is a party or networking event and ask, “So what have you been doing for the last 10 years?”
 - Talk about all the wonderful things they have done the last 10 years
 - Have fun
3. After 10 minutes, ask students:
 - Where in their lives do they want to be 10 years from now
 - What they want their story to be
 - What would they like to be able to tell people about their professional and personal life



Handout 16.1: Make it Happen!

Action Step Examples

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

Fill in one of your short-term goals. Write in action steps you need to complete to finish this goal.

Short Term Goal 1:

What do you need to do to finish this goal?

| Action Steps | My priorities (A, B, or C) |
|--------------|----------------------------|
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Handout 16.2: Sample Short- and Long-Term Planning

Target Career: Computer support specialist

Long-Term Goal: Complete my bachelor's degree in information technology

Short-Term Goal: Apply to an A+ Certificate Program

| Action Steps: | I will complete that by this date: |
|--|------------------------------------|
| <input type="checkbox"/> Get financial aid packet and application packet from local community college | 12/20/2015 |
| <input type="checkbox"/> Compile income tax info | 01/31/2016 |
| <input type="checkbox"/> Complete and send financial aid application | 02/28/2016 |
| <input type="checkbox"/> Call to set up meeting with admissions officer (ask about child care assistance!) | 03/01/2016 |
| <input type="checkbox"/> Prepare list of all the documents I need to apply | 03/10/2016 |
| <input type="checkbox"/> Call to order transcript from high school | 03/12/2016 |
| <input type="checkbox"/> Complete application | 04/31/2016 |
| <input type="checkbox"/> Have a friend look over application for errors | 05/20/2016 |
| <input type="checkbox"/> Complete new application if there are mistakes in first one | 06/18/2016 |
| <input type="checkbox"/> Mail application or fill out on-line | 06/20/2016 |

Long-Term Goal: Get a job as a computer support specialist earning at least \$37,000 per year at entry

Short-Term Goal: Get experience working with computers

| Action Steps: | I will complete that by this date: |
|--|------------------------------------|
| <input type="checkbox"/> Update resume | 05/15/2017 |
| <input type="checkbox"/> Ask in school computer lab to find out if there are jobs or volunteer opportunities | 06/15/2017 |
| <input type="checkbox"/> Look in newspaper and online for starter jobs | 08/02/2017 |
| <input type="checkbox"/> Meet with information technology professor to get tips on starter jobs. | 08/10/2017 |
| <input type="checkbox"/> Apply to at least six starter computer jobs | 09/20/2017 |



Handout 16.3: My Action Plan

Fill in a long-term goal. Then write one related short-term goal. Fill out action steps related to each short-term goal and a due date.

Long-Term Goal:

Short-Term Goal:

| Action Steps: | I will complete that by this date: |
|--------------------------|------------------------------------|
| <input type="checkbox"/> | |
| <input type="checkbox"/> | |
| <input type="checkbox"/> | |
| <input type="checkbox"/> | |
| <input type="checkbox"/> | |
| <input type="checkbox"/> | |

Long-Term Goal:

Short-Term Goal:

| Action Steps: | I will complete that by this date: |
|--------------------------|------------------------------------|
| <input type="checkbox"/> | |
| <input type="checkbox"/> | |
| <input type="checkbox"/> | |
| <input type="checkbox"/> | |
| <input type="checkbox"/> | |
| <input type="checkbox"/> | |

Handout 16.4: 10-Year Reunion

Are you working in your target career?

Do you enjoy your work?

What significant things have you accomplished on the job?

Have you advanced in your career in 10 years?

Where are you now in your career? Satisfied? Burnt out? Trying to move up? Getting ready to return to school for more education?

What company or organization do you work for?

Have you been with that company for 10 years or did you work for another organization before then?

What would you like to be able to tell people about your work?

Are you married or single? Do you have a family?

What is your lifestyle like?

What leisure activities do you enjoy?