

# THINK ABOUT THE FUTURE



**COMPETENCY  
CATEGORY:** Work Place

**COMPETENCY  
NUMBER:** H.77

**COMPETENCY:** Demonstrate an ability to self-evaluate and develop a continuous improvement (career development) plan.

**OBJECTIVE:** Upon completion of this module, students will be able to demonstrate an ability to self-evaluate and develop a continuous improvement (career development) plan.

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## INTRODUCTION

- State the module topic and review the module objective.
- “If you do not think about the future, you cannot have one.” – John Galsworthy
- Thinking about the future and where you plan to fit into that picture is important.
- The responsibility for getting ready for the future is yours.
- The focus of this module is to give you the knowledge and tools to get ready for the future.

## Administer Pre-Assessment

## OUTLINE

### A. Self-assessment

1. Self-assessment is a process by which you identify your strengths and limitations that are related to your career goals.
2. Self-assessment involves looking at your values, interests, skills, abilities, career goals, and strategies for achieving your goals.
3. Your career goals and strategies are the key items you will need to bridge the gap between your self-assessment findings and your career plan.
4. Everyone has a self-image of themselves.
5. But, there is a common tendency to overrate or assess ourselves a little higher than others might.
6. Thus, feedback from your co-workers and supervisors that you respect is important.

7. In order to get this feedback, you will need to ask for it!

**COMPLETE LEARNING ACTIVITY H.77-1**  
**“INTEREST AND APTITUDE TESTING”**

**COMPLETE LEARNING ACTIVITY H.77-2**  
**“SELF-ASSESSMENT”**

**COMPLETE LEARNING ACTIVITY H.77-3**  
**“EMPLOYER ASSESSMENT”**

8. Let your supervisors know you want to improve your job performance. Ask them what they think you could do to improve.
9. Remember, if you are going to ask for feedback, be ready to accept it graciously.
10. Selecting a mentor can be an excellent way for you to get ongoing feedback.

**B. Career options**

1. What are your career options?
2. There are several from which to choose. They are:
- a. Staying put – Some people enjoy their work and the people with whom they work. Their reward is knowing their job and performing it well.
  - b. Lateral move – This is a move to the same job but in a different unit or department. The advantage of this type of move is that you use the same skills, but with different people. Some people just enjoy the change in environment.
  - c. Moving up – This is the first thing that comes to mind when one thinks of following a career plan. The benefits

include more money, improved status, greater challenges, and more responsibility.

- d. Moving down – This is often thought of as a demotion. But some people wish to move back into a position where they worked well and were very satisfied.
- e. Moving on – Sometimes it is necessary to move on to another employer in order to fulfill our career goals. This is often the case in smaller organizations.

### C. Options for improving your skills

- 1. Leave of absence – Asking for extended time off. For example, to enroll in an education or training program to improve your skills.
- 2. Flexible work schedule – Arranging your work schedule so that you work different times each day or several days a week. For example, you might enroll in a computer class that meets Monday and Wednesday from 8:00 – 10:30 a.m. Your work schedule is more flexible so that you don't start work on those days until 11:00 a.m.
- 3. Part-time work – working approximately 20 hours per week. For example, you might attend community college classes as a full-time student and work part-time around your class schedule.
- 4. Job sharing – This is a new option some employers offer where two employees share the same job. For example, you work in the office mailroom on Monday, Wednesday, and Friday while someone else works there on Tuesday and Thursday.

### D. Improving your career development plan

- 1. In addition to the skills necessary to better perform your job or to advance to the next level on your continuous improvement (career development) plan, there are some general categories of skills that will enhance your success.

2. These skill categories include:
  - a. Writing skills – Improving your skills in writing reports, general correspondence, and project summaries are important.
  - b. Accounting skills – No matter what your career goals may be, it is important to understand basic budget, financial and accounting skills.
  - c. Communication skills – Verbal skills are essential for every day interaction.
    1. Courses in public speaking or speech are always effective.
  - d. Organization skills – Time management, goal setting, and planning are just a few examples of organizational skills that are transferable to all occupations.
  - e. Computer skills – In this technological age, you can never have enough computer skills.

E. Career planning

1. The first step in building a career plan is to jot down your interests and skills.
  - a. What do you like to do? Think about experiences you have enjoyed. What kind of school, religious, social, or sport activities do you like?
  - b. Make a list of activities you have enjoyed doing in the past four years.
  - c. Evaluate those interests. Think about what you like about the activities. What challenges did the activities offer? What skills do you need to develop further to continue in those activities?



- d. What are your skills?
  - e. Evaluate your school, volunteer, work, or experiences.
  - f. Make a list of your school activities (clubs, organizations to which you belonged). Make a list of any volunteer work you have done (either through social, civic or religious organizations).
  - g. After you have assessed your interests and skills, determine the relationship between skills and interests and possible careers.
  - h. You may need to research the types of careers that match your interests and skills.
  - i. Once you have found a career that matches your interests and skills, you are ready to set your career goals.
2. The second step is to make a list of the types of careers available to someone who has your interests and skills (don't forget the new skills you are about to learn).
  3. The third step is to examine what it is you will need to do to prepare for your career goal(s). What type of education and/or training will you need?
  4. The fourth and last step is to make it happen!
  5. A sample career development plan looks like the following:

### **CAREER DEVELOPMENT PLAN**

Career goal:

To become a store manager

Job requirements:

- AA or BS degree in Business
- Ability to work as part of a team
- Leadership skills
- Capacity for detail
- Good organizational skills
- Good training skills
- Writing skills
- Knowledge of computers

Current skills and interests:

- Part time – Gapp’s Clothing
- High school math courses (earned B’s).
- High school marketing courses (earned A’s)
- Experience working as a team member (DECA)
- Gave presentations in classes
- 2.9 high school G.P.A.

Plan to reach career goal:

- AA degree at area community college
- Bachelor’s degree at state university with major in management
- Job Experience
  - Continue working at Gapp’s Clothing
  - Seek management internship through Gapp’s Clothing
- Networking
  - Join campus marketing organization

<p><b>COMPLETE LEARNING ACTIVITY H.77-4</b>  <b>“CAREER DEVELOPMENT PLAN”</b></p>
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F. Continuous improvement options

1. Depending on your career plan, there are a wide range of options open to help you improve your knowledge and skills.
2. They include:

- a. Job shadowing – This includes watching and asking questions as you observe someone who is in the type of position you are seeking.
- b. Volunteer work – Sometimes it is essential to volunteer in order to learn a new set of job skills.
- c. Employee training – Most organizations will offer education and training programs for their employees.

**COMPLETE LEARNING ACTIVITY H.77-5**  
**“EMPLOYER PANEL”**

- d. Self-study – Reading or enrolling in Internet courses are examples.
- e. Certificate programs – These are offered by organizations, community colleges, or universities. They are generally job specific and short-term in duration.
- f. Continue education or adult education courses – These are short-term courses designed to meet a specific need.
- g. Associate degree programs – These are 2-year, 60+/- credit hour programs offered through community colleges.
- h. Trade/business/technical schools – These offer job skills training which may or may not lead to an AA degree.
- i. Bachelor degree programs – These are 127+/- credit hour programs that lead to an undergraduate degree – BS or BA.
- j. Graduate degree programs – These are programs which build on an undergraduate degree.

**COMPLETE LEARNING ACTIVITY H.77-6**  
**“OPPORTUNITIES”**

**COMPLETE LEARNING ACTIVITY H.77-7**  
**“JOURNAL WRITING”**

**COMPLETE LEARNING ACTIVITY H.77-8**  
**“SERVICE LEARNING”**

**COMPLETE READING ACTIVITY H.77**  
**“I’M WORTH IT”**

**COMPLETE MATH ACTIVITY H.77**  
**“IMPROVEMENT-THE BEST IS YET TO COME”**

**Administer Post-Assessment**

**LEARNING ACTIVITY H.77-1**  
**“INTEREST AND APTITUDE TESTING”**

**OBJECTIVE:** To assess interest and aptitude skills

**RESOURCES:** School counselor

**SUGGESTED TIME:** Varies

**DIRECTIONS:**

1. Contact a school counselor to arrange to have your students complete an interest and an aptitude measure.
2. Arrange for students to have the results of their measure interpreted by the school counselor.
3. Have students discuss the results of their measures with the class.

**LEARNING ACTIVITY H.77-2**  
**“SELF-ASSESSMENT”**

**OBJECTIVE:** To complete a self-assessment

**RESOURCES:**

- Work Sheet–Learning Activity H.77-2
- Computers with Internet access
- Results from Learning Activity H.77-1

**SUGGESTED TIME:** 3 hours

**DIRECTIONS:**

1. Distribute copies of the work sheet for Learning Activity H.77-2.
2. Have students complete each item on the work sheet.
3. Be certain students utilize the information they obtained in Learning Activity H.77-1.
4. Have students check their self-assessment with data from Internet sites such as the Department of Labor – **Dictionary of Occupational Titles** (DOT).
5. Have students discuss their self-assessment results with the class.
6. Arrange to meet individually with each student to review his/her self-assessment.

**LEARNING ACTIVITY H.77-2**  
**“SELF-ASSESSMENT”**  
**WORK SHEET**

**DIRECTIONS:** Complete the self-assessment form shown below.

1. Values – (What is important to you?)

2. Interests

3. Skills/abilities

4. Career goal(s)

5. Strategies for achieving career goal(s)

A large, empty rectangular box with a thin black border, intended for the user to write their strategies for achieving their career goal(s).



**LEARNING ACTIVITY H.77-3**  
**“EMPLOYER ASSESSMENT”**

**OBJECTIVE:** To have employers complete an assessment of students

**RESOURCES:** Results from Learning Activity H.77-1 and H.77-2

**SUGGESTED TIME:** 4–5 hours

**DIRECTIONS:**

1. Arrange for each student’s employer to complete an assessment of his/her skills and abilities in the work place.
2. Have students compare and contrast their employer’s assessment with their self-assessment.
3. Arrange to meet individually with each student to review his/her assessment.

**LEARNING ACTIVITY H.77-4**  
**“CAREER DEVELOPMENT PLAN”**

**OBJECTIVE:** To develop a career development plan

**RESOURCES:**

- Work Sheet—Learning Activity H.77-4
- Computers with Internet access

**SUGGESTED TIME:** 2 hours

**DIRECTIONS:**

1. Pass out copies of the work sheet for Learning Activity H.77-4.
2. Have students develop a career development plan.
3. Have students share their career development plans with the class.

**LEARNING ACTIVITY H.77-4**  
**“CAREER DEVELOPMENT PLAN”**  
**WORK SHEET**

**DIRECTIONS:** Complete the career development form shown below.

Career goal:

Job requirements:

Current skills and interests:

Plans required to achieve career goal:

**LEARNING ACTIVITY H.77-5**  
**“EMPLOYER PANEL”**

**OBJECTIVE:** To review various types of employee training programs being offered by area employers

**RESOURCES:** Panel of 2-3 HRD or personnel managers from area employers

**SUGGESTED TIME:** 2 hours

**DIRECTIONS:**

1. Arrange for 2-3 area HRD or personnel managers to meet with the class to review various types of employee training programs being offered within their organization.
2. Have students prepare sample questions for the panel.
3. After resource people leave, engage the class in a follow-up discussion.

**LEARNING ACTIVITY H.77-6**  
**“OPPORTUNITIES”**

**OBJECTIVE:** To explore opportunities to meet student’s career development plan

**RESOURCES:**

- Computers with Internet access
- Copies of Career Development Plan from Learning Activity H.77-5

**SUGGESTED TIME:** 2 hours

**DIRECTIONS:**

1. Have students search the Internet for educational opportunities in the area that will assist them in fulfilling their career development plan.
2. Have students share their research with the class.

**LEARNING ACTIVITY H.77-7**  
**“JOURNAL WRITING”**

**OBJECTIVE:** Student will demonstrate writing skills by creating a journal entry centered on a topic assigned by the Specialist

**RESOURCES:** None

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Provide students with the topic they are to use for this journal writing activity. The topic should relate to this module.
2. Assign the page range for the journal writing assignment.

This range could vary depending on the timeframe provided for the assignment, the writing skills of the entire group, a small group of students, or individual students. The Specialist can individualize this assignment by placing the page length in the blank space on the work sheet.

**LEARNING ACTIVITY H.77-7**  
**“JOURNAL WRITING”**  
**WORK SHEET**

**NAME:**

**DATE:**

**TOPIC:**

**DATE DUE:**

**PAGE LENGTH:**

**LEARNING ACTIVITY H.77-8**  
**"SERVICE LEARNING"**

**OBJECTIVE:** Students will participate in a service learning activity assigned by the Specialist

**RESOURCES:** Learning Activity H.77-8

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Identify the type of support linkage which could be used to reinforce the key concept(s) in this module with students (See "Types of Support Linkages").
2. With your students, identify the school and/or community resources which could be contacted to create a Service Learning Activity for this module (See "Community Resources").
3. With students, brainstorm, organize, implement and evaluate the effectiveness of the Service Learning Activity using the "Service Activity Action Plan."



<b>TYPES OF SUPPORT LINKAGES</b>		
<b>Direct Services to Students</b>	<b>Consultative and Technical Assistance</b>	<b>Information and Referral</b>
Community agencies	Professional organizations	Career counseling centers
Parents and personal advocates	Service organizations	Work experience and job placement services
Local education agency support/auxiliary staff	Parent organizations	School and private psychologists
Volunteer and service organizations	Advisory groups	Tutors
Placement services	State education agency personnel	Recreational programs
Postsecondary programs and personnel	Business/industry personnel and programs	Employers
Transitional services	Other vocational support service teams	Employment Services
Other school-based personnel	Local colleges and universities	Community agencies for counseling or health services
	Vocational education research and development resource center(s)	New schools (transfer students)
		Division of Vocational Rehabilitation
		Job Training Partnership Program

Source: *HANDBOOK FOR VOCATIONAL SUPPORT SERVICE TEAMS IN MARYLAND*

## COMMUNITY RESOURCES

Federal and State Agencies provide services to their local and regional offices. Such services include financial support, job training and placement programs, housing, health, youth programs, consumer information, and legal aid. Examples include:

- legal services
- armed services
- state employment services
- state agency or school for the visually impaired
- State Department of Welfare
- mental health agency
- Department of Immigration
- Veterans Administration
- Social Security Administration
- Job Training Partnership Act (JTPA)
- Community Action Program
- law enforcement agency
- legal and judicial agencies
- Bureau of Indian Affairs
- public health service
- social services
- adult continuing education programs
- Office of Economic Opportunity
- civil service programs
- Rehabilitation Services Administration
- employment services
- Parks Department
- public health programs
- Adult Basic Education programs
- migrant programs
- military service representatives
- Planned Parenthood
- correctional facilities
- Governor's/Mayor's Committee for Employment of the Disabled

Community agencies and organizations provide such services as youth recreation, counseling and tutoring, employment and job training, foster care placement, and leadership development. Examples include:

- Chamber of Commerce
- YMCA/YWCA
- drug and alcohol abuse centers
- Red Cross
- child abuse/women's centers
- urban league
- adult continuing education programs
- student financial aid programs
- League of Women Voters
- mental health clinics
- probation and parole services
- children and youth services
- foster homes
- halfway houses
- community action programs
- migrant programs
- bilingual programs
- dropout prevention programs
- parent-teacher organizations
- American Legion
- Veterans of Foreign Wars
- Salvation Army
- JAYCEES
- Optimists
- Goodwill Industries

Citizen and special interest groups typically offer scholarship programs, legal aid, daycare, and transportation. Examples include:

- Lions Club
- canes
- Rotary
- churches
- women's and men's clubs in the community
- crisis intervention centers
- hospitals
- Girl Scouts
- Campfire Girls
- Big Brothers and Sisters
- Boy Scouts
- Indian guides
- Knights of Columbus
- Sertoma
- Elks
- retired citizens
- Volunteer tutor groups

Business, industry, and labor organizations are good sources of field trips, guest speakers, job opportunities, and occupational and product information. Examples include:

- Trade and labor unions
- Advisory committee members
- Employers
- Personnel offices
- industrial supervisor

Source: Sarkees-Wircenski, M. & Scott, J. VOCATIONAL SPECIAL NEEDS

**SERVICE ACTIVITY ACTION PLAN**

<b>IMPLEMENTATION ACTIVITY/IDEA</b>	
<b>IMPLEMENTATION STEPS</b>	<b>RESOURCES NEEDED</b>

<b>PERSONNEL/AGENCIES/ COMMUNITY</b>	<b>REPRESENTATIVE INVOLVED RESPONSIBILITIES</b>
<b>POSSIBLE BARRIERS</b>	<b>CREATIVE SOLUTIONS</b>
<b>TIMEFRAME</b>	

**READING ACTIVITY H.77**  
**“I’M WORTH IT”**

**OBJECTIVE:** To read with comprehension

**RESOURCES:** Reading Activity H.77

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Make copies of Reading Activity H.77 and distribute to each student.
2. Have students read “I’m Worth It.”
3. Have students complete the “Reading Recall” and check their answers for accuracy.
4. Discuss the story with your students.

## "I'M WORTH IT"

I'm going to ask Mr. Baxter for a promotion and raise. No, I'm going to tell him to give me both. I'll insist on it. I've been working very hard the past three months. Every day I'm there at 8:00 a.m. sharp – never missed a day. I'm not just ringing up sales anymore either. There are four or five oil changes a day. The flat tires never seem to stop coming. And they're not easy to fix sometimes. I think he owes it to me.

I think I'll ask for a quarter an hour more. That's really not too much. I can't say I'm a mechanic, but I'm doing several new jobs. Just yesterday I changed the spark plugs in two cars. And both were old V8s. Pretty soon there won't be anything I don't know about cars. I learn really fast.

Mr. Baxter's pretty conservative, though. Maybe I should wait until he's in a good mood and then spring it on him. Whenever the end of the week comes around he's usually happy. Or after he counts the money on a good day he's really smiling. Of course, I would have to be on my best behavior. There can't be any foul-ups, like the time I gave a customer too much change. The register came up short. I had to do some fast explaining.

Aw, the heck with it! I'm just trying to put it off. I think I'll go up to him right now and ask for the promotion. I'll tell him if I don't get it, I'll quit. It's as simple as that....

"Excuse me, Mr. Baxter – Mr. Baxter, do you have a minute?"

"Sure, Juan, what is it?"

"I've been working here for three months now, and I would like a promotion and a raise. I'm a good worker. I've learned several new jobs and I've never missed a day. If I don't get both, I'm going to quit."

"Whoa! Not so fast. I can see you've been thinking about this for quite some time. You had it all planned didn't you? Well, you didn't have to threaten to quit. You see, the oil company that we work for has a policy on promotions and raises. Every three months I'm supposed to review your performance. I was going to talk to you about it on Friday. You've been doing a fine job and I was going to suggest....oh....forty cents an hour and a promotion to mechanic's assistant. How's that sound?"

“Great!”

“Sure, you’re worth it. And listen, next time when you’re ready to move up, don’t worry so much. Now, get that startled look off your face and wait on that customer.”

Wow, I can’t believe it was that easy. I think I’m going to like it here.

## READING RECALL

### PART I

**DIRECTIONS:** How well did you read? Complete the following sentences.

1. Juan thinks he should get a promotion and raise because he
  - a. \_\_\_ is always easy to work with.
  - b. \_\_\_ always works overtime.
  - c. \_\_\_ has learned several new jobs.
  
2. To ask for his promotion and raise, Juan thinks he should
  - a. \_\_\_ wait until Mr. Baxter is in a good mood.
  - b. \_\_\_ do a favor for Mr. Baxter.
  - c. \_\_\_ ask Mr. Baxter when he's really busy.
  
3. Mr. Baxter
  - a. \_\_\_ told Juan to quit.
  - b. \_\_\_ said Juan would have to wait three months for a raise.
  - c. \_\_\_ said Juan deserved a promotion and raise.

### PART II

**DIRECTIONS:** Fill in the blanks to complete the paragraphs below.

Juan worked at a gas station. He worked there \_\_\_\_\_ three months. He thought \_\_\_\_\_ should have a promotion and raise. \_\_\_\_\_ was always on time, \_\_\_\_\_ he never missed a \_\_\_\_\_ of work.

He did \_\_\_\_\_ things besides just ring up \_\_\_\_\_. He did four or \_\_\_\_\_ oil changes each day. \_\_\_\_\_ changed the spark plugs \_\_\_\_\_ two cars.

When he \_\_\_\_\_ Mr. Baxter for a promotion and \_\_\_\_\_, he was very surprised. \_\_\_\_\_ Baxter



didn't argue with \_\_\_\_\_. He said he thought \_\_\_\_\_ should have both. He gave him forty cents more an hour.

### PART III

**DIRECTIONS:** Answer the following questions.

1. When should you ask for a raise?

2. How would you act if you didn't get a promotion and raise?

3. How would you determine whether or not you are qualified for a promotion and a raise?

4. What did Mr. Baxter mean when he talked about company policy?

**MATH ACTIVITY H.77**  
**“IMPROVEMENT-THE BEST IS YET TO COME”**

**OBJECTIVE:** To demonstrate the ability to add, subtract, multiply, and divide

**RESOURCES:** Work Sheet—Math Activity H.77

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Make copies of the work sheet for Math Activity H.77 and distribute to each student.
2. Have students complete the questions on the work sheet and check their answers for accuracy.
3. Discuss the math activity with your students.

**MATH ACTIVITY H.74**  
**“IMPROVEMENT-THE BEST IS YET TO COME”**  
**WORK SHEET**

**DIRECTIONS:** Answer the following questions to the best of your ability:

- Noel and Brittany were both in athletics during their freshmen and sophomore years and kept in pretty good shape. After they both stopped their sports involvement, Brittany noticed she was quickly out of breath whenever she ran for any distance, and Noel was starting to put on a little extra weight. They both decided to start an exercise program. Brittany found a “buddy” plan at the local gym... two for the price of one. The cost was \$575.00 per year and the gym had all of the latest equipment. Noel wanted to see if they could buy equipment they could share. Noel figured good equipment should last for at least three years. He found the following items for sale in a catalog:

Steppers		
	Ultra Step Master	\$575.00
	Power Stepper	\$667.00
	Mini Stepper	\$ 97.00
	Mini Plus Stepper	\$150.00
Stationary Bikes		
	Ultra Bike	\$807.00
	Deluxe Bike	\$467.00
	Econo-Bike	\$195.00
Multi-function Fitness Units		
	Multi-Gym	\$667.00
	Accu-Gym	\$449.00
	Econo-Gym	\$227.00

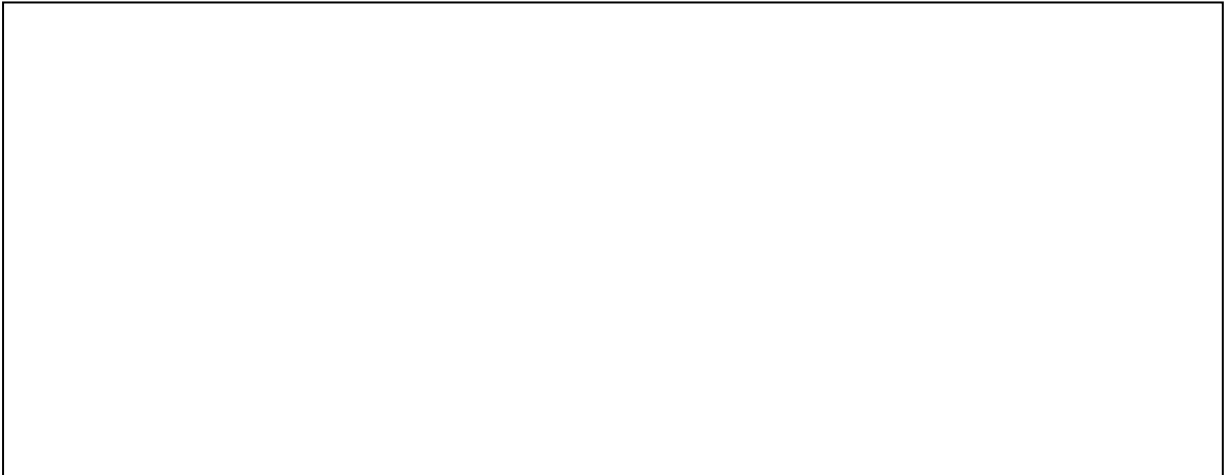
Create a list of the best items Noel and Brittany can buy that will address their personal fitness needs, yet keep the total price under the cost of a three-year commitment at the gym.

2. Jackson Towne has decided to go into the Navy before attending college. The Navy will give Jackson \$6500.00 to enlist and then match his college savings over four years to a maximum contribution on their part of \$15,000.00.

a. If Jackson puts his entire sign-on bonus toward college *and* saves just enough to get the maximum matching contribution from the Navy, how much will Jackson have for college at the end of four years? (Do not include interest.)

b. How much will he have if he is able to earn a total of 8% interest on all of the money accumulated?

3. RJ is a Texas resident about to graduate from high school and is considering technical training to get him started in a career in electronic engineering. He is considering a community college and a private technical school as options – both offer the degrees. Along with the other advantages and disadvantages, RJ knows that private schools specialize and concentrate on specific areas, and that many have a certain prestige associated with them. Both community colleges and private schools have excellent instructors, and both prepare their graduates with licensing and certifications, *but*, RJ knows he has to consider price. He has received the cost information for two schools that are included on the following pages. Working together with a partner, find the electronic engineering degree and calculate the cost of fees and tuition. What is the difference between the two schools in cost for a student to earn this degree? (Select only *required* expenses marked with an \*)



A degree requires 84 semester credit hours and usually is completed in four semesters.

**Texas Community College Estimated Student Expenses (Electronic Engineering Technology):**

*Texas Resident Tuition (R).....	\$42 per semester credit hour (\$126 minimum)
Non-resident Tuition (R).....	\$135 per semester credit hour
*Parking Fee (NR).....	\$8 per semester (\$1 for each additional vehicle)
*Student Identification Card (NR).....	\$10 first semester/year only
*Student Activity Ctr./Building Use Fee (R) .....	\$7 per semester credit hour
*Student Service Fee (R) .....	\$7 per semester credit hour (\$150 maximum)
*Student Union Fee (R).....	\$1.25 per semester credit
*Equipment Use Fee (R).....	\$3 per semester credit hr.
Installment Plan Fee (NR).....	\$10 per semester (if applicable)
Late Payment Fee (NR) .....	\$2.50 per day
Returned Check Charge (NR).....	\$15 per check
Duplicate Statement Fee (NR).....	\$2 each
Credit by Exam (NR).....	\$42 per semester credit hr
*Diploma Fee (NR).....	\$25 (excl. cap and gown)
Additional Certifications (NR).....	\$5 per certificate
Transcript Fee (NR) .....	\$5 per transcript (first copy after graduation is free)
*Public Transportation Fee (NR).....	\$1.50 per semester

R = Resident / NR = Non-resident

Private Technical School Expenses are shown below.

## Private Technical School

The following represents the expenses a student would expect to pay at a quality private technical school:

Program	Terms	First Term Tuition*	Second and Subsequent Terms Tuition	Total Cost**
Accounting	8 (full time)	\$3,950	\$3,875	\$31,100
Business Administration	8 (full time)	\$3,950	\$3,875	\$31,100
Computer Information Systems	9 (full time)	\$3,950	\$3,875	\$34,975
Electronics Engineering Technology	9 (full time)	\$3,950	\$3,875	\$34,975
Electronics Technician	5 (full time)	\$3,950	\$3,875	\$19,475
Telecommunications Management	8 (full time)	\$3,950	\$3,875	\$31,100
Information Technology (Columbus Only)	3 (full time)	\$3,950	\$3,875	\$11,725
Information Technology (Phoenix Only)	3 (full-time)	\$3,950	\$3,875	\$14,365 includes \$55 cr/hr tech fee
Technical Management	6 (part time)	n/a	n/a	***\$16,765
	*	includes \$75 tuition deposit and administrative fee		
	**	includes \$25 application fee and \$75 tuition deposit; total program costs may vary according to electives and optional courses offered, part-time scheduling, transfer credit accepted, course waivers, etc.		
	***	62 credit hours at \$270 per credit hour		



**PRE-ASSESSMENT**  **POST-ASSESSMENT**

**DIRECTIONS:** Answer the following questions to the best of your ability.  
A listing of points as opposed to sentences is suggested.

1. Define the term self-assessment.

2. Self-assessment involves looking at what things?

3. What are the 5 career options most employees enjoy?

4. What are 4 options for improving your skills?

5. What are 5 general skills to improve your career development plan?

6. What are the 4 steps in developing a career development plan?

7. Identify 5 continuous improvement options.

## ANSWER KEY

PRE-ASSESSMENT  POST-ASSESSMENT

1. Define the term self-assessment.
  - It is a process by which you identify your strengths and limitations that are related to your career goals.
2. Self-assessment involves looking at what things?
  - Values
  - Interests
  - Skills
  - Abilities
  - Career goals
  - Strategies for achieving career goals
3. What are the 5 career options most employees enjoy?
  - Staying put
  - Lateral move
  - Moving up
  - Moving down
  - Moving on
4. What are 4 options for improving your skills?
  - Leave of absence
  - Flexible work schedule
  - Part time work schedule
  - Job sharing
5. What are 5 general skills to improve your career development plan?
  - Writing skills
  - Accounting skills
  - Communication skills
  - Organizational skills

- Computer skills
6. What are the 4 steps in developing a career development plan?
- Jot down interests and skills
  - Make a list of the type of careers available
  - Examine what it will take to prepare for your career goal(s)
  - Make it happen
7. Identify 5 continuous improvement options.
- Job shadowing
  - Volunteer work
  - Employee training
  - Self-study
  - Certificate programs
  - Continuing education
  - Associate degree programs
  - Trade/business/technical schools
  - Bachelor degree programs
  - Graduate degree programs

**ANSWER KEY**  
**READING ACTIVITY**

**PART I**

1. Juan thinks he should get a promotion and raise because he
  - a.  is always easy to work with.
  - b.  always works overtime.
  - c.  has learned several new jobs.
  
2. To ask for his promotion and raise, Juan thinks he should
  - a.  wait until Mr. Baxter is in a good mood.
  - b.  do a favor for Mr. Baxter.
  - c.  ask Mr. Baxter when he's really busy.
  
3. Mr. Baxter
  - a.  told Juan to quit.
  - b.  said Juan would have to wait three months for a raise.
  - c.  said Juan deserved a promotion and raise.

**PART II**

**DIRECTIONS:** Fill in the blanks to complete the paragraphs below.

Juan worked at a gas station. He worked there for three months. He thought he should have a promotion and raise. He was always on time, and he never missed a day of work.

He did other things besides just ring up sales. He did four or five oil changes each day. He changed the spark plugs in two cars.

When he asked Mr. Baxter for a promotion and raise, he was very surprised. Mr. Baxter didn't argue with him. He said he thought he should have both. He gave him forty cents more an hour.

### PART III

1. When should you ask for a raise?
  - When you have learned new jobs and have assume extra responsibility
2. How would you act if you didn't get a promotion and raise?
  - Politely ask the reasons
3. How would you determine whether or not you are qualified for a promotion and a raise?
  - Investigate company policies and pay scales. Examine your own job responsibilities.
4. What did Mr. Baxter mean when he talked about company policy?
  - Most companies have a policy of reviewing wages every three, six, or twelve months. The employees thus can be paid what they are worth.

**ANSWER KEY**  
**MATH ACTIVITY**

**PART I**

1. Answers will vary
2. a. \$36,500  
b. \$39,420
3. \$30,417.55