**In-Class Module Completion Option- Faculty Instructions**

**Module 1: The Career Planning Process: An Overview**

There are benefits to having students complete the module independently, as the interactive activities contained in the module are designed to force students to think about their own beliefs, career goals, and how the material applies to their personal situation. Of course, there are benefits to having your class work through the module as a group as well. If you opt for in-class, group completion, it is recommended that you have students complete a follow-up assignment, such as reflective writing, that will force students to process the information on a personal level.

The basic idea of how to have your class complete the module as a group is simple. The video clip slides are easy – you can simply show those. For the activity and quiz slides, you will want to use those to facilitate either a class discussion or activity. The instructions below will provide you with a possible class discussion or activity to use with each interactive slide.

**Discussion/Activity Options:**

**Activity Slide 1 (What should you base your career decision on?):**

On this slide, there are 8 potential factors one could consider when choosing a career on yellow sticky notes. Starting at the top and working your way down, ask students to raise their hands to vote on whether they think each factor belongs in the “Should Consider” or “Should Not Consider” column, and move the sticky note to the column the majority voted on. Once the class votes on a factor, ask for volunteers to explain WHY they thought it should go where they voted for it to go. (Consider “grouping” the responses – first ask for a few people who voted “Should Consider” to explain why, then “Should Not Consider.” Encourage discussion by posing follow-up questions to the whole class based on the comments that are made.)

**Activity Slide 2 (Guess Your Holland Personality Type):**

Have students complete the Guess Your Holland Personality Type worksheet (included). Make a point that they are only getting to read VERY brief descriptions of the types, and are only GUESSING what they think their type MIGHT be. Let them know this is not an actual career or personality type assessment, but that the module will talk about those next. Encourage them to make an appointment with a career counselor if they are curious about their type and how it can be used to match them with careers.

**Activity Slide 3 (What’s Important to You?):**

Have students complete the What’s Important to You? worksheet (included). Review the instructions before class and briefly go over them with your students, emphasizing that knowing what is essential, desired, etc. in a career will help them to identify what type of job market information they will need to make a good career decision. Also point out that while all the items shown may sound good, they must prioritize what is really essential (very important), desired (somewhat important), and not a top priority (not very important). Ideally, they should have a roughly equal number of items in each category. Also encourage them to add additional items not on this list that may be important to them.

**Activity Slide 4 (multiple choice question):**

This question allows you to select multiple answer choices. Read the question aloud, and poll your class on each answer choice. If the majority raises their hands for a particular answer choice (voting “yes, this does determine whether you will be employable”), select that answer choice. Before moving on to the next choice, ask a few students to volunteer why they voted the way they did, and encourage discussion about the points made. When students have voted on all 5 answer choices, submit the answer and read the feedback displayed.

**Activity Slides 5 & 6 (two multiple choice questions):**

These two questions only allow you to select one answer choice. Take the same approach as with the previous question – review each answer choice and ask students to raise their hands for the answer they feel is correct. Ask a few students to volunteer why they voted the way they did, and encourage discussion about the points made. Submit the answer and read the feedback displayed.

**Activity Slide 7 (Types of opportunities available):**

Have a short class discussion about the value of each of these types of opportunities. Talk about one opportunity type at a time. You might begin by asking for volunteers to share what they know about opportunity, then asking if/why/how it could be helpful to someone in their career preparation. Ask each student who volunteers if they feel that particular opportunity should be a part of their personal career preparation plan based on their career goals and personal situation. It might be helpful for you to familiarize yourself a little with any of these opportunities you are not very familiar with so you can clarify what they are and answer basic questions as needed. An easy way to get a quick overview of what these opportunities are and how they can be helpful in career preparation is to get the Module 7 Transcript from the Career Planning Modules webpage (video clips 9-17), or watch Module 7!

**Review Slides:**

There are a couple ways to approach these review questions. For this specific set of questions, the easiest way might be to have students write down their answers on a blank sheet of paper. Consider bringing small prizes to class (like candy), or offering something like 1 point of extra credit (perhaps added to another assignment) to students who get all the questions right. Since you will not be able to show all the questions before revealing the answers, another option would be to show a question, have students write down their answer, then ask for a volunteer to share what they think the correct answer is with the class, and the first person to volunteer the correct answer receives a prize. (In this case, make sure YOU know what the answers are ahead of time!)

**Guess Your Holland Personality Type**

***Instructions:*** For a quick introduction to Holland’s personality types, read the brief personality type descriptions below, and write the top 3 types that sound the most like you in the center of the hexagon. Remember, this is just giving you an idea of what your personality type *might* be, though, and we’ll talk about some resources for obtaining a more accurate assessment of your type next.

**Realistic**

**Investigative**

**My Holland Type**

Most Like Me: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2nd Most Like Me: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Conventional**

**Artistic**

3rd Most Like Me: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Social**

**Enterprising**

**Realistic** people are ***doers***. They enjoy hands-on, physical activities such as building or repairing, or playing sports.

**Investigative** people are ***thinkers***. They enjoy analyzing, problem solving, and learning about new things.

**Artistic** people are ***creators***. They enjoy creating things or ideas, and being able to express themselves in what they do.

**Social** people are ***helpers***. They enjoy working with people in a helping capacity. They are motivated by the idea of making a difference.

**Enterprising** people are ***leaders***. They enjoy working with people, being in a position to lead or persuade others, and are motivated to achieve personal success.

**Conventional** people are ***organizers***. They enjoy structure, activities that require attention to detail, and working with numbers.

**What’s Important to You?**

***Instructions:*** You know that you need to make a career decision well-informed about the job market and the likelihood of that career meeting your employment needs, but what information should you actually be searching for? That all depends on the criteria you have for a career, and everyone has different wants and needs. For example, if being able to live in a specific town is important to you, that will mean you’ll need to find out how many job opportunities there typically are in that town in your career field of interest.

Below is a list of common items that might be important to students. Think about each, decide whether it is “very important,” “somewhat important,” or “not very important” to you, and write it in under the appropriate column below. You may also write in additional criteria not listed here. Remember, there are no right or wrong answers, but really think about what matters most to you and prioritize… do not just say everything is very important!

**Little competition for jobs**

**Knowing I can get a job if I work hard enough**

**Being in a career field that’s expected to grow**

**Being in a career field expected to be stable**

**Living in a specific place**

**Being able to choose where I live**

**Making a lot of money**

**Making enough money to live comfortably**

**Doing something I’m passionate about**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Very Important** |  | **Somewhat Important** |  | **Not Very Important** |