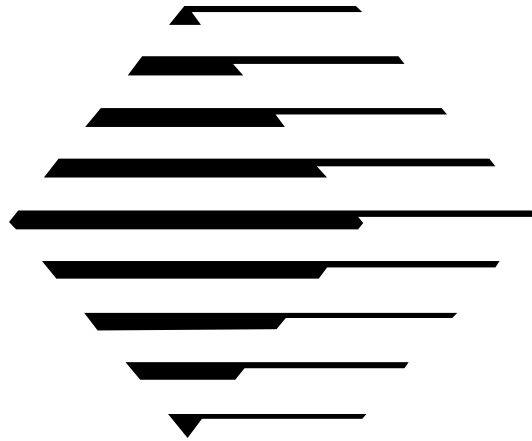


Parent Guide
for
Career Planning



*Career & Employment Services
Danville Area Community College*

CAREER DECISION-MAKING

Why is career decision-making important?



**“Most people don’t plan to fail; they fail to plan.”
- Author unknown**

FACTS ABOUT CAREER DECISION-MAKING

- Career decision-making is a process.
- Career decision-making is a skill that can and should be taught.
- The goal of career decision-making is to help participants organize their thinking about topics important in choosing a career.
- It’s important to assess one’s style of decision-making to help overcome obstacles that might inhibit the process.
- Students should not expect to make a final career decision lightly.

The goal of career planning is to link academic knowledge and real-world experience to determine the path of one’s future professional life.

Adapted from
Career Choices in North Carolina, 20003 Career Development and User’s Guide, Youth edition
(State Occupational Information Coordinating Committee)

PARENTS CAN HELP

Parents can have the greatest influence over their children's career choices.

- √ You have the best knowledge of your child's interests and abilities.
- √ You have the strongest interest in their well-being and success.
- √ You spend a great deal of time with them and can help to cultivate a variety of career considerations.
- √ You are one of their first role models. You can instill a positive view of all kinds of work and career planning.



Home is the first workplace

- √ Share responsibilities and make decisions that develop work skills at an early age.
- √ Resolve problems and work as a team to develop important work skills.
- √ Let your child plan meals for a week.
- √ Let your child set up and organize a family outing.
- √ Let your child work with another family member on a project.
- √ Discuss with your child how a problem situation was resolved.
- √ Be a role model - children learn by example.

Adapted from
Many Doors to Opportunity
(Minnesota Department of Education)

PARENTING CAREER QUESTIONS 101

Why do I need to help my child explore careers? My parents didn't help me and I turned out OK . . .

Twenty or 30 years ago the need to plan for a career wasn't as urgent. It was more common for high school graduates to find good paying jobs right out of school and work their way up the socio-economic ladder without further training. At that time, a college degree - in any given field - was seen as a ticket to success.

Times have changed! Today, positions in almost every industry require some type of post-secondary education or specialized training. Jobs that don't require additional training or education often don't lead to advanced positions or better pay. Today, entry-level employees are competing with workers overseas. It's the job candidates who have specialized skills and a career plan who have the best chances of long-term employment.

Won't locking my child into a specific career goal at a young age narrow his or her options?

The aim isn't for your child to choose one particular occupation. It's to understand the selection process, narrow the list based on his interests and to ensure that his educational path doesn't limit his future options.



When can I find the time to help my child explore careers?

If you're like most parents, you're very busy. You work. You run a household. You drive kids to and from activities. Squeezing in one more activity seems hard to do. The reality, though, is that you do have time. Whether you're aware of it or not, you're already shaping your child's career development.

Every time you talk about your salary, your workday highs and lows, even your selection of work clothes, you send a message to your child about careers. What you do for a living, and how your child perceives it, all influence your child's vision about work.

Preparing your child for the world of work is a critical part of parenting - like a bird showing its off-spring how to catch worms. Think about the messages you received about working when you were young. Your efforts to help promote your child's career exploration will be part of your legacy to him.

Adapted from
Starting the Conversation: Career Exploration Guide for Parents & Children
(by Texas Workforce Commission)

CONVERSATION STARTERS



The best way to begin career exploration is by using everyday conversations with your child to talk about your own career. Your child probably knows very little about your work history, unless you've taken him or her to work and even then, he or she might not really understand what you do or the decisions and achievements that lead to your current position.

Begin by talking about . . .

- √ What exactly do you do?
- √ Where did you acquire your skills?
- √ What did you have to learn for your job?
- √ Talk about each job you've held and how it prepared you for the next one.
- √ Discuss what it is you liked most and least about each job.
- √ Be sure to include the education and training that you needed.
- √ Describe how your job has changed over time.
- √ Be honest about the mistakes you've made and hope your child will benefit from your experience.

Little kids **love** talking about possible jobs—the future seems wide open and full of adventure to them. Use this time to help your child explore some things they might or might not enjoy in a future job. These preferences often stay with people as they grow older and can have a positive influence of career and education choices.

As children get older, they become less interested in dreaming of the future and prefer living in the present. Teens often think negatively about having to work for a living. So, don't be surprised if your teen doesn't find career exploration interesting. They're influenced a great deal by other teens and by the media. Sometimes these messages might get in the way of successful planning. Be aware of what some of your teen's attitudes toward work and career exploration might be so that you can confront them, if need be.

It's likely your teen has heard that it's not cool to get good grades, that entry-level jobs don't matter, that office work is for "losers" or other mistruths. Such messages can make your child reluctant to explore certain career paths.

As a parent, it's up to you to counter these claims, to point out the value in all work and to show a realistic view of occupations. Demonstrate the hard work and perseverance that's needed to be successful in any job that might be considered easy or glamorous, like singing, athletics or even medicine.

Adapted from
Starting the Conversation: A Career Exploration Guide for Parents and Children
(Texas Workforce Commission)

TEN TIPS FOR TALKING TO TEENS

- * Encourage your teen to investigate a variety of careers. Talk about work and your job at the dinner table. Also, talk with friends and relatives about their jobs when your children are present.
- * Stress to your teen that school is their work. Attendance and effort are important. You don't take a day off from work just because you feel like it. The same goes for school.
- * Explore their personal talents, strengths, likes and dislikes - without being judgmental. Ask: what do you like to do? What skills do you have? Do you like to be around people? Do you prefer working outdoors or indoors? Do you like to take things apart? Assessment tools can relate these to specific occupations. The more teens know about themselves, the easier it is for them to recognize careers that suit them best and the greater chance for job satisfaction.
- * Help your teen experience as many work situations as possible. Have them take advantage of work exposure opportunities like job shadowing, mentoring, internships, youth apprenticeships and cooperative education. This educational approach connects school experiences to real-life work activities.
- * Provide as many opportunities as you can for your child to learn technical skills. Encourage computer literacy coursework in school, a community center or through a youth group. If you don't have a computer at home, visit your local library. Give them a chance to experience hands-on tools, techniques and skills which can be applied in a broad range of careers.
- * Support your school's efforts to expose students to various career possibilities. Work through your parent-teacher organization or ask teachers or administrators to offer students career fairs, field trips and class speakers.
- * Talk about a career as a goal of education. It's OK that teens usually don't know what they want to do for the rest of their lives. To not try is to limit future options as a result of poor planning.
- * Guide your teenager toward acquiring skills. Encourage them to take courses that provide the opportunity to apply skills, like keyboarding, automotive technology, accounting, graphic design, construction, marketing, etc. Applied learning is important whether your child is college-bound or not.
- * Give your teen responsibility - the more the better. Begin with jobs around the house. Young people need to learn that we're all important and that people rely on us to get things done.
- * Suggest that your teen explore career opportunities that were once considered only for males or only for females. Nontraditional jobs often provide excellent opportunities.



Adapted from
Preparing Your Teen for a Successful Career
(American Vocational Association, Alexandria, VA)

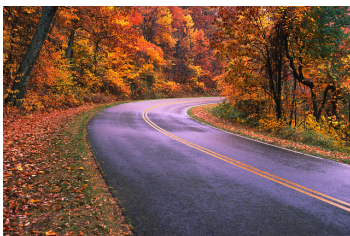
PLAN B: PLANNING FOR THE UNEXPECTED

Sometimes, unanticipated events in life alter career or work plans. Take the time to sit down with your son or daughter and share any unplanned events in your own life that impacted your work or career path. Emphasize the need to plan for the unexpected.



Below are some questions that will help you think about events which might have changed things for you.

- √ Was there ever a family crisis, such as divorce or personal injury that affected you?
- √ Did a serious illness, death or birth in the family change your career plans?
- √ Did receiving an unexpected inheritance or sum of money create a change?
- √ Did you plan on working for a friend or family member and have that fall through?
- √ Did you ever receive an unexpected promotion that altered your career path?
- √ Have you ever been laid off or work for a company that was being significantly restructured?
- √ Was there an unexpected relocation that impacted your career plan?
- √ Did you go to college but dropped out for some reason?
- √ Were you planning to go to college but later decided you couldn't afford it?
- √ Did you transfer to a different college or change academic programs or major?
- √ Did your plans after high school work out exactly as you expected?



Reflect on your own life, do some brainstorming and emphasize the need for “Plan B.” Remember: The more prepared teens are to overcome obstacles, the more likely they are to remain focused and become successful.

Adapted from
It's the 11th Hour in Your Teen's High School Career
(Ohio Department of Education)

THE BIG PICTURE: LABOR MARKET TRENDS



The world of work has changed dramatically over the past 40 years, and it continues to change with each new technological breakthrough. So what does this mean in terms of your child's employment future?

Your child is going to enter a service-oriented and knowledge-based economy where specific knowledge sets and the ability to learn matter more than physical abilities. Competition for jobs is global, and layoffs or job changes are commonplace. Your child will have a better chance of success if he is aware of the labor market he is entering.

Features of a New Economy

Companies lay off workers even in good times. During the record-low unemployment of the late 1990s, layoffs and turnovers were the highest on record. Today's workers must be prepared for a very dynamic labor market.

Tenure doesn't always matter. Employers no longer automatically keep workers who've been at the company the longest. Instead, work skills and the ability to interact well with others matter more than actual time on the job.

Accomplishments do matter. Employers often rely on employee performance to determine who to promote or keep. Forty percent of companies now base compensation on performance, compared to just 17 percent just 10 years ago.

Ongoing education and lifelong learning is crucial. Since technology can change jobs dramatically, workers have to be flexible - able to learn new skills or shift occupations and careers as needed.

Many jobs continue to move overseas. Now that e-mail, faxes and teleconferencing are commonplace, workers are not only competing for jobs with people in other states, but with workers from other countries as well. While many new jobs are created, others are moving overseas. As a result, most growing jobs in the U.S. are service-related.

Adapted from
Starting the Conversation: A Career Exploration Guide for Parents and Children
(Texas Workforce Commission)

TODAY'S JOB MARKET

Have you heard phrases like “It’s a whole new world out there,” or “This is not your parent’s job market?” Many widely held beliefs about choosing a career, finding a job or even “life” in the workplace have changed significantly in recent years. Review the THEN & NOWs about the job market to gain a clearer picture of what job seekers are facing today and in the future.



THEN
A college education was a near-guarantee of a high-paying job right after graduation.
College graduates could start in a high-level position in a company based on the degree alone.
High-paying jobs were almost the exclusive domain of people with four-year bachelor’s degrees.
Once you got a good job, your best option was to stay in that position or with that company for life.
Manufacturing jobs were plentiful, paid well and didn’t require a post-high school education.
A high school diploma qualified you for many jobs that could provide a good income.
Be loyal to the company and it will take care of you, now and in your old age. If you go to college and get a degree, you’ve got it made.

NOW
Now, college degrees are less important to employers than specific skills or training. Wages also vary a lot depending on the industry or field.
Graduates often need work experience in the field to get hired. They often need to take an entry-level job to start out.
More good-paying jobs don’t require the traditional four-year college degree, but they do require some type of post-high school training.
Changing jobs is commonplace and often results in higher income growth. Most people change careers at least five to seven times in their life. You must manage your own career on an ongoing basis.
Manufacturing jobs are in decline and those that remain are not as secure or high paying as in the past.
Post-high school training and career planning are essential for earnings and career advancement. They also increase the chances of being employed long term.
The only guarantee is that there are no guarantees. Layoffs and downsizing put job security and retirement plans at risk. It’s up to you to manage your career and save for your own retirement.

Adapted from
Utah Adult Career Guide 2002-2003
 (Utah Career Resource Network)

CHANGES IN SKILL REQUIREMENTS - SOFT SKILLS

The 21st century workplace will require workers to be better educated, better skilled and have the flexibility and ability to meet changes in knowledge and skill requirements.



During the past two decades, the skills needed to succeed in the workplace have changed significantly. Basics, such as reading, writing and math, are a must in any occupation. Technical skills are also important. But increasingly employers have begun to recognize that another set of skills are just as crucial to a potential worker's ability. These skills are frequently referred to as "soft skills."

Soft skills are the personality traits, social graces and attitudes that employers in all industries value in the workplace and that help a person to have career success.

What soft skills are employers saying are needed to be successful? What skills do they want employees to have?

Soft Skills in Demand

Flexibility

The ability to adapt to changes in the work environment as opposed to coping with a stable work environment.

Problem Solving Skills

The ability to solve unforeseen problems on the job as opposed to referring unforeseen problems to others.

Teamwork

The ability to do one's best work in a team-orientated fashion, as opposed to working independently.

Life-Long Learning

The ability to continue to expand skills as the company changes and grows rather than focusing on specified duties and skills of one's present job. In short - always be open to learning new ways of doing things. This includes formal training and informal of self-taught skills.

Adapted from
Parent Primer on Career Exploration
(Florida Department of Education)

COLLEGE TESTING INFORMATION

There are several types of college tests available. Some are used as part of the college admission process, others are used to measure student's readiness and interest for post-secondary options. Read below for a description about each test and its purpose. Internet addresses are provided for additional information.

PLAN: Preliminary Test of the American College Testing Program

The PLAN is a comprehensive guidance resource that helps 10th graders measure their current academic development, explore career/training options, and make plans for the remaining years of high school and post-graduation years. PLAN is **not** used for college admission, however as a "pre-ACT" test, PLAN is a powerful predictor of success on the ACT. Ask your school counselor if PLAN is available at your school. More information can be found at: www.act.org/plan/Index.html.

ACT

The ACT test assesses high school students' general educational development and their ability to complete college-level work. The multiple-choice tests cover four skill areas: English, mathematics, reading, and science. The Writing Test, which is optional, measures skill in planning and writing a short essay. The ACT is taken during the junior or senior years of high school and is used as part of the college admissions process for many colleges. More information, test dates and registration can be found at: www.actstudent.org/Index.html.

PSAT/NMSQT: Preliminary Scholastic Aptitude Test

The Preliminary SAT/National Merit Scholarship Qualifying Test is a standardized test that provides firsthand practice for the SAT Reasoning Test. It also gives you a chance to enter National Merit Scholarship Corporation (NMSC) scholarship programs. The PSAT measures a students' ability to do college work in the areas of critical reading skills, math problem-solving skills and writing skills. The PSAT is a short form of the Scholastic Aptitude Test (SAT). It is recommended to take the PSAT as a sophomore or junior in high school. The PSAT is not used for college admissions. Check with your school counselor about dates and cost of the PSAT. More information can be found at: www.collegeboard.com/student/testing/psat/about.html.

SAT Reasoning Tests & SAT Subject Tests

The SAT includes a short essay and multiple choice critical reading, math and writing questions. SAT Subject Tests to demonstrate to colleges their mastery of specific subjects like English, history, mathematics, science, and world language. The tests are independent of any particular textbook or method of instruction. Nearly every college in the U.S. accepts the SAT or Subject Tests as a part of its admissions process; some colleges specify the Subject Tests they require for admission or placement; others allow applicants to choose which tests to take. More information, test dates and registration can be found at: www.collegeboard.com/student/testing/sat/about.html.

ASVAB: Armed Services Vocational Aptitude Battery

The ASVAB is an interest inventory test sponsored by the U.S. Military. The test helps students match their interests and abilities with careers in the military and civilian worlds. The ASVAB Program recently was re-designed to be helpful to virtually all students, whether they are planning on immediate employment after high school in civilian or military occupations, or further education at a university, community college, or vocational institution. The ASVAB is available for juniors and seniors and is not used for college admission. More information can be found at: www.asvabprogram.com.

CAREERS IN THE MILITARY

Below is a brief overview of the components of the Armed Forces. Additional information can be found in *Military Careers: A Guide to Military Occupations*, a reference book to learn more about careers in the Military.

The U.S. Army:



The Army stands constantly ready to defend American interest and the interests of our allies through land-based operations anywhere in the world. Today's "Expeditionary Army" is a modern and powerful military force redesigning to a goal of 68,500 officers, 12,000 warrant officers, and over 400,000 enlisted soldiers. Army men and women work in many types of jobs, ranging from general administration to the operation and maintenance of the Army's many thousands of weapons, vehicles, aircraft, and highly technical electronic systems.

The U.S. Navy:



The Navy is made up of over 360,000 officers and enlisted sailors and 53,000 officers. They may be in a variety of assignments on ship, submarine, and shore facilities or in the air as pilots or flight officers. They serve as nuclear power instructors, and special warfare officers. Others perform specialized duties in intelligence, engineering, law, medicine and scientific careers. Navy people operate and repair nearly 300 ships and over 4,000 aircraft; they serve in such diverse fields as radio operators, network systems administrators, dental specialists, seamen, computer programmers, photographers, ship electricians, and gas turbine systems technicians and work in many other exciting careers.

The U.S. Air Force:



The mission of the Air Force is to defend the United States through control and exploitation of air and space. Almost 350,000 highly trained officers and airmen make up today's Air Force. Some pilot aircraft - everything from helicopters to the Space Shuttle. Many others do the jobs that support the Air Force's flying mission; they may work as firefighters, air-craft mechanics, security police, or air traffic controllers, or in many other Air Force career fields.

The U.S. Marine Corps:



To perform the many duties of the Marine Corps, approximately 178,000 excel at everything they do. The self-discipline and abilities gained in Recruit Training pour over into 300 different individual specialties in which they may become an expert. Whether operating a 60-ton tank, setting up a communications outpost or maintaining an F/A-18 fighter jet, every role on the team is essential to the Marine Corps' mission.

The U.S. Coast Guard:



The Coast Guard constantly performs its mission of protecting America's coastlines and inland waterways by enforcing customs and fishing laws, combating drug smuggling, conducting search and rescue missions, maintaining lighthouses, and promoting boating safety. With a work force of about 5,580 commissioned officers, 1,490 warrant officers, and 27,130 enlisted members, Coast Guard personnel perform in many different occupations to support the missions of the Coast Guard. Each year the Coast Guard has openings for more than 4,000 men and women in a wide range of challenging careers.

For more information, visit:
www.careersinthemilitary.com

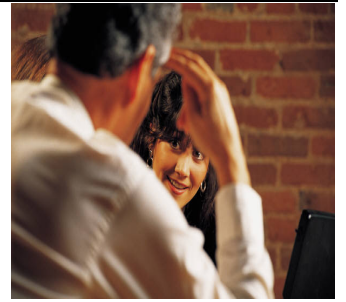
PARENT & STUDENT ACTIVITIES

Parents and students are encouraged to complete the following activities together. Activities are designed to help parents become more involved with their child's career exploration.

- **Worksheet #1: Employability Skills:** This activity works to match your son's or daughter's qualities and strengths with valuable employability skills - a good starting place to learn if his or her career choice is a good match for what they like and what they do well.
- **Worksheet #2: SCANS Skills Activity:** This activity shows how work and school expectations are similar. The activity focuses on connections between school and work and emphasizes current work habits that will help later on.
- **Worksheet #3: Adult Interview:** This interview activity focuses on the student learning about an adult's past career exploration.
- **Worksheet #4: Application Checklist:** This activity is a pre-made checklist to use for tracking progress as your child applies for higher learning.
- **Worksheet #5: Future Careers:** This activity explores many of the options available to students after graduation from high school.
- **Worksheet #6: Want it All vs. Need it All:** This activity works to differentiate between needs and wants particularly, when it comes to education.
- **Worksheet #7: Look to the Future:** This activity demonstrates the relationship in earning power for those who go on to college - compared to those who don't.

WORKSHEET #1: EMPLOYABILITY SKILLS

Very often the career choices that people make reflect their personalities, strengths, what individuals like and what they do well. Talk with your teen. Use the following activity to guide you and your teen through the process of looking at employability skills.



Read the following list of qualities. Then, choose three to five qualities that best describe your son or daughter and write them on a piece of paper.

Without telling your son or daughter the qualities you've chosen, ask your teen to do the same thing. Then, have your son or daughter choose three to five qualities that he or she feels would be the most self-descriptive.

After both of you have made your choices, use the questions below as talking points.

I am . . .

social	fun	laid-back	dependable	organized	precise
active	serious	hard-working	shy	independent	mature
friendly	mathematical	bold	punctual	team player	sharing
responsible	cooperative	persistent	helpful	outgoing	patient
motivated	curious	studious	good listener	supportive	creative
kind	open-minded	talkative	understanding	flexible	analytical
conscientious	trustworthy	deliberate	enthusiastic	energetic	free-spirited

- √ Have both of you tell why each of the qualities were chosen.
- √ Discuss how easy or difficult it was to choose just three to five qualities.
- √ Are these qualities a good match for your teen's career choice? If your teen is unsure of direction right now, have them consider how these qualities might relate to various career options that he or she might want to learn more about.

WORKSHEET #1, CONTINUED

Most people aren't fired because they lack specific job skills, but because they do not possess certain general employability skills, like getting along well with co-workers.

Five areas of employability skills are listed below; these are skills that employers and colleges **expect** from applicants.

The personal qualities your teen has are directly related to employability skills. For example, being patient, outgoing and curious could relate to having strengths in "Interpersonal Skills." Qualities such as being flexible, concise and open-minded might be related to strengths in the area of "Systems."

In the table below, have your teen write the personal qualities they have that relate to each defined skill area. Talk about how those strengths relate to success in school now and how they might impact future success in the workplace.

EMPLOYABILITY SKILLS	Related Personal Qualities
Resources: identifies, organizes, plans and allocates resources such as time, money, materials and facilities and human resources.	
Interpersonal: works with others as a team member, teacher, leader and or negotiator, works well with various types of diversity.	
Information: acquires and evaluates, organizes and maintains, interprets and communicates information and can use a computer to process information.	
Systems: understands systems, monitors and corrects performance and improve design systems.	
Technology: selects and applies technology to tasks, maintains and troubleshoots equipment.	

WORKSHEET #2: SCAN SKILLS ACTIVITY

Here are some suggestions to help you and your teen think about SCANS skills (Secretary's Commission on Achieving Necessary Skills).

- How do you use SCAN skills at home? Help your teen identify ways they use these skills.
- At school conferences, inquire which SCANS skills teachers and counselors use to help your child develop.
- Talk about how your family is a system. This is usually one of the more difficult SCANS skills for a young teen to understand.
- Which SCANS skills are critical in your own work. Talk about which ones might be critical for the career goal your teen is thinking about now.

The activity below shows how work and school expectations are similar. It will help your teen make better connections between school and work and emphasize that work habits learned now will help later on the job.

Parent/Guardian

Teen

What's expected at work?

Attendance
Punctuality
Completing Assignments
Dependability
Teamwork
Follow-through
Cooperation
Respect for Authority

What's expected at school/work?

Attendance
Punctuality
Completing Assignments
Dependability
Teamwork
Follow-through
Cooperation
Respect for Authority

What are the rewards for fulfilling your work and/or school responsibilities?

Adapted from
It's About Time
(Ohio Department of Education)

WORKSHEET #3: ADULT INTERVIEW

One of the best ways to understand career decision-making is to talk to someone about their experiences. Everyone has a unique story to tell, and this activity will help you gather information about how all your decisions fit together. Find an adult you trust; it may be your parent, guardian, teacher, counselor, or relative. Schedule a time when the two of you can sit down and talk for about 30 minutes. Take this exercise sheet along to remember what sorts of questions to ask and be sure to record your answers.

1. What types of classes did you take in high school? Did you take a class in career investigation?

2. What did you do after high school? Did you go on to college, start working, join the military, etc.?

3. How did you decide what to do after high school? What resources did you have available to help you make your decision?

4. At that time, what was the most important reason for making your decision? (For example, if you started working right after high school, was it because your family owned the business, or maybe because you needed to start earning money right away?)

5. What was your first job after high school?

6. What were the requirements for your first job? Did you meet the requirements? Or did you have to get additional work experience or education first?

WORKSHEET #3, CONTINUED

7. What's your current occupation?

8. What type of path have you taken from your first occupation after high school to your current occupation? Have you continued to do the same thing? Have you switched jobs several times? What additional training or resources did you need?

9. If you've changed occupational paths several times, what caused you to make these changes?

10. Knowing what you know now, what would you do differently after high school?

11. What advice would you give someone like me about making a career decision?

WORKSHEET #4: APPLICATION CHECKLIST

Directions: Below is a sample college application checklist to use for tracking your progress.

Name of School: _____

___ Completed school visit (online and/or in person?)

Application:

___ Have you carefully read the application form?

___ Have you completed the application form?

___ Have you proofread the application? Are all questions answered? Is spelling/grammar correct?

___ Filing Deadlines: Regular admission: _____

Early admission: _____

Early action: _____

___ Have you completed an interview (if required)?

___ Have you signed application?

___ Have you included the application fee?

Essay:

___ First draft of the application essay?

___ Received input on first draft of essay?

___ Essay revised to your satisfaction?

___ At least two other people have proofread your essay?

Grade and Test Scores:

___ Official high school transcript sent?

___ ACT and/or SAT scores sent (if applicable)?

___ SAT II or AP test scores sent (if applicable)?

Letters of Recommendation:

	Requested from:	Date requested:	Date sent to school	Date Thank You was sent to recommender:
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____

Financial Aid:

___ Completed Free Application for Federal Student Aid (FAFSA)?

___ Completed any other required financial aid forms?

___ Searched for scholarships?

___ Completed other scholarships and/or loan applications?

1. _____

2. _____

3. _____

___ Kept copies of all forms, applications and letters sent?

Adapted from
Career Related Tools for Promoting College
(Minnesota Higher Education Services Office)

WORKSHEET #5: FUTURE CAREER

Parents, you've probably already started thinking about future career choices for your child. And they've started exploring different occupations too. How do they compare? Fold this paper in half and separate the columns. Ask your son or daughter to list five careers he or she finds interesting. Without looking at the other column, parents, write down five careers you think your child is well suited for. Together, discuss the responses. What have each of you learned from this exercise?

STUDENT	PARENT
What careers are you considering for the future? Why do you like each career, or why do you think it would be a good fit for you?	What careers are likely choices for your child? Why do you think your child would be well-suited for the careers you listed?
1. 2. 3. 4. 5.	1. 2. 3. 4. 5.
What have you learned from this exercise?	What have you learned from this exercise?
1. 2. 3. 4.	1. 2. 3. 4.

Adapted from
Youth Decisions
 (J. Davis and M. Dickmeyer)

WORKSHEET #6: WANT IT ALL VS. NEED IT ALL

When it comes to money, people usually spend money on what they need or want. What's the difference between a need and a want?

◆ I think a **need** is _____

◆ I think a **want** is _____

Does everyone have the same needs and wants? Why or Why not?

Area of your life	Needs	Wants
Personal	1. Clothes 2. Food	1. Designer jeans 2. Pizza
School	1. Notebook 2. Pencils	1. Notebook with cool cover 2. Glow in the Dark pencil

Directions: List three needs and three wants in your personal and school life.

Area of your life	Needs	Wants
Personal	1. 2. 3.	1. 2. 3.
School	1. 2. 3.	1. 2. 3.

We all have both needs and wants. What can you do **now** to meet your future needs and wants?

Is going to college a need or a want? Explain your statement _____

WORKSHEET #7: LOOK TO THE FUTURE

future?
future?

When you think about your future, what do you see for yourself? Of course, everyone wants to believe he or she will be successful and able to do all the fun things that come with success, like traveling, raising a family, or just living comfortably. But success doesn't just happen. It requires careful planning and strategy.

CONSIDER THIS: High school graduates make more money than those who drop out of high school. College graduates make more money than high school graduates.

Median Earnings Per Year	Amount of Education
\$25,039	Less than High School Diploma
\$31,539	High School Diploma (or GED)
\$40,588	Associate Degree
\$50,944	Bachelor's Degree
\$61,273	Master's Degree

Earnings are for year-round, full-time employed workers age 25 and older.
Source: www.postsecondary.org.

What is the relationship between education and earnings?

The amount of education you choose goes a long way in determining the financial security you enjoy in life. Not all jobs require a college education, but graduating from college gives you more options and choices. It opens the door to more career options, better jobs, and more opportunities. It also means you're less likely to be unemployed or underemployed.

Adapted from
Financing Your Future
(Minnesota Office of Higher Education)

ACKNOWLEDGEMENTS

We hope the *Parent Guide* has assisted you in helping your child/children learn about careers and the world of work. Parents' Involvement is appreciated and important. With the right education and role models, today's children will have unlimited career opportunities and growth potential.

Considerable thanks are extended to agencies and career experts who permitted inclusion of adapted discussion topics, resources and activities, adding immeasurably to the quality of the *Parent Guide*.

Thanks to the following:

- American Vocational Association; Alexandria, VA
www.acteonline.org/store/brochures.cfm
- *Parent Primer on Career Exploration*; Florida Department of Education
www.firn.edu/doe/programs/pdf/parentprimer-ce.pdf
- *Career Choices in North Carolina: 2002 School User's Guide*; State Occupational Information Coordinating Committee
<http://jobs.esc.state.nc.us/soicc/products/proguide.pdf>
- *Starting the Conversation: Career Exploration Guide for Parent and Children*, Texas Workforce Commission on Career Development
www.cdr.state.tx.us/Parents/StartingConvo/StartingConversationParent.html
- *Utah Adult Career Guide 2002-2003*; Utah Career Resource Network
www.utahcareers.info
- *Many Doors to Opportunity*; Minnesota Department of Education
- *It's About Time*; Ohio Department of Education
www.ohiocareerdev.org/parent-icp.pdf
- *It's the 11th Hour in Your Teen's High School Career*; Ohio Department of Education
www.ohiocareerdev.org/parent-passport.pdf

Thanks also to iSeek Solutions - the collective of Minnesota career and education agencies that works together to provide unsurpassed career tools, education, employment and workforce development products, which includes the agency partnerships of ISEEK, Minnesota State Colleges and Universities, MOHE and MCIS.

*Thank you to MnCareers for allowing us to reprint portions of the 2008 MnCareers Parent Guide.
The entire version can be found at:
<http://www.iseek.org/mncareers/index.html>*

This publication is printed with grants from the Illinois Community College Board and the Illinois State Board of Education and funded 100% through Carl D. Perkins Career and Technical Education Improvement Act of 2006.