

Lesson HS.40

ADVANCING A CAREER

Unit. Stage One of Development—ME

Problem Area. How Do I Begin to Grow?

Precepts.I5 Demonstrate exemplary employability skills.

National Standards. NSS-EC.9-12.1 — Productive Resources — Under stand choices made by individuals, forms, or government officials have long run unintended consequences that can partially or entirely off set the initial effects of the decision.

☑ Student Learning Objectives. As a result of this lesson, the student will …

1 Explain factors that help people advance in careers.

2 Choose a career and develop a strategy to advance in the career.

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Time. Instruction time for this lesson: 50 minutes

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Resources

None

Tools, Equipment, and Supplies

- Writing surface
- Overhead projector
- Transparencies HS.40.TM.A–F
- Copies of HS.40.AS.A—one per student
- Copies of HS.40.ASSESS and HS.40.ASSESS.A—one per student

Key Terms. The following terms are presented in this lesson and appear in bold italics:

- Integrity
- Mentor

Interest Approach

Use the example of becoming a National FFA Officer to help bring meaning to the lesson.

Let's think about what it takes for a high school student to become a national FFA officer. Reflect to yourself about the things a person needs to do, the skills a person would need to develop, the experiences a person should have, and the achievements a person should accomplish to become a national FFA officer. Let's take one minute to reflect on these questions.

If it appears that the students are having a hard time reflecting, quietly repeat the statements one at a time. Pause between the statements so that the students can think about the statements. After the students have reflected on the topic for one minute bring the students back together and start to discuss the topic. List the ideas on the writing surface as the students suggest them.

Let's list on the writing surface all of the things/experiences that an FFA member would need, or that would help them, become a national FFA officer. Let's go around the room and get ideas that you have thought about.

Show HS.40.TM.A and have students copy into their notebooks as you discuss each item.

Must have earned the American FFA Degree

- Must have a successful SAE
- Earned a state FFA Degree
- Graduated from high school at least 12 months prior

• Been an FFA member for 36 months

Being active in FFA
• Competing in CDEs,
• Participating in local and state FFA activities
• Attending leadership activities at the state and/or national level
• Attending state and national FFA conventions

Getting leadership experience
• Served as greenhand, chapter, district and/or state officer
• Being involved in committees, as chairs, leading a task force
• Being involved in other school and community activities
• Developing and implementing the chapter program of activities

Being knowledgeable about FFA
• Knowing the FFA history
• Knowing the information in the FFA Handbook and FFA Manual

Being knowledgeable about Agriculture and Agricultural Education
• Having a strong knowledge of today's agriculture
• Being familiar with current events and their relation to agriculture

Being a good public speaker
• Competing in prepared and extemporaneous speaking competitions
• Presenting speeches at community and state functions

Looking professional and having good social skills

• Dressing appropriately for all occasions
• Demonstrating good grooming practices
• Demonstrating good etiquette

Being a team player

• Participating on committees
• Participating on officer teams
• Working with diverse populations

Once you have completed the list, help the students put the information into a plan.

Unfortunately we just have a list. We still don't have a plan to become a national FFA officer. How would we start to obtain this experience?

Mark the items with a "G" that the students identify.

Let's put a "G" by the things that we could start obtaining while we are greenhands.

Mark the items with an "H" that the students identify.

Let's then put an "H" by things we could do during most of our high school years.

Mark the items with an "S" that the students identify.

Let's put an "S" by things we will do after we have achieved the state FFA degree. Goals are needed to achieve this success. We need to set the long-term goal of "becoming a national FFA officer" and identify the many intermediate goals that will help us achieve the long-term goal.

Help the students make the transition to today's topic.

How does identifying how to become a national officer relate to our topic for today, which is advancing a career? Let's look at factors that help people advance in careers

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Explain factors that help people advance in careers.

One of the big reasons people don't advance in careers is because they don't have a purpose. They don't have a goal of what they want to achieve or what position they want to attain.

Write the quotes on the writing surface or show HS.40.TM.B. Discuss the meaning of the quotes. The ideas that you want to bring out in the discussion are the ideas that: You must have a purpose or a goal in life. You must work at achieving the goal. You have to work hard, and do the hard or dirty jobs that the average person doesn't want to do.

Three quotes that help us look at this issue are.

I. Quotes on Success

A. "More men fail through lack of purpose than through lack of talent." By Billy Sunday, an evangelist and professional baseball player

B. "The secret of success is constancy of purpose." By Benjamin Disraeli

C. “The successful person has the habit of doing the things that failures don’t like to do. The successful person doesn’t like doing them either but his dislike is subordinated to the strength of his purpose.” By E.M. Gray

Transition to setting goals.

So the first thing we have to do is to set our long-term goal. Then we have to develop a plan with lots of intermediate and short-term goals to help us achieve the long-term goal. *Discuss the three basic areas of concern.*

There are three basic areas that we need to consider when examining how to achieve the long-term goal. The areas concern the requirements for education, work experience, training and skills.

Have the students give some examples of types of ultimate career goals they may have. Have them think about 10–20 years down the road. Write the career goals on the writing surface so that you may examine all three areas, education, work experience, training and skills, for the examples that are given.

Let's list some examples on the writing surface of career goals that you might have for 10–20 years down the road.

Discuss the type of education that might be required for different career goals. Think about the activities that we listed for becoming a national officer and all of the many activities and accomplishments that were needed.

Most high levels of advancement in a company or organization have some type of educational requirement. If you want to be a welder you generally need to have technical training and certification. To be a master welder you will need special certification in your fields of interest.

Give a couple more examples :

If you want to become a teacher you will need a four-year college degree. Continued education is also required to remain a certified teacher. If you want to be a scientist you will need a minimum of a four-year college degree, and possibly as much as a Ph.D.

Now discuss the type of work experience that is required for the career goals that were listed on the writing surface.

We have considered the educational requirements for the career goals. Now let's look at the work experience that is required of these career goals.

Discuss the types of training and skills that are required.

Now let's talk about the types of training and skills that are required for the different career goals. What are some special training or skills needed for the jobs we have listed on the writing surface?

Draw a sample of a career ladder or show HS.40.TM.C or HS.40.TM.D.

All jobs are based on formal or informal career ladders. Career ladders have steps that are based on the education, work experience, training and skills that we just discussed.

Show HS.40.TM.E and explain how it is different from the informal career ladder that was just shown.

This is a sample salary schedule for nine-month teachers. This is a type of formal career ladder. All of the little components that go into someone advancing in a career are not included. These steps are the minimum to increase a teacher's salary. They don't necessarily make them better teachers.

Now transition to discussing some common factors that can help us advance in careers.

You're probably wondering, how can I influence my career advancement? Let's talk about factors that you can control that help people advance in careers.

List the factors on the writing surface or show HS.40.TM.F. Uncover each of the ten factors one at a time. And discuss them as you go down the list. Instruct students to copy the 10 reasons into their notes.

As we discuss these factors, transfer each to your notes.

Have the students do a Hieroglyphics Moment . Have them draw icons to represent the ten factors. After they are done have them share them with their neighbor.

After we have looked at each factor, draw an icon to represent each.

I. Ten Factors That Help People Advance In Careers

II. Have integrity

- A. You should have a good ethical foundation.
- B. Base your decisions on your integrity.
- C. Sophocles said, “Better to fail with honor than succeed by fraud.”

III. Work hard

- A. This is an obvious factor.
- B. To get ahead you should work hard at all of your tasks.
- C. Work like you are getting a big paycheck and you will be much more likely to advance in your career.

IV. The person that says, “I’m not going to work that hard because I am only making five dollars an hour,” won’t get the chance to make much more.

- A. Take on new challenges
  - 1. When you demonstrate that you are willing and able to take on new challenges at work, your boss will see that you have potential.
  - 2. Having potential to improve and succeed are very desirable.
- B. Act like a leader
  - 1. Many of your actions speak loudly about whether you are a leader or just a follower.
  - 2. Are you willing to take on new responsibilities in committees?
  - 3. Do you help motivate the team to do more and better at the task at hand?
  - 4. Don’t let others make you feel like you are trying to become the boss’s pet.
  - 5. The pest sure won’t advance as fast as one that is perceived as a leader.
- C. Be positive
  - 1. Don’t complain about your job, about tasks, your life, or about your peers.
  - 2. Meaningful suggestions on how to solve problems are generally welcomed, but a complainer is not.
  - 3. Find the positive in your work

D. Find a mentor
   1. One of the best ways to advance in a career is to find a mentor.
   2. A mentor is someone that can help you advance in the career.
   3. A mentor is someone that has influence and that has advanced up the ladder.
   4. They know the ropes and how to advance your career.
   5. They are an advocate, advisor, cheerleader, and promoter.
   6. They coach you on what to do and on what not to do.

E. Make connections
   1. Meet people and build relationships within the company.
   2. Also with people in related businesses, vendors and even customers.
   3. You don't know who might be in a position to help you at some point as you are advancing in your career.

F. Be part of the team
   1. Support the team's efforts.
   2. Help build consensus on issues.
   3. If you work as a team you will achieve more.
   4. Don't be perceived as just an individual that may even be in competition with others in the team.

G. Continue to learn
   1. Become a lifelong learner.
   2. You can always learn new concepts and skills.
   3. Even the person that has welded all their life can learn new skills.
   4. Even Tiger Woods has a teacher to help him improve his game.
   5. Star athletes have coaches to help them become better players and improve as a team.
   6. Bill Snyder, the football coach at Kansas State University says to his players, "improve: every day—as a player, person and student."
   7. The best can always improve.

H. Grow professionally
   1. Get involved in professional organizations.
   2. If you are an agriculture teacher, join the teachers' association.
   3. If you are a landscaper, join the landscaping association.
   4. There are associations at the state and national levels for most occupations.
   5. Get involved and learn from the people that are successful.

Instruct students to share their icons to see if they can guess what each means.


Turn and show your neighbor to see if they can determine what factor each of your icons indicates.

Objective 2. Choose a career and develop a strategy to advance in the career.

Help the students to use HS.40.AS.A to develop plans to advance in careers. Pass out HS.40.AS.A to the students. This activity will take most of the remaining hour. Be sure to benchmark the students' time as they complete the worksheet.

It's time to put this career advancement idea into play. Select a career and develop a strategy to advance in the career. Use HS.40.AS.A as a guide to develop the strategy. Follow the guide and make estimates on steps that might be required for each area to help you move up the career ladder.

Every few minutes announce, "By this time we should have completed questions 1-4, etc."

Have the student share their copy of HS.40.AS.A to get feedback. Each student should try and make three suggestions to improve the content of the forms.

Review/Summary

We've seen how important career advancement is to most people and taken a look at some career advancement strategies. To top it off, we've just created our own plan to advance our careers. Let's take a minute to review what we've learned.

Use a Picasso Movement to reinforce learning. Have them draw a picture to represent the skills needed to advance in a career. Have them share them with their neighbor and discuss their drawings.

Application

Extended Classroom Activity:

Have students analyze how some adults have advanced on a career ladder to become successful. Or have them take their career ladder to an adult in the field and have them help fill in gaps in the information.

FFA Activity:

Have students identify leadership roles in FFA that can advance their "career" in FFA. Such as committee involvement, being a committee chair, being an officer, project involvement, speaking, CDE participation, etc.

SAE Activity:

Have the students look at their SAE. Have them develop a plan to advance in their SAE. If their SAE is a job then determine how to advance in the company. If they have their own business, how can they expand their business?

Evaluation

HS.40.Assess will be used to assess Objective 1. Objective 2 will be assessed as part of HS.40.AS.A. Use HS.40.ASSESS.A to assess HS.40.AS.A.

Answers to Assessment:

Answers for questions 1–10 will vary according to your discussion. Look for answers like:

1. Have integrity
   You should have a good ethical foundation.

Base your decisions on your integrity.
It is better to fail with honor than succeed by fraud.

2. Work hard
   To get ahead you should work hard at all of your tasks.
   Work like you are getting a big paycheck and you will be much more likely to advance in your career.
   The person that says, “I’m not going to work that hard because I am only making five dollars an hour,” won’t get the chance to make much more.
3. Take on new challenges
   When you demonstrate that you are willing and able to take on new challenges at work your boss will see that you have potential.
   Having potential to improve and succeed are very desirable.
4. Act like a leader
   Many of your actions speak loudly about whether you are a leader or just a follower.
   Be willing to take on new responsibilities in committees.
   Help motivate the team to do more and better at the task at hand.
   Don’t let the others make you feel like you are trying to become the boss’s pet. The pest sure won’t advance as fast as one that is perceived as a leader.
5. Be positive
   Don’t complain about your job, about tasks, your life, or about your peers.
   Meaningful suggestions on how to solve problems are generally welcomed, but a complainer is not.
   Find the positive in your work.
6. Find a mentor
   One of the best ways to advance in a career is to find a mentor.
   A mentor is someone that can help you advance in the career.
   A mentor is someone that has influence and that has advanced up the ladder.
   They know the ropes and how to advance your career.
   They are an advocate, advisor, cheerleader, and promoter.
   They coach you on what to do and what not to do.
7. Make connections
   Meet people and build relationships within the company.
   Also with people in related businesses, vendors and even customers.

You don't know who might be in a position to help you at some point as you are advancing in your career.

8. Be part of the team
   Support the team's efforts.
   Help build consensus on issues.
   If you work as a team you will achieve more.
   Don't be perceived as just an individual that may even be in competition with others in the team.
9. Continue to learn
   Become a lifelong learner.
   You can always learn new concepts and skills.
   Even the person that has welded all their life can learn new skills.
   Even Tiger Woods has a teacher to help him improve his game.
   The best can always improve.
10. Grow professionally
    Get involved in professional organizations.
    If you are an agriculture teacher, join the teachers' association. If you are a landscaper, join the landscaping association.
    There are associations at the state and national levels for most occupations.
    Get involved and learn from the people that are successful.

HS.40.Assess Name: _____

ADVANCING A CAREER

Briefly explain why each of the following factors helps people advance in careers.

1. Have integrity

2. Work hard

3. Take on new challenges

4. Act like a leader

5. Be positive

6. Find a mentor

7. Make connections

8. Be part of the team

9. Continue to learn

10. Grow professionally

HS.40.Assess.A Name: _____

RUBRIC FOR GRADING THE STRATEGY TO ADVANCE IN A CAREER LADDER

The career goal and general requirements /10
- Information is included and accurate
- Effort has been made to gather accurate information

High school section /10
- Appropriate list of activities to help advance a career while in high school
- Information is included and accurate

Technical school, college, etc section /5
- Appropriate list of activities to help advance a career during postsecondary education
- Information is included and accurate

First few years of your career section /5
- Important activities are included
- Action verbs are used to highlight activities

Mid years of career section /5
- Important activities are included
- Action verbs are used to highlight activities

Overall appearance of the resume /15
- Neatness, spelling, capitalization
- Looks like thought and effort has gone into the exercise

Total /50

HS.40.TM.A

Things/experiences that an FFA member would need, or that would help them, become a National FFA Officer.

- **Must have earned the American FFA Degree**
  - Must have a successful SAE
  - Earned a state FFA Degree
  - Graduated from high school at least 12 months prior
  - Been an FFA member for 36 months
- **Being active in FFA**
  - Competing in CDEs,
  - Participating in local and state FFA activities
  - Attending leadership activities at the state and/or national level
  - Attending state and national FFA conventions
- **Getting leadership experience**
  - Served as greenhand, chapter, district and/or state officer
  - Being involved in committees, as chairs, leading a task force
  - Being involved in other school and community activities
  - Developing and implementing the chapter program of activities

- **Being knowledgeable about FFA**
  - **Knowing the FFA history**
  - **Knowing the information in the FFA Handbook and FFA Manual**
- **Being knowledgeable about Agriculture and Agricultural Education**
  - **Having a strong knowledge of today's agriculture**
  - **Being familiar with current events and their relation to agriculture**
- **Being a good public speaker**
  - **Competing in prepared and extemporaneous speaking competitions**
  - **Presenting speeches at community and state functions**
- **Looking professional and having good social skills**
  - **Dressing appropriately for all occasions**
  - **Demonstrating good grooming practices**
  - **Demonstrating good etiquette**
- **Being a team player**
  - **Participating on committees**
  - **Participating on officer teams**
  - **Working with diverse populations**

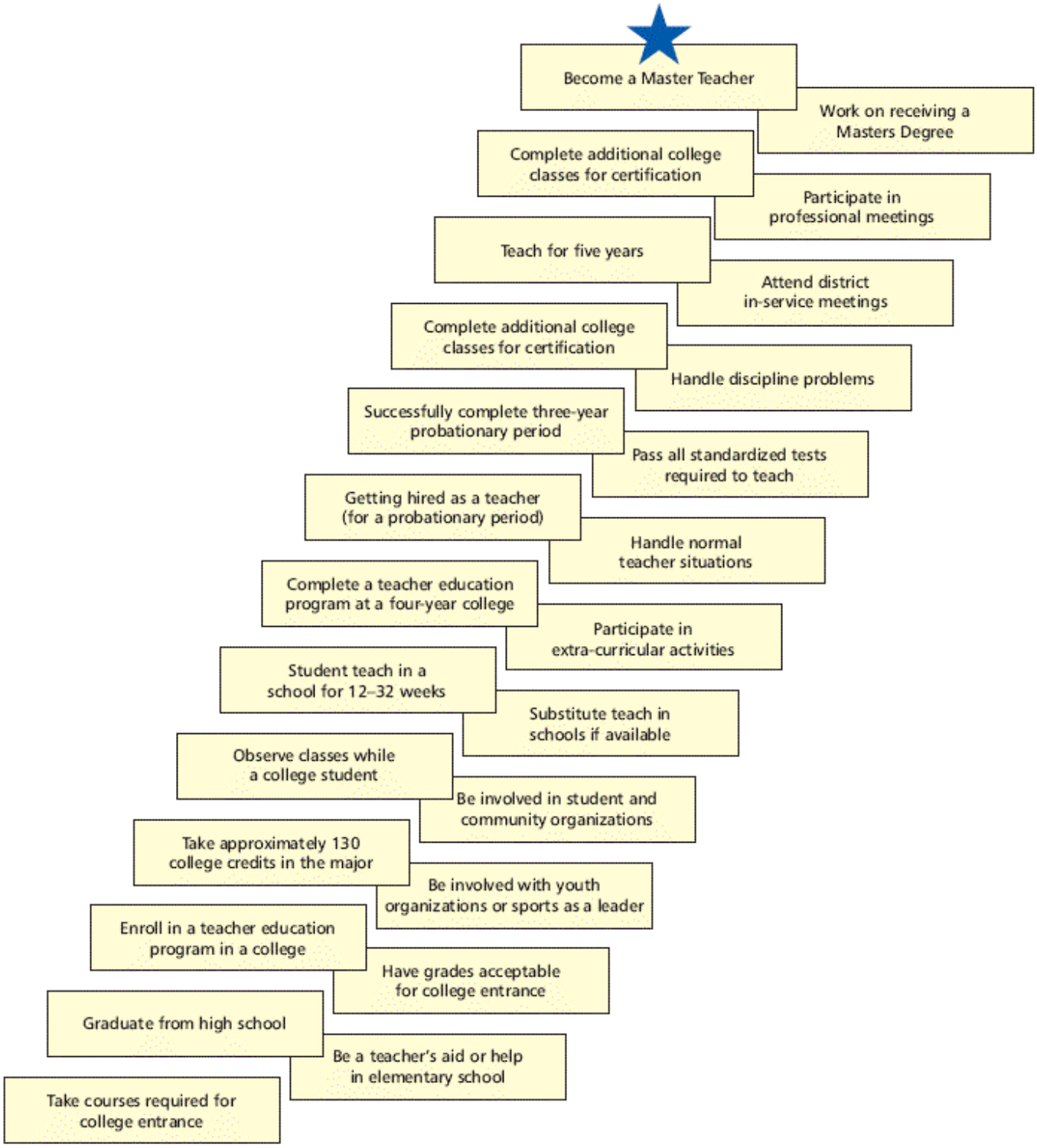
QUOTES ON SUCCESS

- **"More men fail through lack of purpose than through lack of talent." By Billy Sunday, an evangelist and professional baseball player**

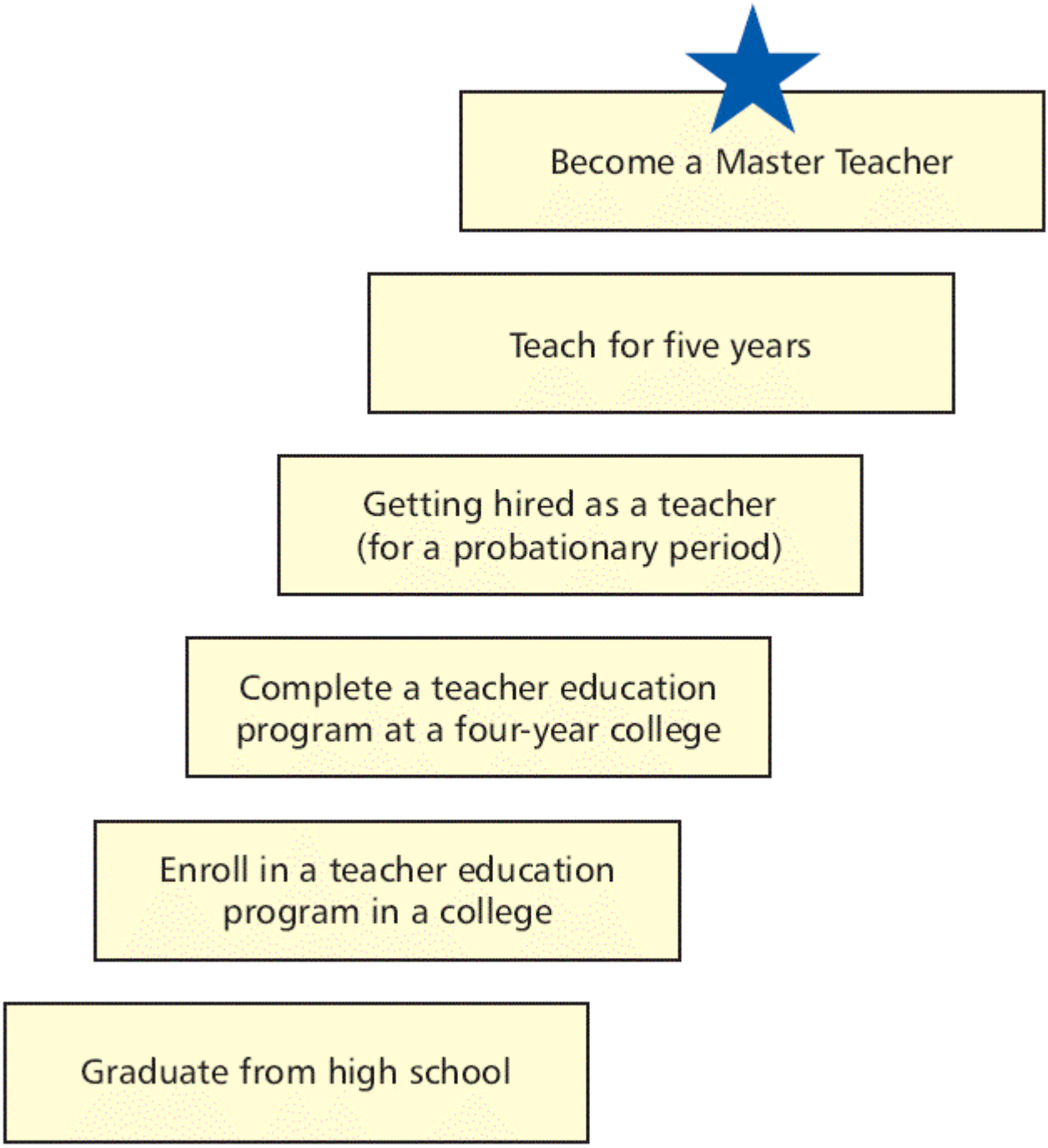
- **"The secret of success is constancy of purpose." By Benjamin Disraeli**

- **"The successful person has the habit of doing the things that failures don't like to do. The successful person doesn't like doing them either but his dislike is subordinated to the strength of his purpose." By E.M. Gray**

SAMPLE CAREER LADDER TO BECOME A MASTER TEACHER



SAMPLE CAREER LADDER TO BECOME A MASTER TEACHER



SAMPLE SALARY SCHEDULE (FORMAL CAREER LADDER)

Years Exp	BS/BA	BS + 15	BS + 30	MS/MA	MS + 15	MS + 30	MS + 45
0	$25,000	$25,500	$26,000	$27,000	$27,500	$28,000	$28,500
1	$25,200	$25,700	$26,200	$27,200	$27,700	$28,200	$28,700
2	$25,400	$25,900	$26,400	$27,400	$27,900	$28,400	$28,900
3	$25,600	$26,100	$26,600	$27,600	$28,100	$28,600	$29,100
4		$26,300	$26,800	$27,800	$28,300	$28,800	$29,300
5		$26,500	$27,000	$28,000	$28,500	$29,000	$29,500
6		$26,700	$27,200	$28,200	$28,700	$29,200	$29,700
7			$27,400	$28,400	$28,900	$29,400	$29,900
8			$27,600	$28,600	$29,100	$29,600	$30,100
9			$27,800	$28,800	$29,300	$29,800	$30,300
10			$28,000	$29,000	$29,500	$30,000	$30,500
11			$28,200	$29,200	$29,700	$30,200	$30,700
12			$28,400	$29,400	$29,900	$30,400	$30,900
13				$29,600	$30,100	$30,600	$31,100
14				$29,800	$30,300	$30,800	$31,300
15				$30,000	$30,500	$31,000	$31,500
16				$30,200	$30,700	$31,200	$31,700
17					$30,900	$31,400	$31,900
18					$31,100	$31,600	$32,100
19					$31,300	$31,800	$32,300
20					$31,500	$32,000	$32,500
21						$32,200	$32,700
22						$32,400	$32,900
23						$32,600	$33,100
24						$32,800	$33,300
25							$33,500
26							$33,700
27							$33,900
28							$34,100
29							$34,300
30+							$34,500

BS=Bachelor of Science Degree, BA=Bachelor of Arts Degree,
MS=Masters of Science Degree, MA=Masters of Arts Degree

TEN FACTORS THAT HELP PEOPLE ADVANCE IN CAREERS

- Have integrity
- Work hard
- Take on new challenges
- Act like a leader
- Be positive
- Find a mentor
- Make connections
- Be part of the team
- Continue to learn
- Grow professionally

HS.40.AS.A Name: _____

STRATEGY TO ADVANCE IN A CAREER

List the general field that you want to work.

List the ultimate career goal you want in that industry.

What education requirements are there for the career goal.

What work experience requirements are there for the career goal.

What training and skills are required for the career goal.

Activities during high school that will help you achieve the goal

Education

Work Experience

Training and Skills

Activities in technical school, community college, or at a 4-year college or university that will help you achieve you goal

Education

Work Experience

Training and Skills

Activities during the first few years of your career that will help you achieve your goal

Education

Work Experience

Training and Skills

Activities during the mid years of your career that will help you achieve your goal

Education

Work Experience

Training and Skills

Note: Remember that learning is a lifelong activity. You will be gaining new skills and improving old skills throughout your lifetime.