SAMPLE SYLLABUS FOR FYE COURSE WITH FOCUS 2 CAREER

Pre Test: Student Needs & Readiness for Career & Education Planning (online)

See sample at the following URL: http://www.surveymonkey.com/s/NFPCL5N

Contact janis@focuscareer.com to set up a collector for your class

DAY 1: THE CAREER PLANNING PROCESS AND CAREER PLANNING READINESS

In Class

1) Ice Breaker Activity: The Lion Tamer or Casino Dealer Activity

https://www.dropbox.com/s/jgrd26artfzewza/Ice%20Breaker%20Activity%20BLACKJACK%20DEALER.docx?dl=0

https://www.dropbox.com/s/1jx05rs8uursa0z/Ice%20Breaker%20Activity%20Circus%20Lion%20Tamer.docx?dl=0

2) Show FOCUS 2 Student PowerPoint: Orientation to the Career Planning Process

https://www.dropbox.com/s/ri4rxqt9qygxncq/PowerPointTourforStudents.pptx?dl=0

3) Self register to create your FOCUS 2 Student Account on your colleges FOCUS 2 Portal.

Homework:

1) Complete Career Planning Readiness & Academic Strengths

2) FOCUS 2 Workbook: Download and read the following

https://www.dropbox.com/s/yblgcy6nlxehlg/StudentWorkbook%2011.1.16.doc?dl=0

   Introduction to FOCUS 2, page 3
   Setting up Your FOCUS 2 Account, page 5
   Snapshot of the FOCUS 2 Main Menu, page 6
   Article: Introduction to the Career & Education Planning Process, page 7
   Complete Activity #1: Your Career Planning Status, page 12
   Complete 2 Journaling Selections in the Career Planning Readiness Exercises
Day 2: SELF ASSESSMENT: DEVELOPING A VOCATIONAL IDENTITY

**In Class**

1) **Follow up of students’** results in the Career Planning Status and Academic Strengths

2) **Discussion of Student Support Services** on campus. Location, contact information, how to make an appointment.

3) **Guest speaker**: advanced peer to peer speaker—how advanced students have benefited from the support services available on campus.

4) **The Holland Code Party Activity**: The Holland Code Party Game is an informal activity to help students understand what a Holland Code is.

The classroom room is labeled with the 6 letters of the RIASAC hexagon.

Tell the students the following: “You enter a party where you don’t know any of the guests. There are 6 distinct groups of people interacting in each corner of a hexagonal room.”

Read aloud the Holland Code description for each of the RIASAC letters.

After the students have listened to you read aloud the description of each letter, have the students go to the group of people that they would immediately feel most drawn to and would enjoy being with for the longest time. Shyness is not a factor here. Then have the students move to their second choice, and finally their third choice.

**Features on the FOCUS 2 Main Menu**: Use an overhead projector connected to a sample FOCUS 2 student account to walk the student through the FOCUS 2 Main Menu.

Show students in a sample account how their assessment results will be matched to occupations and supporting majors at their college.

   Handout: Snapshot of the FOCUS 2 Main Menu
   https://www.dropbox.com/s/uezw1zym4929q4j/DashboardforStudents.pdf?dl=0

**Homework:**

**Complete all Self Assessments**, Save a minimum 10 Occupations & 3 Majors with comments.

**Print out your FOCUS 2 results** from Combine Your Results: See Your Top Career Choices. Be sure to bring your printout to the next class!

**FOCUS 2 Workbook**: Complete the Self Assessment and Career Exploration Exercises.
Day 3: EXPLORING OCCUPATIONS

In Class

Review workbook assignments

Bring in student Guest speakers to discuss their success with FOCUS 2.

Model Occupation Information Seeking in FOCUS 2 (using a pre-populated sample account)

- Explore a sample occupation. Review a sample of student assessment results.
- Compare 2 occupations side by side
- Introduce other resources for obtaining occupational information: examples
  - ONET http://www.onetonline.org/
  - Occupational Outlook Quarterly Online http://www.bls.gov/opub/ooq/

Homework:

On the FOCUS 2 Main Menu: Review the Action Plan

Do journaling exercises in FOCUS 2 Workbook

Interview 2 faculty members in the departments of a major(s) you are interested. Write up the questions and responses.

Day 4: ACTION PLANNING

In Class:


Create an Action Plan that will support one of the following

- Choosing your major
- Exploring occupations or career fields
- Starting Your Career Development
Homework:

Conduct an informational interview with a person in an occupation of interest to you. Prepare a 5 minute class presentation of what you learned, what went well in the interview, what you could have improved.

Finish Workbook:

Help from Counselors: Coping with Obstacles and Concern

Journaling Selections: Action Planning

Conclusion

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Additional Ideas

Create a Career Services Scavenger Hunt for the students to complete by visiting Career Services

http://www.thedp.com/article/2013/10/career-services-scavenger-hunt

Scavenger Hunt

Career Services might do more than just help you get a job. They might even give you an iPad.

Starting on Oct. 14, Career Services will launch its second social media “scavenger hunt” — a challenge introduced last fall to promote its social media presence and get students involved with Career Services. The scavenger hunt is open to current students enrolled in a degree-seeking program who are eligible to be seen by Career Services. This excludes Wharton MBAs, among other student groups, because they are not eligible for Career Services’ assistance.

While Career Services does not have official statistics on how many people participated last year, they hope to have a higher turnout this time around.

Associate Director at Career Services Shannon Kelly said that the challenge consists of a total of 10 clues, five of which are video clues. The other five are “social media clues” that require students to interact with Career Services via Twitter, Facebook and other social media outlets. The video clues will be tracked by SurveyMonkey responses, and the social media interactions will be monitored similarly.
At the end of the challenge on Oct. 18, an algorithm will randomly select a winner from a database of students who participated in the challenge. The more clues a student answers, the higher their likelihood of being selected.

“It’s a great and creative way to reach out to busy students at Penn,” Wharton sophomore Penny Deans said. “And who wouldn’t want an iPad?”

Kelly emphasized that Career Services is trying to make the challenge as user-friendly and easy to accomplish as possible. Some of the changes to the challenge from last year include shorter video clues and including more student presence in the video clips, as opposed to showing Career Services staff members.

“We’re really trying to get students more involved,” Kelly said, “because that’s our target audience.”

College senior Russell Abdo thinks the challenge will do just that.

“I think it’s an extremely engaging way to learn about the resources that Career Services has to offer. A lot of people think of Career Services and their minds might immediately jump to OCR, while in fact their services are universal,” Abdo said. “And Penn students love social media and some friendly competition, so it’s a cool model.”