Career Achievement Growing Your Goals 2nd edition Blackett Solutions Manual

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Table of Contents

Teaching Tools
- Student Learning Tools
- Instructor Teaching Tools

Target Competency

Learning Outcomes

Lecture Outline

Lecture Notes

Discussion Questions with Suggested Answers
1. Personality Tree Group Exercise
2. Achievements and Accomplishments Exercise

Answer Key: Self-Check Questions

Chapter Summary

Answer Key: Skill/Term Check

Key Terms

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Teaching Tools

Instructor's Manual
PowerPoint Presentations
Test Bank

Target Competency

Take an Inventory of your values, personality, and skills. Chapter 2 helps the student identify possible career paths that match personal goals, strengths, and interests. (text pages 30 and 42; My Portfolio 2.1; ppt 7 - 9).

Learning Outcomes

(text page 30; ppt 2)

1. Describe and provide examples of your values, interests, and personality as they relate to obtaining employment.
2. Define the terms *soft skills* and *adaptive skills* and explain their importance in job-seeking and career achievement.
3. Understand and provide examples of *hard skills* and *transferable skills*.
4. Indentify your skill gap.
5. Match your degree to your goals and career possibilities.

Lecture Outline

LO 2-1: Your Values, Interests, and Personality (text pages 32 - 37; ppt 3 - 5)
- What Do You Value? (text pages 32 – 35; ppt 4)
- Your Unique Personality (text pages 36 – 37; ppt 5)

Self-Check 1 – 3 (text page 37; ppt 6)
LO 2-2: Skills Vocabulary, Soft Skills and Adaptive Skills (text pages 37 – 39; ppt 7)
LO 2-3: Hard Skills and Transferable Skills (text pages 39 – 45; ppt 8 - 11)
- Job-Specific Skills (text pages 40 – 41; ppt 9)
- Achievement, Accomplishments, Honors, Awards (text pages 41 – 43; ppt 10)
- Your Brand Identity (text pages 44 -45; ppt 11)

LO 2-4: Identify Your Skills Gap (text pages 45 – 47; ppt 12)
- Self-Check (text page 47; ppt13)

LO 2-5: Match Your Degree to Goals and Possibilities (text page 47; ppt 14)

Chapter Summary (text page 49; ppt 15)
Skill/Term Check (text page 49; ppt 16)
Key Terms (text page 49)

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Lecture Notes

LO 2-1: Your Values, Interests, and Personality (text pages 32 - 37; ppt 3 - 5)

What Do You Value? (text pages 32 – 35; ppt 4)

NOTES: Stress the importance of making sure your students' values are aligned to their workplace values. Soliciting examples is a good idea. Examples could be, "Does your place of employment have a Mission Statement? What is it? What activities or policies are in place to make sure all employees are on board?" Ask students if they know of anyone who changed careers or workplaces due to a clash in values? Ask for insight on why people burnout and change employment.

Guide the students through Exercise 2.2, text page 35: Five People You Admire
This is an exercise to help students see the characteristics in themselves that they value.
Directions: Have your students make a list of 5 people (dead or alive, fiction or real) whom they admire. Next to the name of the character or person, have them list the characteristics they admire about each person. They also make a list of characteristics they feel they have. Finally, they make a list of only the characteristics. This is a list of qualities they value in themselves and others. If they tell you they don't have that quality (from another person on their list), you can explain that the quality must already exist in them to some extent, or they would not identify with it.

Your Unique Personality (text pages 36 – 37; ppt 5)

NOTES: You might want to introduce the students to personal self-examination with Discussion Question 1 below (IM page 6), the Personality Tree Group Exercise**.**

Personality assessments categorize traits to be able to compare them to work place characteristics. The Cyber Trip 2.1 (text pages 36) and Cyber Trip 2.2 (text page 37) provide a model inventory tool for students. Cyber Trip 2.2 details can be discussed in class.

Self-Check (text page 37; ppt 6)

LO 2-2: Soft Skills and Adaptive Skills (text pages 37 – 39; ppt 7)

Skills Vocabulary

NOTES: Soft skills, or adaptive skills, are work style attributes that relate to a person's ability to function on the job. Skills such as communication and teamwork are soft skills.

Have your students give quantified examples of three adaptive, soft skills. The following chart may be used for examples.

Adaptive Skill	**Adaptive Skill example (quantified)**
Punctual	No absent days for a full year at company; Perfect attendance in college
Team player	Worked on over 30 team projects in last year
Energy management	Did the work of two employees while one was on maternity leave.

LO 2-3: Hard Skills and Transferable Skills (text pages 39 – 45; ppt 8 - 11)

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Job-Specific Skills (text pages 40 – 41; ppt 9)

NOTES: Job-specific skills are hard skills that are learned in education or training courses. They include laboratory, computer, accounting, and word processing skills. The easiest place to identify "in-demand" job-specific skills is by looking at want ads. Many of the skills required for a position will be listed in the ad. Have your students bring in a copy of their current job description. This will help them identify their job-specific skills.

Have your students give quantified (add numbers) examples for three of their job-specific skills. The following chart is an example:

Job-Specific Skill	**Job-Specific Skill example (quantified)**
Computer skills	Proficient in Excel, Power Point, HTML and Quick Books
Accounting skills	Proficient at preparing, analyzing, and verifying annual reports.
Handling Money	Accurately ran cash register with over $2500.00 in daily sales.

Achievement, Accomplishment, Honors, Awards (text pages 41 – 43; ppt 10)

NOTES: Focus on having the students identify accomplishments such as finishing assignments on time or meeting revenue goals. You might use Discussion Question 2 below for a class exercise, the Achievements and Accomplishments Exercise.

Your Brand Identity (text pages 44 -45; ppt 11)

NOTES: You might use a Personal Brand Identity Motivating exercise (est. time 10 min) to set the tone for this lecture (see text pages 44- 45). You can use the mini-quiz on popular slogans to demonstrate brand recognition. This will start the creative process for your students to create their own personal brand identity in their job search.

Directions: You say the slogan or icon description and have the class guess the product.

Brand *Product*

Golden arches…… (McDonalds)
Just do it ….. (Nike)
Melts in your Mouth, not in your hands….. (m&m)
Eat Fresh….. (Subway)
The Fresh Maker….. (Mentos)
Isn't life delicious….. (Life Savers)
Smiley Face….. (Wal-Mart)
Where a kid can be a kid….. (Chucky Cheese)
Can you Hear Me Now?.....(Verizon)

LO 2-4: Identify Your Skills Gap (text pages 45 – 46; ppt 12)

NOTES: Most people have some areas of gaps between their skills and the needs of a desired job. In many cases, the education or experience to close the gap can be obtained on the job or with limited outside course work (such as an advanced class on using PowerPoint).

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Taking personality assessments and identifying skills is one way for students to learn more about themselves and to identify their skills gaps. Once those have been clarified, they will be more satisfied with their outward results: their career. You are coaching students to career success by deliberate intention and creation versus default. The work they are doing in these early chapters will pay off, and that is why it is so important to help them understand the value of self-assessments and identifying their skills, values, and accomplishments. For example, businesses regularly take inventories so they know where they stand. If they did not, they could end up with disastrous results. They need to know what inventory they have, what they need to add, and what they need to unload. One final thought on this subject: remind your students that assessments are merely snapshots of the moment, they are always the best expert on themselves. If they find that they don't agree with the results of certain assessments, that is just fine. They can take what works for them and leave the rest.

"You are always the expert on you. It is your life and you get to decide."
~Dr. Kari Blackett

LO 2-5: Match Your Degree to Goals and Possibilities (text page 47; ppt 14)
NOTES: College students tend to consider more than one career choice. This text section has a dual purpose. First, your students need to make sure they are in a major suited to their skills, desires, and goals. Second, they should have an awareness of the careers and opportunities available for their major. Cyber trip 2.4 (text page 47) is an excellent starting point for them to begin to identify those available careers.

Cyber Trip: The University of South Alabama has another site for exploring the career opportunities for types of majors. It is entitled, *"What can I do with a major in…?"*
http://www.southalabama.edu/careerservices/explore.html

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Discussion Questions with Suggested Answers

1. Personality Tree Group Exercise[i] (30-60 minutes):

This exercise is from the Website Business Balls, free exercises. You can find it at http://www.businessballs.com/

Directions: Split the class into teams of three to five people. Explain there is not necessarily any psychological correlation between what you are asking the group to do and the personalities of the group (it's a bit of fun). The purpose of the activity is to develop personal self-awareness, to develop mutual awareness among the class members, to stimulate feedback from other team members, and generally to assist team-building and bonding through getting to know each other better. The exercise is simple: Issue each team of 3-5 people colored pens, markers, or crayons and a sheet of paper per team member. Each team member's task is to draw a tree on their sheet. The tree must include root system, trunk, branches, leaves, buds, fruit, flowers and thorns. After (or before - the choice is yours) the trees are drawn use this 'key' to ask the participants to think about their trees in terms of their:

- Roots = their life influences and beliefs
- Trunk = life structure; particularly aspects that are quite firm and fixed
- Branches = relationships and connections, directions, interests, how they spend time
- Leaves = information and knowledge and sources thereof
- Buds = their ideas and hopes for the future, and their potential
- Fruit = their achievements
- Flowers = what makes them special, their strengths
- Thorns = challenges, threats, and difficulties

Ask team members to share the meaning of their drawing with members of their teams. Emphasize the usefulness of empathic listening and non-judgmental feedback. Items can be removed or altered if they are not relevant to the situation.

2. Achievements and Accomplishments Exercise

An easy way for your students to identify accomplishments is to consider their current position or jobs they have recently had. Accomplishments also can be identified from projects they worked on in college, service groups, or in volunteer work.

Have each of them list three of their accomplishments from any of their positions. Prompt them with following questions:

- Where did you excel in this job?
- What brought you the most job satisfaction from this position?
- What contributions did you bring to the organization?

Have the students share their accomplishments. You might write them down on the class board. Try to obtain a wide variety.

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Answer Key: Self-Check Questions

(text pages 37, 47; ppt 6)
(text page 37; ppt 6):

1. How can being more aware of your personality and values help you in your career, or when job hunting? Ans. Your job-related inventory of values, personality, and skills can be matched against a company culture and/or job requirements as a guide to assessing a career match.
2. What are three things you learned about yourself from the assessments on personality or on values? Ans. Answers will vary. Some important personal values might be 1. high-bonus potential or steady salary, 2. working on your own or working with people, 3. opportunity for advancement or continuing education opportunity.
3. Finish the following statement in your own words: *If you want to make money, you should find work that you…* Ans. Suggested answer is *love or are passionate about*. A fulfilling career should not be guesswork. Talents and natural interests are keys to building successful careers.

(text page 47)

4. Name three qualities that employers look for in a worker. Ans. Answers will vary (text page 38). Some qualities are 1. interpersonal skills, 2. computer skills, 3. flexible/adaptable. Most employers look for the adaptive skills no matter what: people they can count on, who are honest, dependable and hard workers and most of all candidates with great attitudes! They will often be willing to train for skills that are lacking if they find the right candidate.
5. Consider the three qualities you chose above. What type of skill is each quality? Ans. Interpersonal skills and flexible/adaptable skills are adaptable, soft skills. Computer skills are technical skills.
6. What are some ways you can use your skills-gap identification information? Ans. Some ways to use this information is to arrange for further training, on and/or off the job, and to revisit/revise your career plan for realistic next steps and stretch goals.

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Answer Key: Skill/Term Check

(text page 49; ppt 18)

1. Describe how being more aware of your personality, values, and interests assists you in finding a great career fit. Ans.(LO 2-1; text page 32; ppt 3) Your job-related inventory of values, personality, and skills can be matched against a company culture and/or job requirements as a guide to assessing a career match.
2. Explain the difference between hard and soft skills, and provide two examples of each term. Ans. (LO 2-2; LO 2-3, text pages 37 - 41; ppt 7 - 8) Hard skills are technical skills such as computer skills and bookkeeping skills. Soft skills are adaptive skills related to work styles such as listening skills and time management.
3. Explain transferable skills and provide two examples. Ans. (LO 2-3, text page 39; ppt 8) Transferable skills are gained from experience such as decision making and supervising.
4. Define skill gap. Explain how you might close this gap. Ans. (LO 2-4; text page 45; ppt 12) The skills gap identifies the specific skills you need to acquire to obtain your desired job. You can close this gap with appropriate training (job training or courses) or experience (job training or volunteering/service work).
5. Name two different careers (job titles/positions) you could consider with your degree. Ans. (LO 2-5, text page 47; ppt 14) Answers will vary. Example: Christine in the Focus on Success (text pages 31 and 48) has a major in medical coding and billing. Two different jobs she might hold are coding and billing specialist and coding/billing supervisor.

[i] Businessballs.com is a free ethical learning and development resource for people and organizations, run by Alan Chapman, in Leicester, England.

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