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Chapter 2
Career Planning

■ Chapter Summary

The point of this chapter is to show the connection between making the right choices while in college and the type of career success students are likely to achieve, especially in the first few years after college. Whether students are in their first or final semester, it is time for them to think seriously about what life after graduation is going to be like for them, and what they can do to prepare themselves for success.

Everyone is familiar with the basic steps for getting a good job: 1. Get a degree. 2. Write a resume and cover letter. 3. Apply for jobs. 4. Go on interviews. 5. Say "Yes" to the right job offer. However, most students don't realize that step 5 is greatly influenced by choices that are being made beginning the first semester of their first year of college. Of course for students getting ready to graduate, there are still plenty of actions they can take to better prepare themselves for the workplace and their job search.

The college career plan is quite simple:

1. Assess where you are.
2. See where you want to go
3. See which routes you can take to get you there.

We discuss the four Ws, which help students prioritize and pinpoint their job search.

1. What do you want to do?
2. Where do you want to do it?
3. Who do you want to do it for?
4. Where do you see yourself in five years (after graduation)?

The key is to decide which of these are most important because one may dictate or limit your options. For example, if you know you want to be a professor at a four-year college, and that is your priority, then you are limited to where to search. You can find out which four-year schools hire professors with your particular background/field, etc.

Marketing yourself becomes one of the top priorities because nobody will know you unless you tell them. Marketing yourself involves six steps:

1. Creating a professional presence in your social media accounts
2. Researching your company job targets
3. Crafting a strong résumé and cover letter
4. Preparing the job application
5. Performing well in the interview process by researching your prospective employer
6. Following-up promptly

From here we move into career success tips. It is important to understand that it is a career ladder and not a career escalator. You are your own best advocate, and you have to plan accordingly. You should seek a mentor. Be sure to come in early and stay late. Become a go-to person at the office so you will be seen as

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reliable and maybe the subject matter expert on a specific important topic/program/process. Ultimately, career decisions are financial decisions.

Sticky Message

Your career planning starts while you are in college, long before you graduate.

Useable/Tweetable Quotes

- Applying for a job posting is like sending a message in a bottle and waiting for a marriage proposal.
- Never run away from a job; instead, run toward an opportunity.
- Most people can only name a dozen job titles, but there are thousands of possibilities!
- Know what you owe before college graduation!
- Your first job after college is great—until you see the actual amount on your first paycheck!
- New college grads cannot expect to start off financially where their parents are today!

■ Learning Objectives

LO 2.1: Define why you are attending college.
- Differentiate between a job and a career.
- Explain how attitude affects your career choices.
- Describe the importance of your college degree to career planning.

LO 2.2: Develop your college career plan.
- Describe the four Ws of career planning.
- Explain the importance of self-evaluation.
- List the ways you can gain job experience while in college.

LO 2.3: Describe the process of getting a job.

LO 2.4: Identify critical factors to success in the workplace.
- List the advantages of seeking a mentor.
- Define what it means to be a team player.
- Discuss the importance of a strong work ethic.

■ Teaching Ideas: How to Teach with Revel and PFX

Again, it is important to talk about personal experiences. This topic is very relevant to students because they are in college to get a first job, a new job, a better job, or a promotion at their current place of employment. As a full-time professor, or part-time adjunct, you get to share at least one story about how you got hired at your current job! If you have worked in the private sector before teaching, or while being an adjunct, then share the stories of your other jobs—even the ones you did not get, especially if you can pinpoint why you did not get it (a mistake that you made or a skill that you lacked). You can spend a lot

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of time discussing this topic with your class by sharing your own stories and listening to some of theirs as well.

For this chapter you can determine if you want to focus more on the college career plan aspect or the interview/resume and career success. It really depends on the age your students. If most are closer to their first semester, then focus on getting the most out of college. If most are closer to graduation, then focus on finding a job and obtaining career success. The textbook will balance the material. You can focus on one aspect or the other based more on what you spend classroom time discussing.

Online Classes

Short video clips of TV shows, relevant commercials, etc. that can be embedded in your course—or just use links if necessary—are a great tool to break up the reading material, etc. We added some interactive activities, video explanations, and more already in the online book. The purpose of adding a few videos embedded in your LMS is to add some of your own personality to the course. You can also record lectures, or simple three-minute examples, stories, or further explanations on particular topics. Refer to the Additional Resources for ideas on what to include. You can use the Active Learning Exercises to create discussion boards on topics. This is a great chapter to record yourself explaining how you got your current job, and especially how you got your first job after college—and any story about a failed job interview.

Introduction

It's great to start out with a funny interview video, such as the one from the movie *You, Me and Dupree*. There are of course other clips from other movies and TV shows that show ridiculous interviews and what not to do (bring your mother to the interview, ask stupid questions, etc.). From there, you can do a classroom activity, such as the one we use (the explanation is in the textbook, but in the face-to-face classroom, it makes for a fun little exercise).

You need two students brought to the front of the classroom. Ask each of them their majors. Choose one to be a college dropout and the other finishes the personal finance class, gets a degree, and becomes a manager at his/her job. The dropout is working at a fast-food restaurant. The manager places an order. Have the dropout take the imaginary payment, then bring the imaginary order. Now, have the imaginary order be much less than the person actually ordered (less food, smaller sizes, etc.). Ask the manager what he/she is going to do? Coax them to demanding their money's worth—they want the full order that they requested and paid for.

Moral: For a meal that costs less than $10, you demand your money's worth. How much more important is it to get your money's worth when paying for a $40,000 (choose an appropriate price for your college/university) education?

Now use this opportunity based on the student population and what you want for them:

1. Use career services and other resources on campus because you are already paying for them.
2. Learn as much from each classroom/course as possible because you are paying for it.
3. Join organizations on campus because your student activity fees are already paying for it.

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■ Chapter/Video/Interactive Breakdown

Introduction

Opening Video Transcript

SPEAKER 1: Why do students attend college?

SPEAKER 2: I think students go to college to get a good education.

SPEAKER 3: I think students go to college because it's the norm, kind of. And maybe along the way, when they go to college, they find something to actually interests them and find their path.

SPEAKER 4: I think they just want to get a better job, be able to find the right place in the workforce.

LO 2.1: Define why you are attending college.

- **Video Transcript "Why Are You Really in College?"**

  [00:00:02.28] Why are You Really in College?

  [00:00:04.59] So, why are you here? Well, you're here to get a job. More important, you're here to get a better job than you otherwise could have without a college education. A college education leads to better jobs, and better jobs lead to a better life.

  [00:00:19.81] However, before we can really begin to understand how to go from being in college to getting a good job, we have to understand something about the people that will hire us. We need to know an employer's perspective. Something most of us never give a thought to is, why do businesses buy things?

  [00:00:35.82] Well, let's start with an easier question. Why do you buy things? Look at your shirt, your backpack, your shoes, or even your cell phone. Why did you buy any one of those items? You bought them because you like them, and they help you feel good. You look good in that shirt and shoes, right?

  [00:00:51.21] Well, and what about your phone? It keeps you connected to all your friends, and it comes with some really cool apps. So you like what you buy.

  [00:00:59.50] Well, businesses do not buy things because they like them or because it makes them feel good. Businesses buy things for one reason only—to make a profit. For example, a fast food restaurant will not buy a bulldozer because it's not related to their business, and the restaurant can't use the bulldozer to make money. On the other hand, a construction company will not buy a French fry machine because it would not help that company make more money.

  [00:01:25.08] Well, the same concept applies to employees. A business will not hire anyone, and pay them a salary, unless the business believes the employee can help the business make money. Now, every employee must add value to the organization, or their job will cease to exist. All of us

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must bring a greater value to our job and to our employer than we cost it, if we're going to remain employed.

[00:01:47.10] So what's the bottom line, then? Well, the bottom line is that our employer must make more from us than what we cost them. Now, that's not real warm and fuzzy, but it is the bottom line truth. See, companies lay people off when the employee no longer adds more value than they cost the employer.

[00:02:04.70] And that is Why You are Really in College.

- Almost every student attends college to get a more advanced and better paying job than they could get without college.

- **Video Transcript "Think of Yourself as a Car"**

[00:00:00.45] Think of yourself as a car. Every car has standard equipment, like an engine. It has tires and even a radio.

[00:00:09.53] But the question is, do you come with heated leather seats? Do you have the luxury upgrade with the built-in GPS? See, every employer expects you to have the standard equipment to do your job. But are you the luxury addition that brings a lot of value to your employer?

[00:00:23.96] If you can show a potential employer that you will be their most valuable hire, you enhance your chances of getting a good job when you graduate, and not just a good job, but a great job, and not just a great job, but your dream job. So if you're a car, then your GPA is the engine. Some cars come with more powerful engines than others. Of course, a potential employer wants all of its employees to come with powerful engines or high GPAs, but that's standard equipment now.

[00:00:51.89] Your GPA is important, but employers also want the luxury addition. In fact, your future employer may accept a less powerful engine in order to get the options they desire. So you must go beyond good grades in your classrooms if you want your dream job.

[00:01:07.83] It is not going to be good enough to just graduate, even with a high GPA. You must upgrade if you want any chance at all of getting your dream job after graduation. See, your diploma makes you marketable, but it does not guarantee a job for you when you graduate. It is really nothing more than verification from a trusted third party, such as your university, that you have acquired certain knowledge and mastered certain skills, and you're now trainable.

[00:01:32.06] Employers use your diploma as a prescreening device to tell them that you come with all the same standard features as that of every other college graduate. It's up to you to upgrade yourself to the luxury edition while you're in school. You make yourself more attractive and valuable to a potential employer by not only getting good grades, but also by acquiring additional skills and experiences beyond the classroom. So you begin your career by getting the most out of your college education. And that's Think of Yourself as a Car.

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- Explain the importance of attitude and how employers will want someone with the right attitude. Your attitude toward college will determine the outcome. The better your attitude, the more you will learn and gain from being here.

- **Video Transcript "You Are Not Special"**

  [00:00:01.33] You are Not Special.

  [00:00:03.13] The next adjustment in your attitude for careers is to recognize that you're not special. But none of us are special. This may come as a huge shock, but you're not.

  [00:00:11.98] See, even though you were told all your life by your parents, your teachers, your troop leaders, and even your coaches that you're special, you're really not. What about all those trophies that say you are special? Nope, still not special.

  [00:00:22.87] So you will graduate. But you will do so, along with about 1.6 million other students, which means you will not be special. However, you will be unique, and that's very good.

  [00:00:33.67] Because you are not special, that means none of the other thousands of graduates competing with you are special, either. And you can use this to your advantage. With no one special, everyone is on a level playing field. It will not take that much more effort to stand out from the rest of the crowd.

  [00:00:47.30] See, most people are happy to be average. Most students end up being average students. The average students will graduate and earn their degree. Average students will find an average job, and they'll become average employees. Then they'll go on about their lives, and lead average lives.

  [00:01:04.30] And most employers will actually be satisfied with average employees. Almost everyone will be satisfied with average. Everyone will be happy with average, but you. Since most everyone is satisfied with being average, you don't have to work that much harder to stand out from the rest of the crowd.

  [00:01:22.11] So to be exceptional, all you have to do is show up five minutes early to work, stay five minutes late. Show up with a smile. Have a can-do attitude. Double check your work, and submit your work on time.

  [00:01:34.13] See, you want to be the first person your boss thinks of when she has an assignment that must be done right, and must be done on time. And when you become that person, you'll be the first person your boss thinks of when there's a promotion.

  [00:01:45.47] So how do you begin to develop this new attitude while you're in college? Well, it's easy. First begin by practicing being proactive rather than reactive. Ask questions. If you don't understand something, raise your hand and ask a question.

  [00:01:57.77] Go visit your professors in their offices. If you don't know how something works on your campus, then go find the answer. Ask an advisor, the registrar, a financial aid counselor, or any one of the multiple people on your campus paid to answer your questions.

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[00:02:11.33] You see, you cannot wait for your answers to come to you. You must go get your answers. One of the worst excuses in the world is, well, nobody told me. Well, whose job is it to tell you everything you need to know? You see, it's no one's job but your own. The list of things that someone is going to tell you is so small compared to the list of things that no one is going to tell you. It is your responsibility to get your own answers.

[00:02:35.57] So the next time your professor asks for volunteers in your class, raise your hand and shout that you'd like to go first. Volunteer to be a group leader in a group assignment. Sure, you're going to make mistakes. But see, that's OK, because college is the place to practice and make those mistakes. That way, you don't make those mistakes once you graduate and begin your career.

[00:02:56.84] And that is, You are Not Special.

- Job searches begin as soon as a student enters college. For graduating seniors, they still have time. The point is to not put it off until the end of their final semester. Start early. Get practice. Utilize the career services office to polish your resume and practice your interview skills.
- **Exhibit 2.1 Earnings and Unemployment Rates by Educational Attainment**
- **Try It!**

  2.1.1 Q: Your _____ makes you marketable, but it does not guarantee a job for you when you graduate.

  A: diploma

  2.1.2 Q: Just as your career is something that you manage, your time in college or your "college career" is something you manage too. You begin with developing the right:

  A: attitude

- **Definitions from LO2.1**
  - Job—A paid position or work task completed in exchange for pay.
  - Career—An occupation or profession taken throughout one's lifetime, especially with advancement opportunity. It usually requires periodic educational training.
  - Résumé—A formal written presentation of a job seeker's education, work experience, credentials, and achievements.
  - Cover Letter—A letter sent with a résumé that introduces the sender for purposes of obtaining a job and/or interview by highlighting their skills, experience, and interest.

LO 2.2: Develop your college career plan.

- The college career plan is all about the following:
  1. Assessing where you are
  2. Seeing where you want to go
  3. Seeing which routes you can take to get you there.

- **Exhibit 2.2 Three Components of Your College Career Plan**
- We discuss the four Ws, which help students prioritize and pinpoint their job search.
  1. What do you want to do?
  2. Where do you want to do it?

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3. Who do you want to do it for?
4. Where do you see yourself in five years (after graduation)?

- **Interactive "The Four Ws"**
  - In-depth focus on each of the Four Ws
  - The key is to decide which of these are most important because one may dictate or limit your options. For example, if you know you want to be a professor at a four-year college, and that is your priority, then you are limited to where to search. You can find out which four-year schools hire professors with your particular background/field, etc. Find a relevant example for your students and use it. Choose one that is conflicting. (Phoenix, Arizona, student who wants to stay in their home town, but also wants to be a surfboard instructor—they can't have both. Which matters more?)
  - Here is the best part. Once you narrow your search down to what you want to do and where you are willing to move to do it, then you can actually see what companies are located there that hire for that position. Now you can start researching the exact companies you will likely work for to see what they want in their new hires. You can tailor fit your college plan (courses, major, student clubs, and internships) for your future job!
  - You can also identify what your strengths and weaknesses are in regards to these jobs, and improve any of your weaknesses.
- **Interactive "Improve Yourself to Boost Your Career"**
  - Detailed information on areas to improve to help boost your career
- **Interactive "Improve Yourself for Your Career"**
  - Exercise in which the student matches various skills listed with the appropriate category for improving oneself for their career
- **Try It!**

2.2.1 Q: A good college career _____ lets you evaluate where you are in your college career and identify opportunities that will give you the skills and experiences a potential employer finds attractive.

A: plan

2.2.2 Q: Which of the following is not an area to focus on to improve yourself as a job candidate or employee?

A: All these options are acceptable to focus on.

LO 2.3: Describe the process of getting a job.

- It really is all about marketing. I learned the hard way that despite what I was taught growing up, it is NOT JUST about building the better mousetrap: It is about building a great mousetrap that is well marketed. Likewise, students need to build the better mousetrap (themselves) and market themselves well!
- Marketing yourself involves six steps:
  1. Create a professional presence in your social media accounts.
  2. Research your company job targets.
  3. Craft a strong résumé and cover letter.
  4. Prepare the job application.
  5. Perform well in the interview process.
  6. Follow up promptly.

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- **Interactive "Commonly Used Online Job Search Sites"**
  - Ten online job search sites with brief description of each
- LinkedIn is becoming more and more popular across many different industries and should be one of the social media priorities. There are even strategies to use LinkedIn to connect to the right people so you can contact them *before* jobs are posted—or *outside* of the job posting to get their attention.
- Networking cannot be overlooked because many jobs are filled not by the standard process of applications online, but by knowing the right people. If nothing else, networking lets you hear about more opportunities than you otherwise would have even known existed.
- The resume and interview process are also critically important. Depending on your students (first semester or closer to final semester), you can determine how much time and effort to put into these aspects of the chapter.
- **Video Transcript "The Résumé"**

  [00:00:02.59] The resume. The purpose of your resume is not to get you a job, but to get you an interview.

  [00:00:08.26] Because your resume is your primary marketing tool, it must be perfect. There can be no mistakes or misspellings. Your first and only chance to impress a potential employer or hiring manager is through your resume. If you do not pay attention to details on something this important, it gives the impression that, well, you're not going to pay attention to details in other areas of your work. So they certainly don't want to hire you.

  [00:00:30.59] Your resume must say what you need it to in just about a page or two. You should go through many edits of your resume, because you don't want to hand them a bad draft. Study a resume writing guide or two. There are many good online resources, like the Rockport Institute's website, CollegeGrad.com, or Monster.com.

  [00:00:50.14] Take a resume writing workshop from your career office at your college. Ask your professors to review it. Ask people you know who hire people to review it. You want as much feedback as you can possibly get.

  [00:01:01.00] Imagine the hiring process from the hiring manager's perspective. You have a job opening posted in the newspaper, on the web, and through social media. Now you have 250 resumes to sort through to select three to five candidates to bring in for an interview. Keep in mind that you still have your other work to do.

  [00:01:16.87] So how in the world are you going to narrow a pile of 250 resumes down to just five or 10? You start looking for ways to eliminate candidates, such as any resume with a misspelled word, of an unnecessary length, the bullets do not align, or inconsistent formats.

  [00:01:34.41] Applicants with less than a perfect resume are the first to go into the trash. You don't want to be eliminated from consideration because of a silly mistake on your resume. It's such a critical document, so not only does it need to be perfect, it needs to be right. And the only right resume is the one that gets you an interview.

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[00:01:50.25] See, you will be interviewing with a specific employer. Therefore, your resume must be tailored to that employer. This means if you're applying for different jobs, you'll have a slightly different resume for each job application. Each resume emphasizes your strengths related to the requirements of each job.

[00:02:06.19] For example, if you're looking for a job in sales, then you need to emphasize your experience in sales or dealing one on one with other people. On the other hand, if you're applying for an accounting position, you would emphasize your accomplishments in business and math-related areas.

[00:02:20.31] Once you're ready to submit your resume, be sure to print the final version. For any electronic submission, make sure the file is clearly named so you'll be able to easily attach the correct version. If you are submitting to an online posting, avoid all formatting other than simple text and indents. Bullets, lines, and other advanced formatting features do not always transmit well electronically.

[00:02:44.44] If you're submitting via email, make sure you attach the correct file and review any text within the body of your email message for misspellings. Then double check that you attached the correct file by opening the attachment. See, your resume and email must be absolutely perfect before you hit send. And that's the resume.

- **Interactive "Job Interview"**
  - Exercise in which the student moves each action given to either "Should Do" or "Should Not Do" column in regards to what to do before, during, and after a job interview

- **Try It!**

  2.3.1 Q: Eventually, you will reach your last semester in college. Just like any product, to let others know about you and know what a great asset you will be to their business you will have to _____ yourself.

  A: market

  2.3.2 Q: The first thing you should do to prepare for an interview is to:

  A: research the company

- **Definitions from LO2.3**
  - Networking—Contacting individuals and professionals for purposes of maintaining a mutually beneficial relationship, especially as it relates to careers and business and professional opportunities.
  - Elevator Speech—A 20–30 second summary of who you are and what you are looking to do.

LO 2.4: Identify critical factors to success in the workplace.

- The emphasis in this section is to create value for your employer. Many people complain that they are worth so much more than they are being paid. That should not be a complaint—it should be basic economics. The moment you are no longer worth so much more than you are being paid, you will lose your job! You need to add value to your employer.
- At the beginning of one's career the focus is less on what one can get from their employer and more on what one can do for the employer. Always be on time—in fact show up early—and stay late to get things done. Help coworkers who are staying late to get their work done. Volunteer to help other people in your department or in other departments.

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- All these factors will help you be seen as a go-to person, making you invaluable to the organization. It is not only difficult to fire someone who is reliable, but you are more likely to get a promotion!
- Seek a mentor. Find someone who already is where you want to be. Many career employees are happy to help a fresh college graduate navigate their career.

- **Video Transcript "Be a Team Player"**

  [00:00:00.72] Be a team player. Anyone can do their job and go home. But how many people are willing to do their job and then offer to help a coworker finish theirs as well? By collaborating with others not only do you prove yourself to be very valuable to the company, but you've also gain skills by performing various other functions. When your supervisor begins to realize that you're a reliable team player, you'll be more likely to earn a promotion, or you will get a very good reference if applying for a new position.

  [00:00:27.52] And collaboration goes even further. If you are not being challenged enough in your current position, seek out other departments to see if you can bring your skills to help them with their projects. Later in your career, you'll realize that the items that make it on your resume and help you get your next position are not the daily tasks you perform but the additional assignments and special projects that you help complete.

  [00:00:48.28] Soon after you volunteer to assist on special projects, you'll be asked to lead them. As you begin to manage teams, especially those who do not report directly to you, you'll demonstrate true leadership skills and show some serious accomplishments that will make your resume truly impressive. You want to show your next employer that you're a better bargain for their money than any other candidate.

  [00:01:08.20] You also want to figure out how you can connect with your boss and demonstrate that you understand their challenges and want to help in any way you can. First, stop by their office just before going home and ask how you can help them close out their day. And then, do the same thing on Friday afternoon by asking how you can help them close out their week. If you really want to impress your boss, try acting more like an owner than an employee.

  [00:01:31.48] Well, how do you do that? Well, easy, pay attention to costs, lower company costs, increase the company's revenues, bring in more customers, meet with more clients, and look for any other way you can to help increase the bottom line. Do that all while making sure you wear a smile and keep a positive attitude, and you'd be surprised how people will be attracted to you when you have this positive attitude. And that's important as you always work to increase the size of your network.

  [00:02:00.08] And everyone has a circle of colleagues, professional contacts, or friends. So create a list of contacts that you can access quickly for advice and assistance with problem solving. You want your boss to see you as a valuable resource with contacts across the organization. And between your mentor and your network, you should not lack for someone to turn to for advice or help as you advance your career. And that's be a team player.

- **Try It!**

  2.4.1 Q: How you choose to manage your career is one of the _____ you will make.
  A: biggest financial decisions

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2.4.2 Q: Once you establish a reputation as _____, that reputation can carry you far beyond the little bit of effort it takes to prove yourself.

A: a hard worker

- **Definitions from LO2.4**
  - Mentor—An individual with more experience and/or achievements who gives guidance to someone with less experience for a specific career or activity.

■ Build Your Financial Toolkit Exercise

Embedded into the chapter is the Build Your Financial Toolkit exercise. For this chapter, the focus is on career planning. Instructions to the student:

Answer each of the following questions. Note that your work will not be saved. Please be sure to save your work to a separate document to ensure that you can access it later:

Answer the four Ws for your own life/career.

1. What do you want to do?

2. Where do you want to do it?

3. Who do you want to do it for?

4. Where do you see yourself five years after graduation?

5. What is the order of importance for you of the four Ws?

6. Do the first three align well so you can find an employer where you want to live that hires new college graduates doing what you want to do?

7. Finally, what gaps do you perceive between what you bring to the job and what they are looking for in their ideal candidate? How can you close that gap?

Students can grab a screenshot of their completed answers. We suggest you create an assignment in your LMS for students to upload their screenshot—or ask them to complete the assignment in a document. In addition, you can ask them to add a narrative explaining their insights or reflections on the activity. You can grade the assignment as a submission only (particularly if you have a large number of students) or you can comb through each individually. For smaller classrooms, you can even offer your office hours as a time to review and go over the results for each individual student. Some of the students' answers may indicate their need to be referred to the career services office.

Conclusion: Turning a Job into a Career

Chapter Theme Song/Video Recommendation(s)

"The Job Song" from Classic Sesame Street—

"The Future's so Bright I Gotta Wear Shades" by Timbuk 3

"Dancing Through Life" by Wicked

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■ Active Learning Exercises

Please note that the following discussions can be used for face-to-face classes as individual or group discussion activities, or for online and/or hybrid classes as online discussion board topics. Each chapter will feature 5–10 possible topics.

	Discussion	**LO**
2.1	Have you ever really thought about why you are in college? What does it mean to you to get a college degree? What about a job?	LO 2.1
2.2	Why do most students complain about how much they have to pay for college and then get excited when their teacher cancels class or lets them out early? If it is that expensive, don't they want their money's worth?	LO 2.1
2.3	Many parents who can financially support their kids say, "I want college to be their full-time job. They can work when they graduate." Do you think employers are more understanding of students who have no work experience or those who work their way through college? Do different careers have different standards?	LO 2.2
2.4	Have you ever got a job, or known someone who got a job, based on someone they knew, or someone their parents knew? How much would you be willing to help someone you knew that was looking for a job where you worked? Does the value of networking seem fair?	LO 2.3
2.5	What do you think it means to be a mentor? Have you ever sought a mentor? Do you plan to seek one out soon? Why or why not?	LO 2.4

■ Additional Resources

These videos could help make your point.

	Description / Links	**LO**
2.1	Interview scene from *Suits*—"I don't need five minutes, I am the one" Search Words: "Suits Interview" "Louis Litt Interviews Associates"	LO 2.3
2.2	Career Planning—*Dupree and Me* Improper interview Search Words: "Dupree & Me Interview"	LO 2.3
2.3	Interview Distractions—Talking Stain Search Words: "Tide Superbowl Commercial", " Taking Stain"	LO 2.3
2.4	Academic and Career Planning Search Words: "Career Planning", "Steps to successful Career Planning", "College and Career Readiness"	LO 2.4
2.5	Unlock your Authentic Career Search Words: "TED Talks", "Ashley Stall", "3 key questions to unlocking your career"	LO 2.4

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■ Projects

Additional Writing/Reflection Activity Prompts

	Writing Assignment	LO
2.1	What value will you be able to give your future employer? What are you planning to do while in college so you stand out among the many other college graduates?	LO 2.1
2.2	What are some ways to maximize your college experience to help you land your dream job? What clubs, organizations, or activities are you interested in that will help you enjoy college while preparing you for your career? What are your four Ws?	LO 2.2
2.3	Your friend is complaining about her current job. Then she goes on about how the chances of finding a job after college is slim, and even if she finds a job, it won't pay well, and she will never have a chance of climbing the corporate ladder because everything is stacked against her. What can you say, or what advice would you give your friend to help her change her attitude?	LO 2.2
2.4	In 150 words or less, how would you summarize who you are and why you should be hired by an employer? This exercise will help you focus on a 45-second summary to use at job fairs and certain networking situations.	LO 2.3
2.5	Think about any business class, or class that is geared toward your major, either this semester or last, and list the three most important things you have learned that will help you in your career. (If this is the only semester you can reference, then list the most important things you have learned so far from three classes, or three things from one class, if possible.) Why were these three things so important?	LO 2.4

Writing Prompts for Chapter SIM

	SIM Writing Assignment	LO
2.1	How well have you planned for the first couple of years of your new (anticipated) career? What steps are you taking now to do so? What additional steps can you add? Can you see how much work is involved in getting a job? How does planning ahead give you a competitive advantage over others who are graduating at the same time or applying for the same job?	LO 2.2
2.2	If you made any choices that were considered "risky" or "not bad," were you immediately able to see where you went wrong according to the SIM model? Regardless of the path you chose, did you agree with the feedback? Did the final outcome surprise you? Were you satisfied with your results? Why or why not? What do you wish you would have done differently?	

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Goal Setting Activity

For this activity, you want your students to set either career-related or college-related goals. It may depend on the age/situation of the students. For first-year students, the goals may focus on when they will graduate, their GPA, etc. The financial aspects include better job prospects, saving money by graduating on-time or early, etc. Students can also set goals such as moving off-campus, purchasing a car by the time they graduate, etc. For second year and beyond, these students may want to focus on goals related to their careers. You can have them set short-term, mid-term, and long-term goals, which can encompass college, early career, and later career. [LO 2.2]

Budgeting Activity

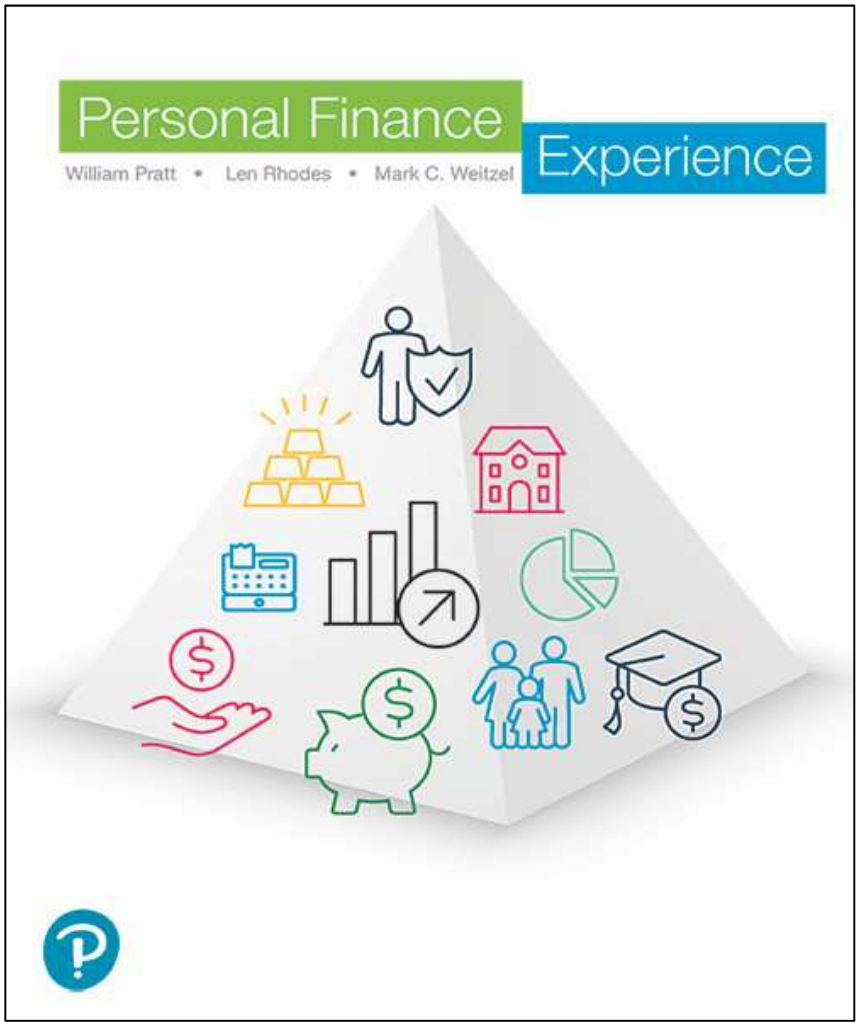
Using the budget students created (if you already completed Chapter 1), have them determine how much they are spending each month, how much they will need to borrow to meet these obligations, and determine the total amount they will end up spending in college, including books, fees, tuition, housing, food, and other incidentals. Have them reflect on these total costs and how much they are truly investing in preparing for their careers. It is also a good idea to determine what one additional year of college (or two) will actually cost in terms of dollars spent in college, and dollars lost from not working a full-time job during those one or two years! [LO 2.1]

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Personal Finance Experience

First Edition



Chapter 2

The Financial Impact of Career Planning

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Learning Objectives

2.1 Define why you are attending college.

2.2 Develop your college career plan.

2.3 Describe the process of getting a job.

2.4 Identify critical factors to success in the workplace.

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2.1 Define Why You Are Attending College

- To obtain a higher education
- Simply the next step
- Recommended by a high school counselor
- To learn new skills

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Job Versus Career

- Job: what you do to earn a paycheck right now
- Career: what you will do throughout your lifetime

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Attitude and Career Choice

- Your attitude makes you a luxury edition.
- If you think you can, you can.
- Positive attitude will drive your success and advancement.

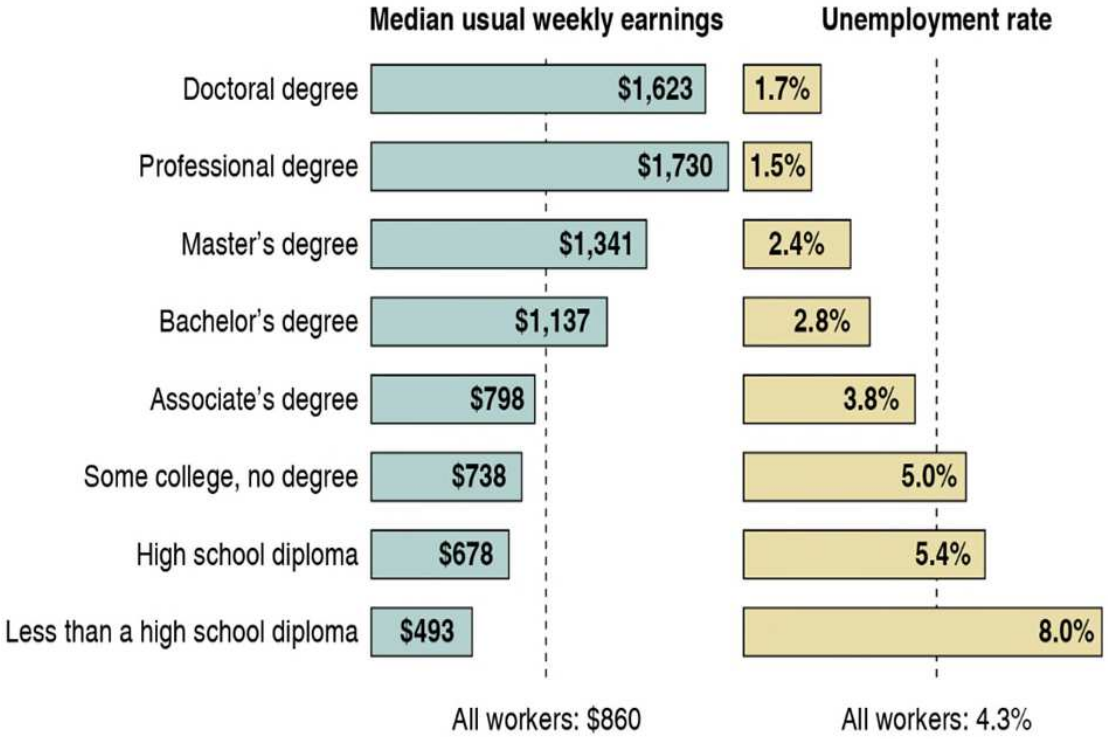
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Importance of College Degree to Career Planning

Exhibit 2.1: Earnings and unemployment Rates by Educational Attainment, 2015[6]



Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.

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2.2 Develop Your College Career Plan

- Proper planning allows you to:
  - Assess where you are
  - See where you want to go
  - See which routes you can take to get there

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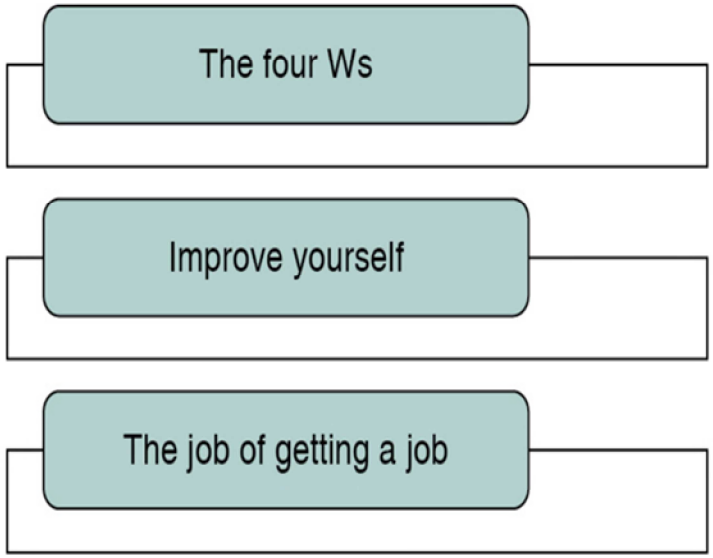
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College Career Plan

- The four Ws
- Improve yourself
- The job of getting a job

Exhibit 2.2



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The Four “W”s

- What do you want to do?
- Where do you want to do it?
- Who do you want to do it for?
- Where do you want to be in five years?

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Improve Yourself

- From the employer's perspective
  - You are a product
  - Purchased to bring value, from your talents and skills, to the company
- From your perspective
  - Identify strengths and weaknesses
  - Set an improvement process in place
  - Get the skills and experiences that employers find valuable

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Ways to Gain Experience in College

- Part time job
- Internship and cooperative education opportunities
- Unpaid or course credit opportunities

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2.3 Describe the Process of Getting a Job

- Creating a professional presence on social media
- Researching your company job targets
- Crafting a strong resume and cover letter
- Preparing the job application
- Performing well in the interview process
- Following-up promptly

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2.4 Identify Critical Factors to Success in the Workplace

- Seek a mentor.
- Be a team player.
- Show up early and stay late.
- Become a go-to person:
  - Keep your skill-set up to date.
  - Look for professional development opportunities.
  - Ask to attend conferences and trade shows.

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Become a Go-To Person

- Keep your skill-set up to date.
- Stay on top of latest technology.
- Make sure you know the latest updates to rule and regulations.
- Look for professional development opportunities.
- Ask to go to conferences and trade shows.
- Join professional organizations.

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Chapter Review

- In Chapter 2, you learned about the following:
  - The difference between a job and a career
  - Developing your college career plan
  - The process of getting a job
  - Critical factors for workplace success



Financial Success Pyramid

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