

Career Plan Development

Lesson One: An Introduction

Welcome to the module on *Creating a Career Plan*. A few decades ago, adult career development was virtually unknown. Individuals chose their careers in their late teens and early 20's and then pursued them until retirement. If there was career development guidance provided, it occurred at the high school or college level.



Today, however, the nature of the workplace has changed. Stable and secure positions have almost disappeared, and individuals have been put in charge of their own professional development and careers. **Two major developments in the last quarter of the 20th Century have changed employment for all of us. First, the globalization of commerce and industry, and finally the expansive growth of technology.**

Because of the massive changes in the workplace, it has become extremely important that you *provide your job seeker customers with career development services*. Some of the job seekers that you work with may not possess the skills necessary to succeed in today's demanding job market; some of the job seekers may not have had the opportunity to explore different careers or develop the skills necessary to be successful in whatever career they have chosen. Some of *your job seekers may need to be encouraged to make new career decisions*.

In today's global economy, your job seeker customers must have the skills and qualifications necessary to meet the changing requirements of the workforce. Your role as a workforce development professional is to help your job seeker customers to not only strategically plan for a career but

OUR JOB SEEKERS HAVE TO PARTICIPATE AS WELL



Job seekers have to be:

- Willing to change.
- Creative in their approach.
- Logical in their analysis.

also to help them become more career focused, which will prepare them with meaningful, lifelong employment. You will also need to provide customers with encouragement as they prepare. *When encouraging your customers to make career decisions, they will have to be willing to change, be creative in their approach, and be logical in their analysis.*

CHANGE IS SCARY

Fear of the unknown can be scary, and that is what change is, the unknown. During the career plan development process, you will have to encourage your job seeker customers to move outside their comfort zone. One of your roles in the career development process is to get your job seeker customers to see the positive aspects of their career changes – how it will positively affect their families, their friends, and themselves. This will take longer for some than others. You will also have to help customers be creative in their approach to career exploration, which will require the job seekers to examine themselves, as well as explore career options that are realistic and attainable but sometimes in a new field and outside of what they are used to.

There are many definitions to the term “Career Development.” The National Association of Workforce Development Professional’s definition for Career Development is “the process by which individuals

1. define their career goals,
2. prepare for, search for, and retain employment, and
3. build skills, advance, and change employment.”

The process includes identifying the kinds of information individuals need through assessments and career exploration in order to make realistic career decisions. The process also includes identifying the skills that are needed to search for, obtain, retain and change employment.

1. According to the National Association of Workforce Development Professionals, Career Development includes the process by which individuals
 - a. Prepare, submit and relay information
 - b. Prepare for, search for, and retain employment
 - c. Prepare for, search for, and review employers
 - d. Prepare, submit and retain documentation

2. How can you help customers move outside of their comfort zones?
 - a. Helping customers see the positive aspects of their career change
 - b. Helping customers be creative in their approach to career changes through exploration
 - c. Helping customers logically examine the information from assessments and career research to make solid and attainable decisions
 - d. None of the above

3. Career exploration is a critical part of the career plan development process. Career exploration affords our job seeker customers the opportunity to research different potential careers.
 - a. True
 - b. False

Lesson Two: Assessment and Planning

We are going to focus on the importance of assessments in the development of a career plan. In the previous lesson, we highlighted the fact that customers are seeking a career opportunity for a variety of reasons. But, how can you help your job seeker customers get answers to the question, “what career do I choose?” The customer first has to learn about his or herself. The customer has to analyze his or her skills, as well as learn about the skills that must be developed to enter into a new career field. Finally, the customer has to understand what employers are looking for and how to connect to employers in his or her choice of career, the career exploration process will be discussed in the next lesson. The first part of this process, learning about the customer, is call the assessment process.

According to the dictionary, **assessment is the “**act of appraising**” or “**the process of getting information.**” We, as workforce professionals, try to get information about our job seeker customers through interviews, as well as test to help design the right path to move them forward. Without this information, we would not be able to offer the right services or engage them in the right activities. This would lead to both poor performance and poor customer service.**

4. What is the first step in the Career Plan Development process?
 - a. Identifying career options
 - b. Learning about the customer
 - c. Learning about Labor Market Information (LMI)
 - d. Identifying resources for the customer

As the definition implies, there are both formal and informal forms of assessments, which we will discuss later in this lesson. It is important to note that regardless of the type of assessment, our customers bring with

them their own set of skills, their own work experience, their own needs and their own issues that they have to manage or overcome. For engagement in any workforce program to be meaningful, the **services must be directed to the job seeker's unique needs**. Workforce professional must gain a sense of the individual's level of job readiness through assessments to offer the customer a unique plan to move forward towards his or her career goals.

5. For engagement in any workforce program to be meaningful,
 - a. The services must be fun
 - b. The services must be formal
 - c. The services must be directed to the job seeker's unique needs
 - d. None of the above

6. Assessments help determine the job seeker's
 - a. Level of job readiness
 - b. Level of workability
 - c. Ability to secure leave (time off)
 - d. None of the above

There are key principles when we assess a job seeker. While various programs have different requirements associated with assessments, these principles are still applicable.



Principle One: The **job seeker** is the **focus** of the assessment process. Assessments include different methodologies and instruments. For example, you may have a customer that needs to take a formal assessment to learn more about his or her interests so he or she can make a career choice. On the other hand, a customer who knows exactly what he or she wants to do may not need the same assessment.

Principle Two: The assessment process provides the information necessary to identify the customer's strengths, needs as well as helps the customer to set realistic career goals. Using this information, you the workforce professional, and the job seeker can develop a career plan unique to the customer's goals.

7. What is the definition of assessment in the career plan development process?
 - a. The process of testing job seekers.
 - b. The process of planning job seeker career path.
 - c. The process of getting information.
 - d. The process of listening to what the job seeker wants.

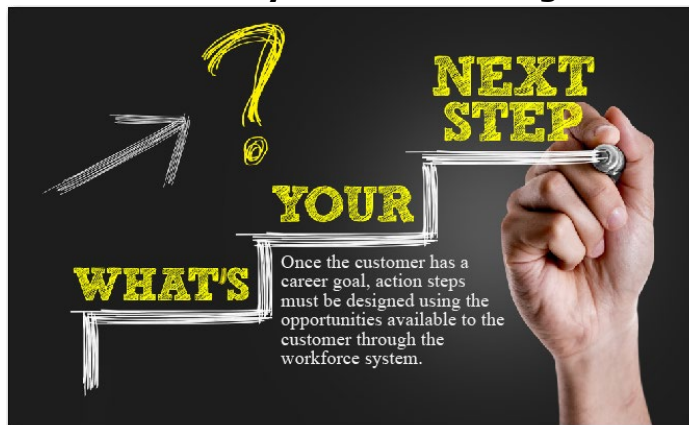
8. Assessments are a temporary process designed to gather information:
 - a. True
 - b. False

9. Assessments are defined as
 - a. Act of predicting
 - b. Act of approving
 - c. Act of appraising
 - d. Act of estimating

10. Finish this statement with the best option: "Assessments are an..."
 - a. Ongoing set of meetings
 - b. Ongoing process
 - c. Aggressive test schedule
 - d. All of the above

11. For engagement in any workforce program to be meaningful, the services must be directed to...
 - a. The job seeker's unique set of needs
 - b. The job seeker's barriers
 - c. Resolve the job seeker's gap in employment
 - d. Resolve the job seeker's lack of education

Finally, the assessment results apply directly to the programs and services available to the customer. Once the customer has a career goal, action steps must be designed using the opportunities available to the customer through the workforce system and through the community. Informal assessment is



a process of collecting and analyzing data. For our purposes, we use this data to determine an individual's level of job readiness. The primary tools are observation and interviewing a customer using detailed questions.

Informal assessments are used throughout the relationship with the customer. Typically, the process will get easier the longer the relationship with the customer lasts and the more experience you gain in interviewing.

Informal assessment occurs in a more casual manner and includes observations; reports from past supervisors when available, the customer's work history, and personal interviews with the customer. The primary informal assessment tools are observation and interviewing.

As a part of the informal assessment process, information should be gathered about your customer's

- 1) **Current employment goals**
- 2) **Employment history**
- 3) **Recent job search efforts**
- 4) **Education**
- 5) **Job Skills, including life skills that are transferable to other jobs**
- 6) **Interests**
- 7) **Strengths**
- 8) **Personal conditions, which as emotional or physical health that may impact employment**
- 9) **Family and financial needs**
- 10) **Motivation**
- 11) **Available resources**
- 12) **Support services needed to get and keep a job**

12. Informal assessment is a process of collecting data. We use this data to determine an individual's level of

- a. Job Readiness
- b. Education
- c. Competency
- d. None of the above

13. What are the primary tools of the informal assessment process? Select the best option.

- a. Observation and interviewing a customer using detailed questions
- b. Testing and assessing with tools
- c. Developing an assessment profile
- d. None of the above

After initially speaking with a customer, you may wish to have the customer complete formal assessments. Make sure that you use the information you have gathered during the initial informal assessment to make decisions about the type of formal assessments you may want to use. Formal assessment refers to tests, inventories, vocational survey that provide specific information about an individual's unique strengths and needs. You may want to conduct basic skills assessments; career interest inventories and/or career aptitude testing. These are broken down into two main categories, basic skills assessments and career assessments.

Basic skills are those skills that a person has in reading, writing, and mathematics. According to the National Institute of Literacy, among the most common tests used in adult education programs are the Test of Adult Basic Education (TABE), the Adult Basic Learning Examination or ABLE and the Comprehensive Adult Student Assessment System.

14. Formal assessments are broken into two categories, what are they?
- Basic skills assessments and interest inventories
 - Interest inventories and career assessments
 - Basic skills assessments and career assessments
 - None of the above

Lack of literacy, writing and math skills greatly impacts the customer's ability to plan his or her career goals. The results of the basic skills assessments will let you know if the customer should be referred to adult basic education programs so he or she can increase basic and functional literacy skills that can eventually lead to earning a high school diploma through the GED testing program. These result may also tell you if the customer can enter directly into higher level training programs.

The first type of assessments is called **the interest assessments or career interest inventories, which can provide you and the customer with information about the type of job or career that would be most appropriate given the interests of the customer. Career interest inventories provide job seeker customers with ideas about the types of jobs that most closely match their personalities, interests, values and beliefs. The other type of assessments are called career aptitude tests. Although this type of assessment is not as common as the basic skills and career interest inventories, career aptitude testing provides more in-depth information about the type of employment best suited for the customer. **Aptitude testing doesn't measure interest alone, it measures actual ability.** If this type of assessment is available in your area, encourage your job seeker customers to take advantage of it. The information can be very useful to you and the customer as you work through the career plan development process. Many resources are also available online to measure your customer's career aptitude.**

15. Which type of assessment tool provides customers with information about the type of job or career that would most appropriately match their actual abilities?
- Occupational Comprehension Exam
 - Occupational Skills Assessment
 - Career Exploration Exam
 - Career Aptitude Tests
16. Which type of assessment tool provides customers with information about the type of job or career that most appropriately matches their interests?
- Career Interest Inventory
 - Customer Interest Inventory
 - Customer Importance Inventory
 - Career Important Inventory

The choice of the appropriate assessment tool is based on specific factors such as the purpose of the assessment, the amount of time available for testing and interpretation, and the tests that your center or agency has recommended. Whatever tool you use, take the assessment yourself so that you can become familiar with the instrument, how it's administered, and how to interpret the results.



The most widely assessed areas in the workforce development field are basic skills, career interests, and career aptitude. The ideal mix of assessment tools would be a combination of basic skills, interests, and aptitudes for each customer. Remember that determining a customer's interests can come from both formal and informal assessments.

Your discussions with your customer can provide information that is just as valuable as the formal assessment results. The key element in successful career matching is the customer's ability to succeed in that career. Work closely with your customer to determine matches in basic skills, career interests and abilities. Use that information when working with your customer on his or her career plan.

Not all programs require the job seeker customer to complete an assessment as a part of the enrollment and engagement process. However, if the customer is not assessed, how will we know how to serve the customer. Should an assessment be completed on every person who comes into the career center? After all, **the assessment is the very basis of the career plan.** In some situations, it may not be necessary to complete an assessment; however, customers who are receiving training or other career plan development services should be assessed to ensure they are engaged appropriately. Some programs require the customer to be assessed, let's discuss these requirements now.

Wagner-Peyser (WP) services are the basic job seeker services offered through the career center and the Employ Florida system. The WP program is the foundation of workforce services. Not all job seekers have to complete a formal assessment; however, you will find that staff informally assess customers as they secure information while talking to the customer at the front-desk, in the resource room, in different workshops, etc. The staff use the information to offer services to job seeker customers and point them in the right direction. There are two programs that require a customer who is enrolled to be assessed. *The Priority Re-Employment and Planning or PREP program and the Emergency Unemployment Compensation/RE-Employment Services or RES.* Additionally, if a veteran is engaged in the case management service through an internal program or external partner and

referred to the career center for services, they are required to complete an assessment. Participants in the Re-employment and Eligibility Assessment or REA program are also required to complete an assessment.

WIOA youth require an initial assessment and an objective assessment. The information secured during these assessments is used to create the career plan. WIOA adult and dislocated worker programs require an assessment for those engaged in training and other qualified activities.

The Welfare Transition program, commonly called the WT program, serves lower income families applying for or receiving Temporary Cash Assistance or TCA. Program participants who are receiving TCA must have an initial assessment completed within 30 days of becoming eligible for cash assistance. The initial assessments must include a review of the customer's skills, work history and employability. The information gathered during the initial assessment process must be used as the foundation for the customer's career plan.

The Supplemental Nutrition Assistance Program's Employment and Training component or SNAP's E&T requires customers who are receiving food stamps and participating in an employment and training activity be assessed. The customer can complete a brief assessment with a staff member, which must be recorded in the data entry system, or the customer can complete the assessment in the One-Stop Service Tracking (OSST) system.

The **Trade Adjustment Assistance** or TAA program serves customers who have lost their jobs as a result of foreign competition. The TAA program encourages an initial assessment be completed before the workforce professional creates a program application in the Employ Florida system. As outlined under federal guidance, the local TAA Coordinator must conduct a comprehensive needs assessment to determine which services and benefits are available.

17. Career plans should be based on the comprehensive _____ of each job seeker and embody realistic goals.

- a. Wants
- b. Needs
- c. Skills
- d. Assessment

18. Which program requires an assessment of the customer?

- a. WT
- b. SNAP customer not engaged in E&T activities
- c. WP
- d. Veteran in the resource room

19. Which program requires the customer to be assessed?
- The veteran who is being case managed
 - The job seeker who is looking for a job in the resource room
 - The WIOA adult who is looking for a job but is not engaged in training or other activities
 - The job seeker who attends a résumé workshop
20. Joan was scheduled for an assessment by her Career Specialist. The staff member explained that the assessment would review her literacy, writing and math skills. These skills are called
- basic skills.
 - competency skills.
 - comprehension skills.
 - advanced skills.
21. Career aptitude tests examine
- jobs that meet the participant's abilities and interests.
 - education that meet the participant's aptitude and interests.
 - the customer's reading and math levels.
 - the customer's interests in various jobs.
22. Informal assessments happen all throughout the relationship with the customer?
- True
 - False
23. Assessments are the foundation of the career plan.
- True
 - False

Lesson Three: Career Exploration

Many of your customers are unaware of the many different careers that are available to them. Additionally, your customers will need to set realistic goals. While it will be important to be supportive, the career exploration process will help your customers make realistic plans based on skills they already have and skills they are willing to get by going to school or working in their field of choice. The ultimate goal of exploring all the different career opportunities is for your customer to become a successful and satisfied member of the workforce. In this lesson, we will identify ways to help your

customers locate the information they need to make career decisions. We will do this by discussing career exploration resources.

There are many resources that you can use to help your job seeker customers define their career goals. Your Local Workforce Development Board or LWDB may have invested in an assessment for customers. Other assessments are available on the internet at no cost. For example, you can use the O*NET system to help your job seeker customers look up jobs that match their interests.

If you have your customers complete the O*NET interest assessments, you can plug the results right into the system to find different jobs that they may find interesting or enjoy. Open the O*NET webpage. You can find the O*NET system by searching for "O*NET" in your preferred search engine. This is an interactive section of the training. To move forward, click "O*NET Online" in the search results.

The screenshot shows the O*NET OnLine website. At the top left is the O*NET logo and the text "O*NET OnLine". To the right is a search bar labeled "Occupation Quick Search:". Below the header is a navigation bar with links: "Help", "Find Occupations", "Advanced Search", "Crosswalks", "Share", and "O*NET Sites". The main content area features a large banner with a construction crane image and the text "Build your future with O*NET OnLine." Below this is a "Welcome" message and a "What is O*NET?" button. To the right is a "What's New?" section with a "Learn More" button. A blue circle highlights a purple box titled "I want to be a..." with the text "Start the career you've dreamed about, or find one you never imagined." and a "Find It Now" button. Below this is a "Find It Now at My Next Move" button. Further down are sections for "Occupation Search", "Find Occupations", "Advanced Search", "Crosswalks", "ATTN: VETERANS", and "Hot Technologies".

Click "Find it Now" under the "I want to be a..." title.

If the individual knows the type of job they want to pursue, simply select "Search" under "I want to be a...". If the individual does not know what type of job they are interested in, select "Start" under the "I'm not really sure" title. Go ahead and click "Start" under "Tell us what you would like to do."

What do you want to do for a living?



"I want to be a ..."



Search careers with key words.

Describe your dream career in a few words:

Examples: doctor, build houses

Search

"I'll know it when I see it."



Browse careers by industry.

There are over 900 career options for you to look at. Find yours in one of these industries:

Administration & Support Services

Browse

"I'm not really sure."



Tell us what you like to do.

Answer questions about the type of work you might enjoy. We'll suggest careers that match your interests and training.

Start

The "Start" button will activate the instruction pane. Select the "Next" button to move forward.

O*NET Interest Profiler ?



[User Agreement](#)
[Proper Use](#)

Taken the Interest Profiler before?

Welcome to the O*NET Interest Profiler!

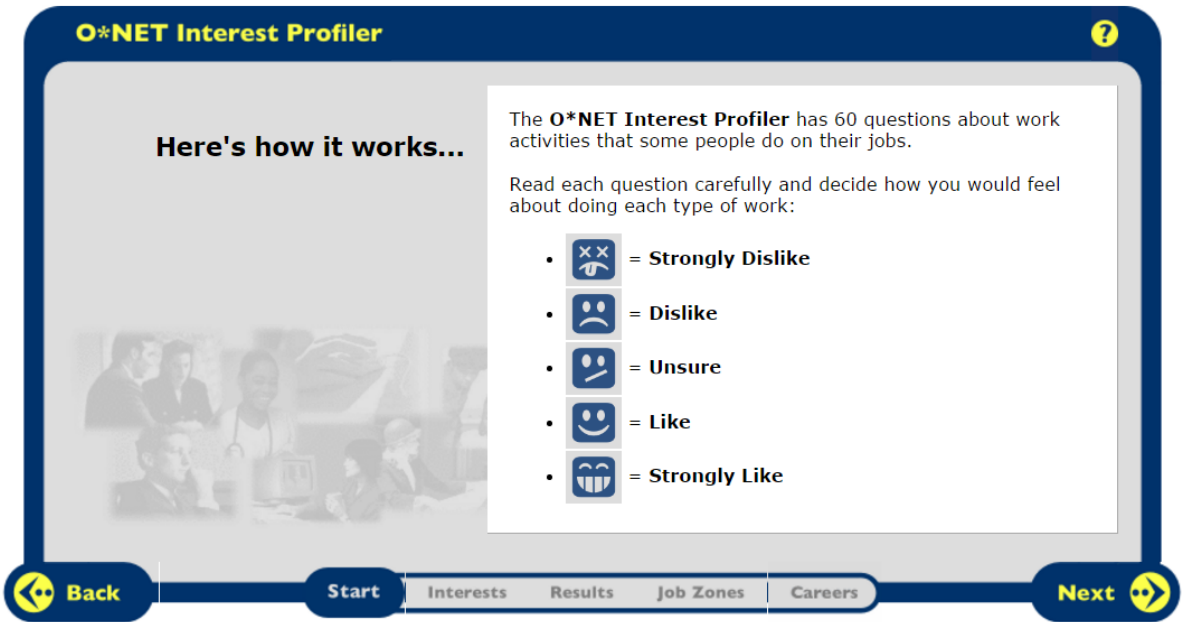
The **O*NET Interest Profiler** can help you find out what your interests are and how they relate to the world of work. You can find out what you like to do.

The **O*NET Interest Profiler** helps you decide what kinds of careers you might want to explore.

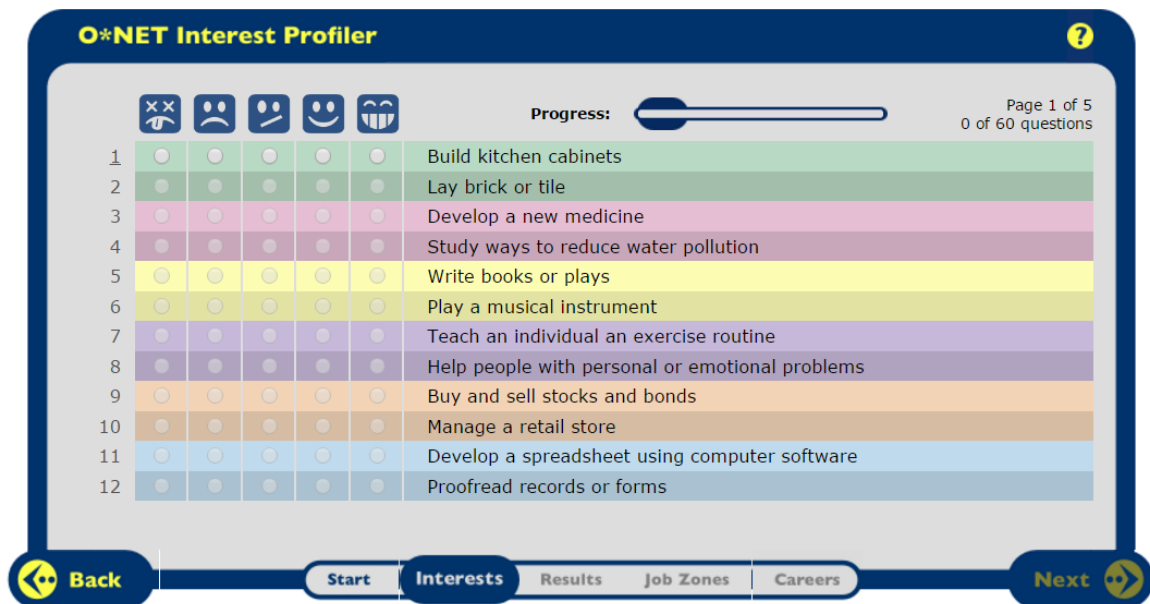
On each screen, click the **Next** button at the bottom to continue. You can use the **Back** button at the bottom to re-read the instructions or change your answers.

Start
Interests
Results
Job Zones
Careers
Next

The instruction pane shows. After reading the instructions, select the “Next” button.



Below, the screen shows what the interest profiler looks like during the assessment process. The customer rates each phrase.



After the phrases are rated, the O*NET Interest Profiler will provide information about various jobs the customer may be interested in based on their answers. After you read the information, select the "Next" button.

O*NET Interest Profiler

Great job!

You answered all of the questions.

You can review or change your answers at any time by selecting the **Back** button at the bottom of the screen, or by returning to the first screen of questions with the button below.

[Return to the first page](#)

If you answered "Unsure" for any of the questions, you might wish to review them now. You can print or change your answers using the button below.

[View your Unsure answers](#)

When you are ready, use the **Next** button to see your Interest Profile.

[Back](#) [Start](#) [Interests](#) [Results](#) [Job Zones](#) [Careers](#) [Next](#)

The program provides information on the Interest Profiler categories. The customer can click on the category name in blue to be taken to detail about the particular category. Select the "Next" button.

O*NET Interest Profiler

Here are your Interest Profiler results!

Think of your interests as work you like to do.

Your interests can help you find careers you might like to explore. The more a career meets your interests, the more likely it will be satisfying and rewarding to you.

You can click on any interest below to learn more. When you're ready, click **Next** to continue.

- [Realistic](#)
- [Investigative](#)
- [Artistic](#)
- [Social](#)
- [Enterprising](#)
- [Conventional](#)

[Print](#)

[Back](#) [Start](#) [Interests](#) [Results](#) [Job Zones](#) [Careers](#) [Next](#)

Category	Score
Realistic	23
Investigative	36
Artistic	26
Social	24
Enterprising	17
Conventional	14

The Interest Profiler system uses job zones. Job zones divide up potential careers by education and experience requirements. Read the information and select the "Next" button.

The screenshot shows the O*NET Interest Profiler interface. At the top, it says "O*NET Interest Profiler" and has a question mark icon. On the left, there is a navigation menu with "Interests + Job Zones" and "Careers". The main content area has a heading "Interests + Job Zones Careers" and a background image of people working. The text in the main area reads: "To focus your search, think about the following question: *How much education, training, and experience do I need to do the job?* Each O*NET career is in one of five **Job Zones**, which are groups of careers that need the same level of **experience**, **education**, and **training**. Different careers need different amounts of preparation. You will be asked to pick a Job Zone. Using your Job Zone and your interests, the Interest Profiler will help you identify and explore careers that might be right for you." At the bottom, there is a navigation bar with "Back", "Start", "Interests", "Results", "Job Zones" (highlighted), "Careers", and "Next" buttons.

The customer can read more detail on the job zones to decide their interests. For example, if the customer does not want to go back to school or intern to get the job, they should select "little or no job preparation". The system will then provide jobs that match the interests of the customer that do not have significant pre-requisite requirements.

The screenshot shows the O*NET Interest Profiler interface. At the top, it says "O*NET Interest Profiler" and has a question mark icon. On the left, there is a navigation menu with "Interests + Job Zones" and "Careers". The main content area has a heading "Explore the Job Zones" and a background image of people working. The text in the main area reads: "Select each Job Zone below to read more about the experience, education, and training needed. Read carefully to find the Job Zone that's right for you. You can click on any Job Zone below to learn more. When you're ready, click **Next** to continue." Below the text is a list of five job zones: 1. [little or no job preparation](#), 2. [some job preparation](#), 3. [medium job preparation](#), 4. [high job preparation](#), 5. [extensive job preparation](#). At the bottom right, there is a "Print" button. At the bottom, there is a navigation bar with "Back", "Start", "Interests", "Results", "Job Zones" (highlighted), "Careers", and "Next" buttons.

The customer selects a **job zone** and moves forward to view jobs that fall in the job zone and match their interests. When the customer selects a job zone, the "Next" button activates.

O*NET Interest Profiler ?

Select a Job Zone

Now that you have learned about each Job Zone, select the current or future Job Zone that's right for you:

- Job Zone One**
[Little or No Preparation Needed](#)
- Job Zone Two**
[Some Preparation Needed](#)
- Job Zone Three**
[Medium Preparation Needed](#)
- Job Zone Four**
[High Preparation Needed](#)
- Job Zone Five**
[Extensive Preparation Needed](#)

Back Start Interests Results **Job Zones** Careers Next

The Interest Profiler offers the customer the results of their assessment. After reviewing the information, select the "Next" button.

O*NET Interest Profiler ?

Your interest results:

Interest Category	Score
Realistic	23
Investigative	36
Artistic	26
Social	24
Enterprising	17
Conventional	14

Your Job Zone:

1 **2** 3 4 5

Job Zone Two
Some Preparation Needed

On the next screen, you will see careers related to your Interest Profile in your chosen Job Zone.
Click the **Next** button to continue.

Back Start Interests Results **Job Zones** Careers Next

The customer can research the careers by clicking on the hyperlinks. If the list does not provide a job of interest, the customer can select "Find More Careers." There are also indicators about the job listed. For example, if a sunshine is displayed in the "Bright Outlook" column, this means job openings are expected to grow. If there is a leaf in the "green" column, the jobs are friendly to the environment.

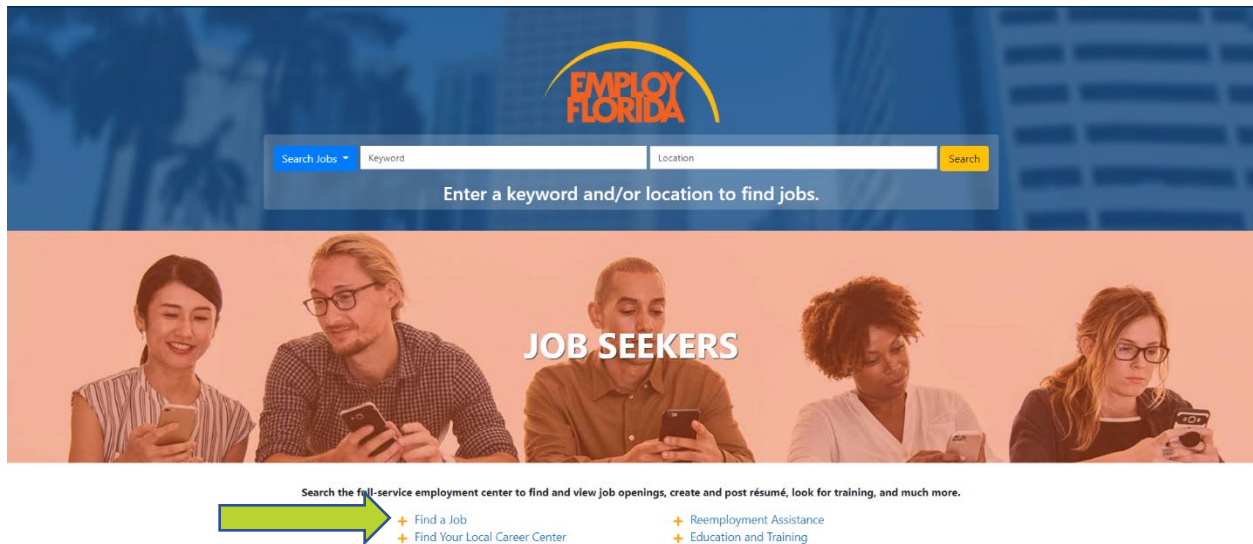
The screenshot shows the O*NET Interest Profiler interface. On the left, a man in a suit stands next to a bar chart with categories I, A, S, E, C. Below the chart is a list of careers: Brickmasons & Blockmasons, Dental Laboratory Technicians, Dietetic Technicians, Earth Drillers, Explosives Workers, Ordnance, and Lathe & Turning Machine Tool Metal & Plastic. The main content area has three search options: 'Search careers with key words', 'Browse careers by industry', and 'Tell us what you like to do'. The navigation bar at the bottom includes 'Back', 'Start', 'Interests', 'Results', 'Job Zones', 'Careers', and 'Find More Careers'.

What happens after the assessment is complete and I have a list of jobs that may interest the customer? Select the "Home" button at the top right of the screen.

Working with the customer,

- Enter the key words about the customer's job interest, and the O*NET system will provide information about careers that match your key words.
- Customers can also look up information about careers they are interested in using the Employ Florida system.
- To initiate a search, select "Find a Job" under the "Job Seeker's" title.

It is important to note, the user does not have to have a profile to look for work by selecting “Find a Job” on the first Employ Florida screen.



24. What online resource system can be used to help job seekers define their career goals?
- O*NET system
 - Online Information System
 - O*NETWORK System
 - Online One-Stop Career System
25. Sally is interested in becoming a critical care nurse. She would like to obtain more information on local available job openings. Which of the following resource will provide Sally with this information?
- Career Builder
 - People's First
 - O*NET
 - Employ Florida
26. One of your roles as a workforce professional during the career development process will be to...
- Help job seekers become creative in their approach to successfully completing resumes
 - Help job seekers become creative in their approach to career changes through exploration
 - Help job seeker become aware of best practices as related to job obtainable
 - Help job seekers become aware of best practices as related to job retention

Lesson Four: Developing a Plan

In this lesson, we will discuss the process of using the information gathered to develop a plan of action or career plan to move the job seeker customer towards his or her goals.



Not all programs require the development of a career plan. So which programs require the creation of a career plan?

- Customers engaged in the Welfare Transition (WT) program are required to create an Individual Responsibility Plan or IRP.
- Customers engaged in the Reemployment and Eligibility Assessments or the REA program must also have a career plan that outlines the customer's strengths, weaknesses, and action steps to get back into the workforce.

Why is the career plan such an important document? Think of the career plan as a road map or even a mapping system. Let's say you are going on a road trip. You get in the car, turn on the engine and start driving. However, you do not know where you are going. You are just driving for the sake of driving. In addition to not knowing where you are going, you don't know where you are. Also, you are running out of resources, such as time and money. This is like taking classes or working without a goal. It is like job searching without a plan. The career plan serves as a road map for the customer with the ultimate goal of getting a good job using available resources.



27. Why is the career plan such an important document?

- a. The career plan serves as a road map with the goal of helping the customer get what they want using available resources.
- b. The career plan serves as a list of options to navigate in deciding the customer's career goals.
- c. The career plan is first of the career plan development process and documents the customer's efforts
- d. The career plan is a fixed record documenting what the customer must do to continue getting services.

Career plans should be based on the comprehensive assessment of each job seeker and embody realistic goals that take into account both the results of the assessment and the dynamics of the local labor market. The immediate activities and short-term objectives mapped out in the career plan should connect the customer with an identified area of the labor market growth while advancing the job seeker customer along a defined career track. This process can only happen if the career plan is developed in cooperation with

your job seeker customer. Your goal is to help the customer make some basic decisions about what he or she would like to do and how he or she can get there.

Depending on the program, there are different components of the career plan. For example,

- **the REA program requires the career plan to include the customer's strengths, weaknesses and a plan to re-enter the workforce.**
- **the WT program's IRP must include the customer's employment goal, services to be provided to overcome or manage barriers, activities the customer will be engaged in to build skills, and the number of hours the customer must complete each week to remain in compliance with the program. The IRP must also include the dates the customer is expected to complete the activities and reach his/her goals.**

By helping the customer learn about his or herself through the assessment process, as well as exploring career options, you have helped the customer complete the background work. Once the customer has decided what direction to go in, you will have to help your customer write down his or her short-term career goal and long-term career goal. So, how do you write a good goal? Helping individuals write long-term and short-term goals is not always easy. If you can remember to make your goals SMART, it will simplify the process. Here are the components of a SMART goal.

- **The "S" in "SMART" stands for "Specific". The goal must be specific and to the point. The goal has to be written in a manner that the customer can remember what he or she is trying to accomplish on a day-to-day basis.**
- **The goal must be "Measurable," meaning it must clearly state when success has occurred. This is the "M" of "SMART". Basically, the goal has to establish what the customer is trying to reach or attain.**
- **The goal must be attainable. This is the "A" of "SMART". Part of your responsibility as a workforce professional is to ensure that the goal can be reached by the customer. If the goal will take the customer a long time to reach, it is recommended that the goal be broken down into small or short-term goals that provide the customer with immediate success and income.**
- **The "R" stands for "Relevant". The goal must also be relevant, meaning the goal must help the customer reach his or her wants. If the goal does not mean anything to the customer, the customer will not work hard to achieve it.**
- **Finally, the goal must be "Time-specific", meaning that the customer must be able to see when he or she will reach the goals based on wording in the goal itself.**

28. What are the two of the basic components so of the career plan.
- Start Date of the plan and the action steps
 - Strength and weaknesses
 - Opportunities and barriers to completing the plan
 - Work history and education
29. The career plan serves as a _____ _____ for the customer with the ultimate goal of helping them get what they want using available resources.
- Achievement board
 - Road Map
 - Complete Document
 - Success Chart
30. The career plan development process is composed of which of the following steps...
- Career exploration, job search assistance and résumé development.
 - Assessment, career exploration, planning
 - Assessments, career exploration, interviewing preparation
 - Career exploration, résumé development and job preparation
31. Assessments are not defined as the act of appraising.
- True
 - False
32. Assessments are the basis of the career plan.
- True
 - False
33. What does "SMART" stand for?
- S
 - M
 - A
 - R
 - T
34. One of the goals in Jamie's career plan reads "Get a Job". According to the SMART acronym, which components does the goal lack?
- Attainable and Relevant
 - Specific and Time Specific
 - Attainable and Measurable
 - Attainable and Relevant

35. It is strongly recommended that adults and dislocated workers engaged in the Workforce Investment Opportunity Act or WIOA program have either a formal or informal IEP. What does IEP stand for?
- Individual Employment Plan
 - Individual Experience Plan
 - Individual Education Plan
 - Individual Evaluation Plan
36. To create a SMART goal, the goal must be
- Strategic
 - Specific
 - Socially Acceptable
 - None of the above
37. The career plan is not just another form to be filed away. The career plan must:
- Be followed up with
 - Designed to help customers hold themselves accountable for successes and failures
 - Both "a" and "b"
 - None of the above
38. All workforce programs require an assessment and development of a signed career plan.
- True
 - False
39. Finish this statement: Assessments are
- An ongoing process
 - Not required for WT participants
 - A part of a healthy program
 - A required part of all workforce programs
40. Which of the following statements is correct?
- The career plan is delivered to the customer and outlines what they want to achieve.
 - The career plan is designed with the customer and outlines what they want to achieve.
 - The career plan is established for the case manager and outlines what the customer wants to achieve.
 - The career plan is created by the case manager and outlines what the customer wants to achieve.