

Statewide  
Transportation,  
Distribution, and  
Logistics (TDL)  
Curriculum:

Career Awareness Module

# Statewide Transportation, Distribution, and Logistics Curriculum: Career Awareness Module

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**\*Supplemental materials may be found in the TDL Career Awareness Resource File**

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## FOUNDATIONS FOR DESIGN

- ✓ Instruction emphasizes learning by doing through projects and simulations; therefore, the instructor is a facilitator or learning coach.
- ✓ Each module emphasizes communication, teamwork, and critical thinking.
- ✓ Content is contextualized for transportation, distribution, and logistics (TDL) professions and their programs of study.
- ✓ Learning outcomes often require learners to meet and interact with academic and TDL professionals, engage in collaborative and individual projects involving authentic materials and resources, visit TDL and academic facilities, and complete documents and writing tasks for career paths with the guidance of learning facilitators.
- ✓ Specific units within modules may serve as precursors for additional units within the module. Many lessons and units may be repeated and expanded from one module to another.
- ✓ Self-advocacy and continual self-assessment and self-monitoring are inherent to each module while students must be introduced to, required to meet with, and encouraged to consult with the program coordinator as well as academic and employment professionals.
- ✓ Site visits to TDL and learning facilities, guest speakers, and conferences with employment and academic professionals are integral to the relevance and value of the program for students.

## ASSUMPTIONS:

- ✓ Each agency or instructor who may use these modules or this program will adapt instructional strategies, content level of difficulty, learning activities and projects to meet the needs of the program's target population and adult learners of lower and higher academic levels.

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- ✓ Referenced resources, relevant Internet links, learning activities (created, suggested, attached, or referenced) will be used, modified, or omitted based on student need and restraints of class time and resources.
- ✓ This curriculum will work in established internal partnerships within the academic community as well as external partnerships/relationships in the employment community.
- ✓ Units and lessons will be adapted to fit within varying contact hours of a program.

**Rationale:** Before Adult Education students enter the constantly changing workforce, they need to be aware of the wide variety of career opportunities available to them. Quite often students move through their educational experience without having any specific educational goals or career plans. Although having clear educational and career focus is not necessary, expanding personal and career awareness will assist an adult learner with a successful transition into post-secondary education and/or the workforce.

**Module Description:** Career Awareness assists the student in examining the components of career choice. The focus is on career awareness, personal awareness, and education awareness as they relate to the process of career choice and/or post-secondary education. Planning skills and a self-assessment instrument will help identify career options. Decision-making strategies, resume writing, interviewing skills, and job search techniques are covered.

**i-Pathways Alignment with the statewide TDL Curriculum:** The lessons identified in this document have connections with both i-Pathways and the intended learning objectives identified in the statewide TDL Curriculum. The i-Pathways lessons can be used to build background knowledge, reinforce content, or provide learners with additional practice in a specific skill development.

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## **Module Objectives:**

Upon successful completion of the course, a student should be able to:

- Explain the differences between a job and a career
- List the major stages of career awareness
- Describe the roles that personal assessment and self-understanding play in career awareness
- Determine learning style
- Identify individual interests and relate those to specific careers
- Define personal values as they relate to career choices
- Describe the role of values in career decision-making and motivation
- Evaluate different thinking patterns and their relationship to career success
- Identify and evaluate personal skills and relate those skills to career choices
- Examine social and cultural influences on career choice
- Apply career information via computer
- Create a career awareness plan which identifies a possible career path based on identified interest, skills, and values

## **Methods of Instruction**

- Lecture
- Small and large group discussions
- Hands-on activities
- Internet research

## **Methods for Evaluating Student Performance**

- Self-assessments
- Instructor observations
- Career awareness plan

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## Module Overview

- A. Differences Between Job and Career
- B. Stages of Career Awareness
- C. Personal Assessment and Self-understanding
- D. Evaluating Interests, Values, Personality, and Skills
- E. Researching Careers
- F. Creating a Career Plan

## Module Outline

1. Explain the differences between a job and a career.
  - a. Differentiate between a job and a career.
  - b. Determine how generational differences affect the workplace.
  - c. Identify and apply Donald Super's theory to career awareness.
2. List the major stages of career awareness.
  - a. Discuss why personal assessment is the key factor leading to career satisfaction.
  - b. Describe and explore the decision-making process.
3. Describe the roles that personal assessment and self-understanding play in career awareness.
  - a. Discuss why building positive self-esteem is important in developing a successful career plan.
    - i. Self-Esteem Worksheet
  - b. Determine Learning Style
    - i. Learning Style Inventory
  - c. Identify specific components of the success profile.
    - i. STRONG Interest Inventory Online
4. Identify individual interests and relate those to specific careers.
  - a. Discuss the major stages of careers.
  - b. Discuss the results of the STRONG Interest Inventory Online.
    - i. STRONG Inventory Report
5. Define personal values as they relate to career choices.
  - a. Define and clarify values.
  - b. Discuss how values motivate individuals.
  - c. Describe how values motivate career decisions.

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- i. Values Auction Handout
6. Describe the role of values in career decision-making and motivation.
  - a. Discuss differences in personality types.
  - b. Explain your own personality type.
  - c. Recognize how a personality type relates to/influences career planning.
    - i. Myers Briggs Assessment
    - ii. Myers Briggs Personality Type Handouts
  - d. Match your interest to potential careers.
7. Evaluate different thinking patterns and their relationship to career success.
  - a. Identify psychological barriers to decision-making.
  - b. Discuss alternative strategies for career success.
8. Identify and evaluate personal skills and relate those skills to career choices.
  - a. Discuss the importance of skills in career research.
    - i. Define and identify individual student skills.
    - ii. Skills Assessment
  - b. Recognize the power of transferability of skills.
  - c. Discuss the skills employers expect in employees.
9. Examine social and cultural influences on career choice.
  - a. Discuss/Identify personal beliefs and assumptions that will possibly affect a career.
  - b. Recognize how social and cultural condition influences career choice.
    - i. Create a personality collage/vision board
10. Apply a decision-making model to career decisions.
  - a. Discuss trends that will possibly affect career planning.
  - b. Discuss the changing trends in the workplace.
    - i. Personal Career Research Paper
    - ii. Pick 5 Activity
11. Access career information via computer.
  - a. Research printed and web-based sources of information to use in further clarifying career choices.
    - i. Research 5 Careers Activity
    - ii. Pros and Cons of 5 Careers Activity

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- b. Discuss skills to gather information about educational institutions, specific occupations, and career-related opportunities by using online resources.
    - i. College Research Activity
  
- 12. Create a career awareness plan which identifies a possible career path based on identified interest, skills, and values.
  - a. Discuss and review possible career options based on information gathered about attitudes, beliefs, values, interests, personality, skills, and external influences.
    - i. Career Plan Activity