



UNIT SEVEN

Your Career: Doing What Matters Most

Now that students are more clear about all the ways they need to spend and save their money, we turn to the other side of the budget equation— income. **For most of us, a career is the way we earn most of our income.** Accordingly, this unit begins by looking at how career choices affect students' future earning potential. But we also explore the satisfaction that a career provides beyond money, as well as the various lifestyle choices that various incomes allow.

Aside from work experiences, which are typically in small amounts early on in students' careers, employers look for skills. So we will discuss what types of skills employers look for and ways students can develop them through part-time jobs, internships, and volunteer work. Students will also assess their current skills and how they might be attractive to employers.



Getting additional education or training can dramatically increase students' lifetime earning potential.

And according to the Department of Labor, 69 percent of high school graduates will go on to college. But whether the choice involves college, vocational school, the military, or going directly into the workforce, one clearly established need for all workers in our economy is lifelong education and training. This is essential because of the number of job and career changes workers will face over their lifetime.

Students planning to attend college can expect to incur significant costs. Yet the investment in their future earning potential is well worth it. Getting a college education means they will earn almost double what someone with a high school diploma will earn. Given our economy's emphasis on knowledge and expertise, that earning gap may certainly widen in the coming years.

Beyond the need for money, many people value their jobs for the benefits employers provide. Medical insurance, paid leave, retirement plans, life and disability insurance, and educational assistance are the most common benefits provided. These benefits are expensive to an employer, and although the employee may be asked to share in some of the costs, the value of the employee benefits package is a significant portion of the employee's total compensation package. Therefore, students need to be able to make accurate evaluations of job offers, including benefits, when they contemplate new jobs.

Finally, while many students will opt to work for employers, some will choose to become entrepreneurs. Given the extent of corporate downsizing in recent years, having a company job no longer offers the security it once did. And each year, more people are choosing to determine their own fates by starting their own businesses. Yet the Small Business Administration reports that one-third of businesses fail within the first two years. So it's important that students considering this route understand what they're getting into and make realistic assessments of their entrepreneurial potential. But in the end, the rewards of entrepreneurship may outweigh its risks and provide students with another way of achieving career satisfaction and lifetime goals.

Materials you will need for this unit:

- NEFE High School Financial Planning Program Student Guide: **Unit 7 – Your Career: Doing What Matters Most**
- Unit 7 Teaching Plan
- Unit 7 Overview
- Presentation Visuals: Unit 7 Visuals.ppt; Unit 7 Visuals.pdf
- Sticky notes or index cards for Exercise 7A
- Assignment 7-1
- My Marketable Skills worksheet for Assignment 7-1
- Assignment 7-2
- Assignment 7-3
- Unit Assessment 7-1
- Career Planning worksheet for Assessment 7-1
- Unit Assessment 7-2
- Access to Internet
- Unit 7 Newsletter Article

Teaching Plan

Unit 7 Your Career: Doing What Matters Most

Total Time – 141 Minutes

Target Competency

Examine how a career choice and lifestyle affect your financial plan.

Learning Objectives

- A Examine the relationship between career choice and earning potential
- B Explore how education and training affect career choices and earning potential
- C Consider the value and costs of career preparation
- D Examine how employment benefits enhance earning potential
- E Identify factors that affect earning potential and financial planning
- F Compare the advantages and disadvantages of working for yourself versus working for others

Teaching Plan Activities

Minutes	Teaching Activities	Student Learning/Assessment Activities
3	<p>Preview Unit 7 with the students by reading page 95. Point out that they will use the information learned and practiced in this unit as well as the guidelines stated on page 110 to examine how a career choice can affect a person's financial plan.</p> <p><i>Optional: Copy and distribute the Unit 7 Overview (page 200) to preview what the students will learn and what assignments will be submitted throughout the unit.</i></p>	<p>Read page 95 to preview what you will learn about and do in this unit.</p>
3	<p>Lead the students in a discussion to list all of the different jobs that have affected their lives in the past 24 hours. Examples include teachers, the school secretary, and the cable maintenance person.</p>	<p>List all of the different jobs that have affected your life in the past 24 hours. Examples include teachers, the school secretary, and the cable maintenance person.</p>
5	<p>Guide students to work with a partner to complete the What Do You Think? activity on page 96. Observe students during the exercise to become familiar with student perceptions.</p> <p>Ask the students what surprised them about the statistics. Poll the class to compare class statistics with the national statistics featured in the What Do You Think? activity.</p>	<p>Work with a partner to respond to the What Do You Think? activity on page 96.</p>
5	<p>Direct students to read the scenario on page 96. Ask students: What do you think Dante should do? What are the advantages of completing a two-year college program? A four-year program?</p>	<p>Read the scenario on page 96. What do you think Dante should do?</p>

Minutes	Teaching Activities	Student Learning/Assessment Activities
0	Direct students to read pages 96–97 to learn about the relationship between career choices and earning potential.	Read pages 96–97 to learn about the relationship between career choices and earning potential.
5	Use the following PowerPoint visuals to introduce students to the relationship between career choices and earning potential: Visual 7-A, Relationship of Career and Earning Power; Visual 7-B, Reasons Employees Are Rewarded; and Visual 7-C, The Opportunity Cost of Working.	View a presentation about how earning potential and career choices are related.
15	Arrange students in teams of three to four to complete Exercise 7A, Why Do People Work? , on page 98. Provide sticky notes for each team to generate a list of reasons people work. Direct students to take turns (round robin) writing one reason per sticky note until everyone has contributed at least twice. Direct teams to arrange sticky notes into categories to classify the reasons they think people work. Arrange for each team to report the results of the exercise.	Complete Exercise 7A, Why Do People Work? , on page 98. List reasons people work, and classify those reasons into categories.
10	<p>Direct the students to read pages 98–99 prior to class to examine how education and training affect career choices and earning potential. Show PowerPoint Visuals 7-D, Key Employee Skills; 7-E, Career Pathway; and 7-F, Education and Experience.</p> <p>Explain that a person might have a degree in one area but need training in another area to secure a temporary job or to gain experience.</p> <p>Provide access to reference information or direct students to visit the O*Net Online Network Web site, <i>online.onetcenter.org</i>, to view occupational information. Seek out information about minimum expectations of employers and examples of industry standards.</p>	Read pages 98–99 and view a presentation to examine how education and training affect your career choices and earning potential.
10	<p>Guide students to independently complete Exercise 7B, Rate Your Work Skills, on page 98 to examine what transferable skills are important to employers.</p> <p>Show PowerPoint Visual 7-G, Ranking Order of Key Employee Skills, to reveal how employees ranked the importance of transferable skills featured in the survey.</p>	Complete Exercise 7B, Rate Your Work Skills , on page 98 to examine what transferable skills are important to employers. How would you rate your transferable skills?
10	Arrange for students to work with a partner to complete Exercise 7C, Entry-Level Job Skills , on page 99.	Work with a partner to complete Exercise 7C, Entry-Level Job Skills , on page 99 to identify skills needed for various entry-level jobs.
0	<i>Optional: Guide the students to complete the Money Money Money activity. (See Supplementary Materials—SM7-1.)</i>	<i>Optional: Complete the Money Money Money activity.</i>

Minutes	Teaching Activities	Student Learning/Assessment Activities
0	<i>Optional: Arrange for students to interview local employers to find out what skills are desired for that person's employees. Work with the students to generate a list of relevant interview questions. Arrange for students to share what was learned with the whole class.</i>	<i>Optional: Interview a local employer to find out what skills are desired for that person's employees.</i>
0	<i>Optional: Lead a discussion to compare how earnings vary based on location, region, job within a career, education, or years of experience. Show students how to locate regional data from the state's Workforce Development Blueprint available online. Assign students to compare local data with similar data from another region in the United States.</i>	<i>Optional: Compare how earnings vary based on location, region, job within a career, education, or years of experience.</i>
0	<i>Optional: Guide students to calculate the odds of "making it big" in the work world for a specific career such as one in entertainment or sports. Example: What are the odds of "making it big" as a professional baseball player? (See Supplementary Materials—SM7-2.)</i>	<i>Optional: Calculate the odds of "making it big" in the work world for a specific career such as one in entertainment or sports.</i>
0	Distribute and assign Assignment 7-1, My Marketable Skills , to be completed in class or as homework by a due date.	Complete Assignment 7-1, My Marketable Skills . Assess your marketable skills, and provide evidence of them.
10	Direct students to read pages 100–101 to learn about the value and costs of career preparation. Show PowerPoint Visual 7-H, Average College Costs , and Visual 7-I, Education and Earnings , to lead a discussion about the costs and value of preparing for a career.	Read pages 100–101 to learn about the value and costs of career preparation. Participate in a discussion to examine the costs and value of preparing for a career.
10	Guide students as they complete Exercise 7D, How Much Is Attending Class Worth? , on page 102. Show PowerPoint Visual 7-J, How Much Class Is Worth , to verify the students' work.	Complete Exercise 7D, How Much Is Attending Class Worth? , on page 102. Calculate the value of a day's education.
0	<i>Optional: Lead a discussion for the students to list options that are available to fund an education and/or training for a career. Guide students to consider how each of these options will help a person meet financial goals related to career training.</i>	<i>Optional: Consider options that are available to fund your education and/or training for a career. Consider how each of these options will help you meet your financial goals related to career training.</i>
0	Distribute and assign Assignment 7-2, My Career Prep , to be completed in class or as homework by a due date.	Complete Assignment 7-2, My Career Prep , to estimate the costs of preparing for two careers that interest you.
0	Direct students to read pages 103–104 to consider ways employees benefit from perks provided by employers.	Read pages 103–104 to consider ways employees benefit from perks provided by employers.
5	Show PowerPoint Visual 7-K, Typical Employee Benefits , to introduce students to job benefits.	Listen to a presentation to learn about job benefits.

Minutes	Teaching Activities	Student Learning/Assessment Activities
10	Arrange students into teams of two to three to complete Exercise 7E, Compare Employee Benefits , on page 104. Lead a discussion for teams to share their results and justification for their decision. As a follow-up, use information from Exercise 7E to determine the value of an employee savings plan over a period of five years and 10 years.	Complete Exercise 7E, Compare Employee Benefits , on page 104. Use information from Exercise 7E to determine the value of an employee savings plan over a period of five years and 10 years.
0	<i>Optional: Direct students to interview one or two adults about their career choices and job satisfaction. Guide students to ask questions related to career history, what is liked/disliked about their jobs, how they prepared for their careers, reasons for changing jobs/careers, and what advice they have for young people starting to prepare for a career. Arrange for students to share their findings with the class.</i>	<i>Optional: Interview adults about their career choices and job satisfaction. Ask questions related to career history, what they like/dislike about their jobs, how they prepared for their careers, reasons for changing jobs/careers, and what advice they have for young people starting to prepare for a career. Be prepared to share your findings with the class.</i>
0	<i>Optional: Arrange for students to interview an adult relative or a human resources manager to find out about types of benefits available at the person's place of employment. Work with students to plan for the interview and to identify relevant questions.</i>	<i>Optional: Interview an adult relative or a human resources manager to find out about types of benefits available at the person's place of employment.</i>
0	Distribute and assign Assignment 7-3, My Job Benefits , to be completed in class or as homework by a due date.	Complete Assignment 7-3, My Job Benefits . Identify benefits that are most important to you now and in the near future.
5	Arrange for students to work in pairs to complete Exercise 7F, Workplace Trends , on page 105.	Work with a partner to complete Exercise 7F, Workplace Trends , on page 105. What do you think are future trends in the job market? What is your evidence? How will these trends affect your decisions about career planning?
0	<i>Optional: Identify relevant resources so students can gather information about "hot" new careers and the opportunities for related training. Arrange for students to share what was discovered.</i>	<i>Optional: Gather information about "hot" new careers and the opportunities for related training. Share with your classmates what you discover.</i>
5	Direct students to read pages 105–106. Show PowerPoint Visual 7-L, Factors That Can Affect Your Earning Potential , to lead a discussion about factors that might affect a person's earning potential and financial planning options.	Read pages 105–106 and participate in a discussion to consider factors that might affect your earning potential and financial planning options.
5	Direct students to work independently to complete Exercise 7G, Career Factors , on page 107. Invite students to voluntarily share their responses	Work independently to complete Exercise 7G, Career Factors , on page 107. Consider your criteria for job satisfaction as you rank the career factors on the chart.

Minutes	Teaching Activities	Student Learning/Assessment Activities
0	<i>Optional: Direct students to compare local factors that affect earning potential with factors in another part of the country. Arrange for students to draw names of cities or to randomly point to a map to select a city for comparison. The comparison should include communities that are similar but in different regions of the United States as well as cities that are in the same region but vary in population density.</i>	<i>Optional: Compare local factors that affect earning potential with factors in another part of the country.</i>
0	<i>Optional: Arrange for students to work in small groups to plan and deliver a presentation about the value of lifelong learning and the relationship to earning potential and financial planning.</i>	<i>Optional: Work with a group to plan and deliver a presentation about the value of lifelong learning and the relationship to earning potential and financial planning.</i>
0	Distribute and assign Assessment 7-1, Planning for My Career , to be completed independently by a due date. Preview the directions and scoring guide (Appendix A) to help the students plan their work. Use this assessment to assess the students' ability to perform the unit target competency. As an alternative assessment, an objective test, Assessment 7-2, Evaluation , is available on the Instructor's Manual CD and in the Supplementary Materials (see SM7-3).	Complete Assessment 7-1, Planning for My Career .
10	Direct students to read pages 108–109 and participate in a discussion about the qualities and traits of an entrepreneur.	Read pages 108–109, and participate in a discussion about the qualities and traits of an entrepreneur. What entrepreneurial qualities do you have? What skills might you need to develop to be a successful entrepreneur?
5	Arrange for students to work with a partner to complete Exercise 7H, Responding to Trends , on page 108. Tell students to use the trend information generated for Exercise 7F to think of how business opportunities might be affected.	Work with a partner to complete Exercise 7H, Responding to Trends , on page 108. Use the trend information generated for Exercise 7F to think of how business opportunities might be affected.
10	Guide students to complete Exercise 7I, My Entrepreneurial Possibilities , on page 109. Arrange for students to voluntarily share their lists with small groups or the whole class.	Complete Exercise 7I, My Entrepreneurial Possibilities , on page 109 to assess your entrepreneurial possibilities.
0	<i>Optional: Guide student groups to brainstorm entrepreneurial opportunities for young people. Point out resources, such as the Small Business Administration and State Cooperative Extensions, that are available to assist a person who wants to start a business.</i>	<i>Optional: Brainstorm entrepreneurial opportunities for young people. Seek out resources that are available to assist a person who wants to start a business.</i>
0	<i>Optional: Share a presentation or invite a guest speaker to share information about entrepreneurship.</i>	<i>Optional: View a presentation or listen to an entrepreneur to learn more about entrepreneurship.</i>
0	<i>Optional: Guide students to create a Venn diagram to compare employee and entrepreneurial traits or factors.</i>	<i>Optional: Create a Venn diagram to compare employee and entrepreneurial traits or factors.</i>
0	<i>Optional: Arrange for students to work independently or in pairs to complete the online Unit 7 simulation on the HSFPF Web site.</i>	<i>Optional: Complete the online Unit 7 simulation.</i>
0	Copy the Unit 7 newsletter article(s) to distribute to parents or via a school newsletter (available on the Instructor's Manual CD).	[Taking It Home] Read a newsletter article to scan data related to career options and earning potential.
0	Encourage students to ask adult family members or another adult about job experiences related to the first job, the worst job, the best job, and training for careers.	[Taking It Home] Ask your parents or another adult about job experiences related to the first job, the worst job, the best job, and training for careers.

Unit 7 Your Career: Doing What Matters Most

Unit Overview

What will you do after you finish high school? Go to college? Enter a trade school? Join the military? Start working in a full-time job? Your choice will affect your career and future earnings. In fact, getting more education and training usually means building a niche of expertise and getting more money in future paychecks. Throughout this program, we have talked about ways to spend or save your money. Now it's time to focus on the other side of the equation—your income. And the biggest factor in determining that income is the work you choose.

Ideally, you'd like to find work you love—work that pays you enough to live comfortably and helps you achieve your financial goals. All that involves making wise choices. And it includes understanding how other factors—such as education and training—affect your career path and earning potential. It also means knowing how employee benefits can add value to your earnings and reduce your costs, such as those for education, training, and insurance.

How can you use this in your life?

You will use what you have learned in this unit to examine how a career choice and lifestyle affect your financial plan.

In the process of creating your financial plan, you will . . .

- . . . examine the relationship between career choice and earning potential
- . . . explore how education and training affect career choices and earning potential
- . . . consider the value and costs of career preparation
- . . . examine how employment benefits enhance earning potential
- . . . identify factors that affect earning potential and financial planning
- . . . compare the advantages and disadvantages of working for yourself versus working for others

You will know you have succeeded when:

- ✓ You list career and lifestyle criteria that are important to you using the Career Planning worksheet
- ✓ You identify at least two career options that will potentially match with your stated criteria and financial goals
- ✓ You indicate how each career option aligns with your criteria
- ✓ You cite sources used to gather career information
- ✓ You explain how your current and near-future earning power impacts your lifestyle
- ✓ You describe how limited resources, future opportunities, and emotions will impact your career and education decisions over the next 10 years
- ✓ You predict how your career options will impact your long-term financial goals and future budget planning
- ✓ You identify at least two examples of opportunity costs you are willing to live with as you prepare for a career
- ✓ You point out at least two career and/or career training decisions that may need to be addressed within the next 10 years as you work toward your long-term financial goals
- ✓ You identify specific intermediate- and long-term SMART goals related to preparing for your desired career
- ✓ You indicate what you can do now to start preparing for your desired career

Check your progress as you complete the unit assignments and assessments:		
Due Date	Description	Points
	Assignment 7-1 My Marketable Skills	___/10
	Assignment 7-2 My Career Prep	___/10
	Assignment 7-3 My Job Benefits	___/10
	Assessment 7-1 Planning for My Career	___/50
	Assessment 7-2 Evaluation	___/50

 Procedure


In this unit, you will:

- Examine the relationship between career choice and earning potential
- Explore how education and training affect career choices and earning potential
- Consider the value and costs of career preparation
- Examine how employee benefits enhance earning potential
- Identify factors that affect earning potential and financial planning
- Compare the pros and cons of working for yourself versus working for others

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To learn more, visit hsfpp.nefe.org. 95

- Preview Unit 7 with the students by reading **page 95**. Point out that they will use the information learned and practiced in this unit to examine how a person's career choice can affect a person's financial plan using the guidelines stated on **page 110**.

- Lead the students in a discussion to list all of the different jobs that have affected their lives in the past 24 hours. Examples include teachers, the school secretary, and the cable maintenance person.

- *Optional: Copy and distribute the **Unit 7 Overview** (page 200) to preview what the students will learn and what assignments will be submitted throughout the unit.*

 Procedure

- Guide students to work with a partner to complete the **What Do You Think?** activity on **page 96**. Observe students during the exercise to become familiar with student perceptions.
- Ask the students what surprised them about the statistics. Poll the class to compare class statistics with the national statistics featured in the **What Do You Think?** activity.
- Direct students to read the scenario on **page 96**. Ask students: What do you think Dante should do? What are the advantages of completing a two-year college program? A four-year program?
- Direct students to read **pages 96–97** to learn about the relationship between career choices and earning potential.



What Do You Think?

With a partner, indicate whether you think each statement is true or false:

<input type="checkbox"/>	Forty-four percent of teenagers worked last summer.
<input type="checkbox"/>	Most of them worked full-time jobs (35 or more hours a week).
<input type="checkbox"/>	Teens most often work in the food service and retail industries.
<input type="checkbox"/>	The average American will have had 10 jobs between the ages of 18 and 38.
<input type="checkbox"/>	Every year, about one-tenth of workers change jobs to take advantage of better opportunities.

Source: U.S. Department of Labor's Bureau of Labor Statistics

What Should Dante Do?

Dante is thinking about becoming a computer support technician because he really enjoys fixing computers for his friends and family. But he's not sure what he should do after high school graduation. He could go to a vocational school specifically for fixing computers and graduate in less than two years. But his parents are encouraging him to go to college, pushing graduation out to four years. They say that he can still study computers in addition to getting a broader degree in case he wants to go into another area of computers—or, perhaps, something entirely different. What do you think he should do?

Making Cents of Your Career

Would you rather have a job or a career? You're probably thinking, "What's the difference?" There's a big difference! A **job** provides you with the basics—cash and something to do to earn it. A **career** is your chosen occupation. It too provides an income and an activity. But it also provides challenges, opportunities for advancement, and real satisfaction with what you do. A job doesn't necessarily make you want to get up in the morning, inspire you to take a deep interest in your work, or provide you with fulfillment. But a career may.

Right now, you may have a part-time job, but your "career" is being a student. Your part-time job provides you with money so you can enjoy life a little more. But your full-time "job" is to go to class and study. You love some of your classes; others you barely tolerate. And this full-time "job" doesn't pay you right now, but later, it can pay off in a big way. So now, going to school and studying are what you have to do to achieve your current "career" goal—graduation.

ANSWER KEY:

1. True.
2. False. 18% of teenagers worked full-time last summer (35 hours or more per week), while 26% worked part-time (less than 35 hours a week).
3. True.
4. True.
5. False. Every year, about one-third of workers change jobs to take advantage of better opportunities.

Remember back in Unit 1 where you set your financial goals? Your career choice becomes a major player in helping you accomplish those goals because it affects how much income you can potentially make. Most likely, a higher-paying job means you can achieve your goals faster. But your career choice also determines your lifestyle—how much time you'll have in your life for other things. So if one of your goals is to take long vacations and travel a lot for fun, you may want to rethink your decision to be a high-powered executive at a big company. That's because your career will not only determine the level of income you can make, it'll also determine the amount of time you can spend outside of work.

Think about it. Whether they're playing at local clubs or sports arenas, musicians usually end up working at night when all of their friends are relaxing and unwinding from a full day of work. Obstetricians have to be on call around the clock, ready to deliver babies whenever their patients go into labor. Real estate agents do a lot of their work on weekends when potential clients have time to look at houses. Bakers go to work when the rest of the world is sleeping, so all of their pastries are freshly baked for the first customers of the day. Career choices affect both the amount of money you make and the type of life you live.

Your values also determine your earning potential. Some people are willing to do whatever it takes to make it big and earn a lot of money, such as working long hours and traveling often for business. Others are willing to make a little less because they aren't as driven by money. Instead, they prefer to balance hard work with reasonable hours so they can have time to spend with their families or hobbies. Your values also dictate whether you'll be happier in the (usually) higher-paying corporate world or the lower-paying arena of nonprofit organizations. There are other things that affect your earning potential, and we'll talk soon about those.

Earning a lot of money can bring you financial stability and influence within your community. It can also give you more flexibility in making lifestyle decisions. For example, you can better afford to take time off to spend with your family. You can also afford to have a personal trainer whip you into shape. How would earning more money make your life easier?

The one thing money can't do, though, is make you happier. Studies show that after a year, lottery winners are back to being as happy (or unhappy) as they were before hitting the jackpot.¹ And another study in *Science* magazine shows just how little connection there is between money and happiness. It found that 61 percent of people earning less than \$20,000 a year reported being "pretty happy" compared with about 52 percent of those earning more than \$90,000 a year.²

Simply put, money is important—but it isn't everything. In fact, there are many people who are miserable in their jobs even though they take home big paychecks. Why? Lack of personal satisfaction—the "true" bottom line of any job. Personal satisfaction on the job means feeling that what you do is important and that you are valued by your company. For some people, it also means believing that what they do helps others. Some know they could make more elsewhere, but choose not to because maybe they've built up enough time off so that they are able to leave work early for their children's soccer games. And some people prize the connection they have with their co-workers. In short, a career you love is always about more than just money.

¹"Lottery Winners and Accident Victims: Is Happiness Relative?" *Journal of Personality and Social Psychology*, August 1978; 36(8):917-27.

²"Random Samples," *Science*, August 26, 2005.

To love what you do and feel that it matters—
how could anything be more fun?

—Katherine Graham

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Procedure

- Arrange students in teams of three to four to complete **Exercise 7A, Why Do People Work?**, on page 98. Provide sticky notes for each team to generate a list of reasons people work. Direct students to take turns (round robin) writing one reason per sticky note until everyone has contributed at least twice. Direct teams to arrange sticky notes into categories to classify the reasons they think people work. Arrange for each team to report the results of the exercise.
Discussion questions:
What do you like/dislike about work?
What do you like/dislike about your current or most recent job?
What do you like/dislike about volunteer work?
- Direct the students to read **pages 98–99** prior to class to examine how education and training affect career choices and earning potential.
- Show PowerPoint **Visuals 7-D, Key Employee Skills; 7-E, Career Pathway; and 7-F, Education and Experience.**
- Explain that a person might have a degree in one area but need training in another area to secure a temporary job or to gain experience.
- Provide reference information or direct students to visit the O*Net Online Network Web site, online.onetcenter.org, to view occupational information. Seek out information about minimum expectations of employers and examples of industry standards.



Exercise 7A
Why Do People Work?

List reasons that people work. Organize those reasons into categories.

Skills: The Currency of Your Career

Face it—you're going to be working for a long time. If you plan to retire at age 65, you've more than four decades of work ahead of you. Can you imagine doing the same job for 40 years? Neither can most people. In fact, studies show that the average working American will have 10 jobs between the ages of 18 and 38—about one job every two years—and have three to five careers during a lifetime.¹

But changing jobs and careers isn't just about relieving boredom. It's about continuing to grow and change throughout your work life. Traveling a lot for work may seem fun when you're in your 20s, but you may dread it once you get married and have kids. Or you might discover a passion along the way that you decide to turn into a career. You may also discover a talent you didn't know you had and let that guide you down a new path.

People change jobs to make more money, advance their positions, or find more satisfying work environments. Changing careers, though, is usually about changing your lifestyle or finding something more fulfilling, or both.

Luckily, making a change doesn't have to mean completely starting over on the bottom rung of the ladder. That's because skills you develop in each job go with you and continue to develop and grow as you advance through your career. And transferable skills don't only include what you've learned on the job. They include skills you've acquired through volunteer work, hobbies, sports, and other life experiences that you can use in your next job or new career. For example, if you've ever been a server in a restaurant, you've probably developed good communication skills in your efforts to satisfy customers. This is great experience for jobs where customer service skills are important.

Other transferable skills you may have picked up on the job are time management, working under pressure, and problem solving.

¹U.S. Department of Labor's Bureau of Labor Statistics



Exercise 7B
Rate Your Work Skills

Below is a list of employee skills that employers want in their employees. Rate yourself in each skill area using the following rating scale: 1 for poor, 2 for developing, and 3 for good.

Skill	Rate
Analytical	
Communication	
Computer	
Detail-oriented	
Flexibility and adaptability	
Honesty and integrity	
Interpersonal	
Leadership	
Motivation and initiative	
Organizational	
Self-confidence	
Strong work ethic	
Teamwork	

Source: Job Outlook 2006. National Association of Colleges and Employers.

- Guide students to independently complete **Exercise 7B, Rate Your Work Skills**, on page 98 to examine what transferable skills are important to employers. **(Key is on pg. 216)**
- Show PowerPoint **Visual 7-G, Ranking Order of Key Employee Skills**, to reveal how employees ranked the importance of transferable skills featured in the survey.



Discussion

Ask the following questions:

- How would you rate your transferable skills?
- What surprised you about the skills listed in the chart?



Exercise 7C Entry-Level Job Skills

What do you need to know and be able to do on your first entry-level job? List the skills, qualities, and education needed for various entry-level jobs. As you know, people in entry-level jobs often develop skills that help them advance to higher-level jobs. Brainstorm one to two examples of higher-level jobs that are related for each entry-level job you listed. An example is given for you.

Type of Job	Skills Needed	Personal Qualities Needed	Education Needed	Possible Next-Level Job(s)
Lifeguard	Strong swimming skills Active listening Communicate clearly Judgment and decision making Critical thinking Monitoring	Reliable Cooperative Integrity Initiative Attention to detail Able to handle stress Good eyesight Desire to help others Leadership	At least 15 years old. Have current certifications: Lifeguard, CPR for Professional Rescuer, First Aid Basics	Water Safety Instructor (WSI) Emergency Medical Technician (EMT)

Marketable skills can come from many areas of your life. Aside from working part-time jobs while you're in school, two other ways to develop your skills are through volunteer work and internships.

Employers love to see that you've had some "real world" experience, and volunteer work is a great way to get it. Many short-handed nonprofit organizations and even some businesses like to hire dedicated volunteers. According to CareerBuilder.com, more than 60 percent of hiring managers say they count volunteer work as relevant experience. That's because it can give you the opportunity to build your resume with valuable marketable skills and on-the-job accomplishments.

An internship is another option. It's also a great way to find out first hand whether or not a career path is the right one. In addition to work experience, an internship can provide valuable connections at the company where

you're interning, possibly helping you to land a job there or with another company. And apparently, an internship can also boost your starting salary when you're ready to work full time. Nearly half of recently surveyed employers said that they offer a higher starting salary (about 7 percent higher on average¹) to entry-level job candidates with relevant internship experience.

Another way to develop marketable skills is through education and training. Your education and training specific to a job or industry are always highly desired by employers, meaning that you are perceived as being more prepared than others to understand what the job requires and how to hit the ground running. But, employers value a general education as well, and it can pay to highlight your courses or projects that are particularly relevant to a job in which you're interested.

¹National Association of Colleges and Employers (NACE) 2006 *Experiential Education Survey*

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- Arrange for students to work with a partner to complete **Exercise 7C, Entry-Level Job Skills**, on **page 99**. Ask the following questions:
*What similarities do you see in your list?
How might these skills be useful when you seek another job?*

Going Further

- Guide the students to complete the **Money Money Money** activity. (See Supplementary Materials—SM7-1.)
- Arrange for students to interview local employers to find out what skills are desired for that person's employees. Work with the students to generate a list of relevant interview questions. Arrange for students to share with the whole class what was learned.

 Procedure

- Distribute and assign **Assignment 7-1, My Marketable Skills**, to be completed in class or as homework by a due date.
- Direct students to read **pages 100–101** to learn about the value and costs of career preparation.
- Show PowerPoint **Visual 7-H, Average College Costs**, and **Visual 7-I, Education and Earnings**, to lead a discussion about the costs and value of preparing for a career.

**Assignment 7-1:****My Marketable Skills**

Make an inventory of your marketable skills, and identify evidence of them. Consider skills you have applied in past or current jobs, when you performed volunteer work, or when you participated in club or school activities.

Getting Educated About Education

Education is the level of formal knowledge and training you have attained. Generally, the more education you have, the higher the income you can attain. Of course, continuing your education after high school takes time and usually costs a lot of money.

If you want to go to college, do you have any idea what it will really cost? Take a look at **Figure 7-1** for some insight.

Figure 7-1:
Average Annual College Costs 2006–2007 for Full-Time Students at a Four-Year School

Private	State (nonresident)	State (resident)
\$33,301	\$26,304	\$16,357

Source: College Board's *Trends in College Pricing 2006*

These costs include tuition, a dorm room and cafeteria meal plan, fees, books, and spending money for things like gas and pizza. Needless to say, going to college is not cheap. Fortunately, there are many financial resources available in the form of scholarships and student loans that can help you get there.

So what are the benefits of spending all that money? In addition to the education itself, you position yourself for future potential earnings that can positively impact your life. Take a look at **Figure 7-2**, which shows the average annual earnings for adults under age 65 based on their education status.

Figure 7-2:
The Value of Education

High school dropout, no degree	\$19,226
High school diploma	\$28,950
Two-year college associate's degree	\$36,395
Four-year college graduate with bachelor's degree	\$51,568
Post-graduate degree (six plus years)	\$67,073

Source: U.S. Census Bureau, Current Population Survey, 2005 Annual Social and Economic Supplement

These figures show that for the average person, finishing high school is worth about \$10,000 more (compared with dropping out). And finishing college nearly doubles the worth of that number to \$22,000 more!

 **Going Further**

- Lead a discussion to compare how earnings vary based on location, region, job within a career, education, or years of experience. Show students how to locate regional data from the state's Workforce Development Blueprint available online. Assign students to compare local data with similar data from another region in the United States.
- Guide students to calculate the odds of “making it big” in the work world for a specific career such as one in entertainment or sports. Example: What are the odds of “making it big” as a professional baseball player? (See Supplementary Materials—SM7-2.)

Education Funding Options

- College savings
- Scholarships and grants
- Federal education loans
- Private education loans
- Work-study programs
- Tuition assistance from an employer
- Military programs

College isn't the only way to further your education and increase your potential earning power. Some people opt to go to technical and trade schools instead. These are typically one- to two-year programs that teach you the skills required by a particular type of job—such as a computer support technician, diesel mechanic, paralegal assistant, or hair stylist.

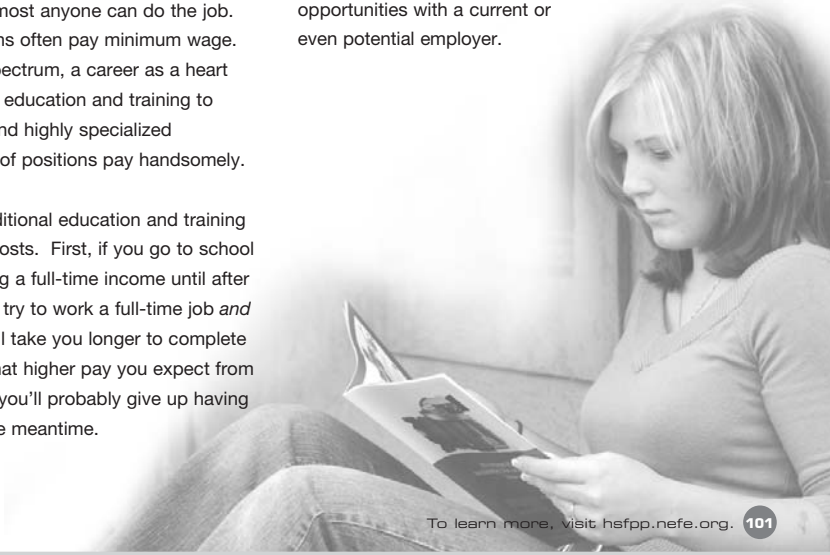
Usually, how much a job pays depends on the skills, training, and knowledge needed to do the job. Fast-food work requires little training in terms of specialized skills and knowledge—almost anyone can do the job. So these types of positions often pay minimum wage. At the other end of the spectrum, a career as a heart surgeon requires years of education and training to acquire advanced skills and highly specialized knowledge. These types of positions pay handsomely.

Like anything, getting additional education and training comes with opportunity costs. First, if you go to school full time, you delay making a full-time income until after you graduate. And if you try to work a full-time job *and* go to school part time, it'll take you longer to complete your education and get that higher pay you expect from doing so! In either case, you'll probably give up having much of a social life in the meantime.

The second opportunity cost is financing an education. Money spent on education is money you could use for other purposes—things you need or want now or things you are saving for. So the best way to look at these opportunity costs may be as an investment in your future earning potential.

And if you get help in paying for your education, there may be more opportunity costs. An employer may require you to stay for a year or more after completing the classes it paid for (or else you have to repay all or part of what the employer gave you.) That means you may be stuck in a job you don't really like for a while longer. And to get education assistance from the military—such as GI Bill programs or Reserve Officers' Training Corps (ROTC) scholarships—you have to commit to a certain amount of time on active or reserve duty.

No matter the job, getting relevant training is pretty much a surefire way to increase your worth in the workplace. You will need to learn new skills to stay motivated and keep progressing in your career. The good news is that many employers will pay for additional training. That's because it benefits them as well when you're better equipped to handle your job. So it's always good to ask about training opportunities with a current or even potential employer.



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Going Further

Lead a discussion for the students to list options that are available to fund an education and/or training for a career. Guide students to consider how each of these options will help a person meet financial goals related to career training.

 Procedure

- Guide students as they complete **Exercise 7D, How Much Is Attending Class Worth?**, on page 102.
- Show PowerPoint **Visual 7-J, How Much Class Is Worth**, to verify the students' work.
- Distribute and assign **Assignment 7-2, My Career Prep**, to be completed in class or as homework by a due date.

**Exercise 7D****How Much Is Attending Class Worth?**

Calculate how much getting that high school diploma is worth.

Given the average lifetime earnings for:¹

Professional Degree	\$3,296,840
College graduate with bachelor's degree	\$1,878,760
Two-year college associate's degree	\$1,455,960
High school diploma (or GED)	\$1,167,480
Ninth-grade education or less	\$ 787,400

- 1 Figure the difference in potential income between a high school graduate and someone who did not finish the ninth grade:

$$\begin{array}{r}
 \$ 1,167,480 \text{ average lifetime earnings (high school diploma)} \\
 - \quad 787,400 \text{ average lifetime earnings (ninth-grade education or less)} = \\
 \$ \underline{\hspace{2cm}} \text{ Potential extra future earnings (PEFE) for a high school graduate (a)}
 \end{array}$$

- 2 Divide the PEFE for a high school graduate (a) by the number of years typically spent in high school:

$$\begin{array}{r}
 \$ \underline{\hspace{2cm}} \text{ PEFE earnings for a high school graduate (a) } \div 4 \text{ years} = \\
 \$ \underline{\hspace{2cm}} \text{ PEFE per year for a high school graduate (b).}
 \end{array}$$

- 3 Divide the PEFE per year for a high school graduate (b) by the average number of school days per school year (c):

$$\begin{array}{r}
 \$ \underline{\hspace{2cm}} \text{ PEFE per year for a high school graduate (b) } \div 180 \text{ days per school year (c)} = \\
 \$ \underline{\hspace{2cm}} \text{ value of a day's education for a high school graduate.}
 \end{array}$$

¹2002 Current Population Survey

**Assignment 7-2:****My Career Prep**

Estimate the costs of preparing for at least two careers in which you're interested. List possible opportunity costs of training for each one.

ANSWER KEY:

1. \$380,080
2. \$380,080; \$95,020
3. \$95,020; \$527.89

 Procedure**Beyond Salary—The Value of Benefits**

When it comes to income, most people talk about their salary. But a sizable portion of your compensation is what an employer pays you in the form of employee benefits. According to the U.S. Department of Labor, the most common employee benefits are:

Paid Leave. This includes paid time off for holidays, vacation, illness, and jury duty and to attend a funeral. The typical worker gets nine days of paid vacation after the first year on the job.

Health Insurance. This includes medical insurance and, sometimes, dental and vision insurance.

Retirement Plans. Most large employers offer some type of retirement savings plan. The most popular type is called a 401(k) plan to which you contribute some of your pay. Some employers contribute a small percentage on your behalf as well.

Life Insurance and Disability Insurance. We talked about these types of insurance in Unit 6. Both can be easier to get and less expensive through an employer.

Education Assistance. This involves some type of funding or reimbursement for classes you take to further your education or job-related knowledge.

Now just because an employer offers these benefits, it doesn't mean they're free. Paid leave and education assistance are usually provided at no cost to you. With education assistance, you usually have to front the money for classes with the company paying you back at a later date. On the other hand, most retirement plans require you to contribute a portion of your earnings.

Also, health insurance is very expensive for employers to provide, and its costs keep rising. So most companies now require their employees to cover a portion of their health insurance costs through payroll deductions. This is still a lot cheaper than you would probably pay to buy health insurance on your own. And while many companies do offer limited life and disability insurance at no cost, you can often purchase additional coverage, again, through payroll deductions.

Among the most valuable benefits companies offer are retirement savings plans. While retirement may be the furthest thing from your mind right now, you saw in Unit 3 how the power of compounding can turn just a little bit of money into a lot over time. So starting to save now for your retirement is definitely to your advantage. Also, your employer's retirement plan may come with an additional bonus—free money in the form of matched contributions.

The 401(k) plan is the most popular type of voluntary, employer-sponsored retirement plan, which means that you can opt in to the plan, and your employer manages and administers it. Some employers encourage employees to contribute by offering to match their contributions. For example, if you contribute between 1 percent and 6 percent of your earnings, the company will pitch in another 50 percent of that contribution. So you could get as much as an additional 3 percent (50 percent of 6 percent) of your earnings added to your retirement account, each year, for free! In the workplace, this is called the “employer match.” It's one of the most valuable benefits available, yet many people never take advantage of it. People who don't participate in one of these plans are failing to do two important things in their financial lives. They are not saving for retirement, and they are leaving money from the employer—an amount that could add up to many thousands of dollars after many years—“on the table.”

Another benefit to company retirement plans is that the money you contribute isn't taxed until you withdraw it. So the amount you contribute reduces the amount of taxes you pay today. That offsets some of the money that bypasses your wallet because you're contributing to the plan. And remember, what you contribute is still your money and will likely grow in value for many years. Remember when we talked about long-term goals way back in Unit 1? Retirement is one of the most important long-term goals anyone has. And if you remember the time value of money chart in Unit 3, you will know that by starting earlier you will reach this most important of goals. And you will likely have more to live on in retirement, and over time, it will actually cost you less!

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■ Direct students to read **pages 103–104** to consider ways employees benefit from perks provided by employers.

■ Show PowerPoint **Visual 7-K, Typical Employee Benefits**, to introduce students to job benefits.

**Discussion**

Ask the following questions:

- How do employee benefits impact a person's financial planning?
- How can employee benefits help a person meet financial goals?
- What employee benefits do you receive through your current job or have you received through recent jobs?

 Procedure

Arrange students into teams of two to three to complete **Exercise 7E, Compare Employee Benefits**, on **page 104**.

Lead a discussion for teams to share their results and justification for their decision.

(Answer Key on pg. 216)

As a follow-up, use information from **Exercise 7E** to determine the value of an employee savings plan over a period of five years and 10 years.

Overall, employee benefits are valuable perks of a job. By some estimates, it costs an employer an additional 20 percent–50 percent of your earnings to provide them to you—money you’d otherwise have to spend buying these items for yourself.

Different benefits will be important to you at different stages of your life. The point is to remember to consider benefits as well as salary when you’re thinking about accepting a new job.

**Exercise 7E****Compare Employee Benefits**

Compare two typical employee benefits packages. Calculate the total value of each package.

Nicholas, who is two years out of high school, is deciding between two job offers. Both jobs offer the same salary, \$25,000 a year, but the employee benefits are different.

	Offer 1	Offer 2
Salary	\$25,000 a year	\$25,000 a year
Health insurance	Employer pays \$360 per month; the employee pays \$40 per month	Employer pays \$300 per month; the employee pays \$100 per month
Dental insurance	Not offered	Employer pays \$10 per month; employee pays \$2.50 per month
Life insurance	Employer pays the annual \$120 premium for insurance coverage equal to the employee’s annual salary	Employer pays the annual \$120 premium for insurance coverage equal to twice the employee’s annual salary
Short-term disability insurance	Employer pays the annual \$129 premium for coverage that is 100% of the employee’s first month’s salary, 90% of the second month’s salary, and 80% of the third month’s salary during disability	Employer pays the annual \$129 premium for coverage that is 95% of employee’s salary for three months during disability
Retirement plan	Employer matches 50% of employee’s contribution, per year, up to 6% of salary	Employer matches 100% of employee’s contribution, per year, up to 5% of salary
Holidays	Employer pays for nine holidays per year	Employer pays for nine holidays per year
Vacation leave	Employer pays for seven vacation days the first year	Employer pays for five vacation days the first year
Sick leave	Employer pays for five sick days per year	Employer pays for five sick days per year
Total Package Value		
Which do you think is the best offer and why?		

 **Going Further**

- Direct students to interview one or two adults about their career choices and job satisfaction. Guide students to ask questions related to career history, what is liked/disliked about their jobs, how they prepared for their careers, reasons for changing jobs/careers, and what advice they have for young people starting to prepare for a career. Arrange for students to share their findings with the class.
- Arrange for students to interview an adult relative or a human resources manager to find out about types of benefits available at the person’s place of employment. Work with students to plan for the interview and to identify relevant questions.

 Procedure**Assignment 7-3:****My Job Benefits**

Create a list of benefits typically related to jobs in the career area you want to work in. Also list what is important to you beyond monetary benefits (e.g., your desire to work outdoors).

**Exercise 7F
Workplace Trends**

One trend currently affecting the workplace is that “baby boomers” (people born between 1944 and 1964) are starting to retire. This means demand for medical products and services, as well as travel services, is increasing and will likely continue to increase in years to come. It also means that employers are going to have to start replacing all the boomers who will be retiring over the next two decades.



Identify other trends that are currently having an impact on the labor market and what the effects are. What other trends do you think you'll see in the future?

Other Factors Fueling Your Paycheck

By now you should be able to see how your career choice impacts your financial plan. The jobs you hold over the years generate cash and other benefits that provide you with income and reduce your expenses. Your financial plan will provide guidance and direction as to which jobs you take and which you turn down, based on your values, career, and financial goals. The key to success is simply to “plan your work, and work your plan.”

We've already talked about the roles that career choice, skills, education, and training have in determining your paycheck. But there are a number of other factors that can have an impact as well:

Becoming a Parent. Obviously, getting married and starting a family involve a lot of additional costs. According to the U.S. Department of Agriculture, American families typically spend between \$139,000 and \$191,000 per child on expenses from birth to age 18.¹ Throw in the cost of a college education, and you can see just how valuable you really are to those who love you!

Because it takes a lot more money (and time!) to support a family than to support just yourself, you need to factor your family plans and expenses into your career choices. Suddenly, those employee benefits become much more valuable! Health insurance benefits are critical when you have children; retirement benefits will help you and your spouse plan for your golden years; and life and disability insurance will protect your family should something happen to you.

¹ “Expenditures on Children by Families, 2005.” U.S. Department of Agriculture, Publication 1528-2005. The amount ranges from \$139,110 for a family with income less than \$43,200, to \$190,980 for a family with income between \$43,200 and \$72,600, and \$279,450 for a family with income higher than \$72,600.

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 Discussion

Ask the following questions:

- What do you think are future trends in the job market? What is your evidence?
- How will these trends affect your decisions about career planning?

 **Going Further**

Identify relevant resources so students can gather information about “hot” new careers and the opportunities for related training. Arrange for students to share what was discovered.

 Procedure

- Direct students to read pages 105-106.
- Show PowerPoint Visual 7-L, Factors That Can Affect Your Earning Potential, to lead a discussion about factors that might affect a person's earning potential and financial planning options.

Making a Change. Job or career changes can affect your income as well. Most people look to make more money when they change jobs. But that doesn't always happen if the employer you really want to work for simply can't afford to pay you what you want. Changing your entire career can also mean taking less income because, in essence, you're "starting over." And you may have to accept a lower position at the new organization at first, or you may simply move to a career where salaries tend to be lower. This doesn't mean it's not a good change. It just means that you need to plan for how the change will affect your income, then incorporate it into your financial plan.

Taking a Break. Taking an extended break from work can also affect your earning potential. People who leave the working world behind for a few months or a few years can find it hard to re-enter the workforce at the same salary. If you decide to do this, upon your return, potential employers may be concerned that your skills and knowledge aren't as up to date as those of someone who didn't take a break. And of course, you probably won't be contributing to an employer-sponsored retirement plan while you're taking that extended break.

The Job Itself. Obviously, your pay increases as you move up the ladder from the entry-level cubicle to the swank executive suite. Basically, the more responsibilities you have, the higher the salary you can make.

The Industry. Two similar jobs, each in different industries, may require different levels of experience and training because one may be in a specialized industry. For example, legal secretaries are usually paid more than other secretaries because they have to know the same legal lingo and procedures as the lawyers they work for. And marketing specialists in the investment industry will usually earn more than those in another industry because they have to know all the many rules, regulations, and technicalities of marketing investments.

The Location. If there are more job openings than job applicants in a geographic area or certain industry, salaries usually increase because of the basic law of supply and demand—more jobs available than people to fill them. This may affect the local job market overall or just a portion of it. For example, no matter how good or bad the overall job market is in the Washington, D.C., area, there is always a high demand for workers with security clearances. And speaking of big cities, in general salaries tend to be highest there because of the higher cost of living.

Cost of Living. Making an apples-to-apples comparison of how much it costs to live in another city is easy with the cost-of-living measurement. It includes the cost of items like rent, taxes, transportation, insurance, utilities like electricity, and food and allows you to determine how much more or less expensive it would be to live in a certain city.

Say you live in a small town in Oregon and you get a job offer to work in New York City for the same salary. Is it a good deal? No way—you'll actually lose money if you make the move. That's because things like rent and insurance are a lot more expensive in New York City. But most costs of living aren't as obvious—which is why you should research them before you decide to move. There are many Web sites with cost-of-living calculators that can help you determine how much it costs to live in another city.


 Going Further

- Direct students to compare local factors that affect earning potential to factors in another part of the country. Arrange for students to draw names of cities or to randomly point to a map to select a city for comparison. The comparison should include communities that are similar but in different regions of the United States as well as cities that are in the same region but vary in population density.
- Arrange for students to work in small groups to plan and deliver a presentation about the value of lifelong learning and the relationship to earning potential and financial planning.

 Procedure
**Exercise 7G****Career Factors**

Study the list of Primary Career Factors. Which are most important to you when you choose a job or career? Rank the factors accordingly.

Factor	Questions to Think About	Rank
Education and training	What education or training is required to be considered for a job? Are there requirements for continuing your education? Are there opportunities for employer-paid training or education?	
Experience	Do you need specific work experience to be considered for a job? What experiences will you gain that may be useful to your overall career plan? Are there advancement opportunities?	
Skills and talents	Does the job or career take advantage of your unique skills and talents? What other skills and talents can you develop on the job?	
Work environment	Do you prefer to work alone or with people? Closely supervised or unsupervised? Inside or outside? Situated in one location or on the road? In an office or at home? Fast paced or laid-back?	
Job availability	Are jobs in your area of interest available where you want to live? Are you willing to relocate to obtain a job? Will this job be available long term, or is it a short-term opportunity?	
Earning potential	Are the potential earnings in line with your financial goals and desired lifestyle?	
Benefits	Are benefits such as insurance, paid vacation, sick leave, and a retirement plan offered? How much are they worth? What is the value of the benefits?	
Work hours	Do you want full- or part-time hours? If full time, would you mind working 50–60 hours a week? Or do you prefer sticking to about 40 hours a week? Are you a “9 to 5” person, or would you rather work a later shift or hours that are more flexible?	
Costs	What work-related costs are you willing to absorb, or do you expect your employer to cover them? For example, will you be reimbursed for gas money if you use your own car for job-related travel, or can you use a company vehicle? Will you need to pay for your own uniform, or will the company pay for it?	
Risks	Are you comfortable in a job with a high degree of personal safety risk? Does the company appear to be stable (that is, not laying off a lot of workers)?	

- Direct students to work independently to complete **Exercise 7G, Career Factors**, on **page 107**. Invite students to share their responses.
- Distribute and assign **Assessment 7-1, Planning for My Career**, to be completed independently by a due date. Preview the directions and scoring guide (Appendix A) to help the students plan their work. Use this assessment to assess the students’ ability to perform the unit target competency. As an alternative assessment, an objective test, **Assessment 7-2, Evaluation**, is available on the Instructor’s Manual CD and in the Supplementary Materials (see SM7-3).

**Assessment 7-1: Planning for My Career**

Use the decision-making process to establish criteria for selecting a job or career that meets your lifestyle choices. Explain how your career goals relate to your financial goals.

To learn more, visit hsfpp.nefe.org. **107**

 Procedure

- Direct students to read **pages 108–109** and participate in a discussion about the qualities and traits of an entrepreneur.
- Arrange for students to work with a partner to complete **Exercise 7H, Responding to Trends, on page 108**. Tell students to use the trend information generated for **Exercise 7F** to think of how business opportunities might be affected.



Discussion

Ask the following questions:

- What entrepreneurial qualities do you have?
- What skills might you need to develop to be a successful entrepreneur?

Being Your Own Boss

Until now, we've been assuming that you're going to work for someone else. But don't forget about another potential employer who you know really well—yourself.

An **entrepreneur** is a person who starts her own business because she believes she can make a better product or provide a better service than what existing companies can do. The most financially successful entrepreneurs invent completely new products or services that provide their customers a better way to live or work. A successful entrepreneur has qualities such as:

- Persistence
- Independence
- Positive attitude
- Problem-solving skills
- Creativity
- Calculated risk taker
- Self-discipline
- Action oriented
- Self-confidence
- Strong management and organizational skills
- High energy level
- Strong communications skills
- Tolerance for uncertainty
- Strong desire to achieve
- Good business sense
- Desire to work hard

A successful entrepreneur takes pleasure in working hard and has a positive attitude, a strong desire to achieve, and a good business sense. And, to bear the uncertainty of all the things that can affect a business, an entrepreneur must be:

- Energetic
- Confident
- Independent
- Persistent
- Creative
- Organized
- Self-disciplined
- Action oriented
- A problem solver
- A calculated risk-taker
- A good manager who is able to delegate
- An effective communicator

Two percent of teens have their own businesses.

– *Teen Research Unlimited 2005*

The upside to being an entrepreneur is that you get to be your own boss and create something totally of your own making. If your business succeeds, you have nearly unlimited earning potential. The downside is that there are no regular paychecks, you will probably have to work harder than you ever have before (at least at first), and as with any type of employment, there are no guarantees that you will succeed. According to the Small Business Administration, one-third of new businesses fail within the first two years.

Still, more and more people are taking the leap to entrepreneurship these days. While many entrepreneurs start their businesses from scratch, others buy an existing business or what's called a franchise. A franchise is an agreement where someone can market another's products or services, in a specified geographic area or territory. Subway sandwich shops and Sylvan Learning Centers are two examples of franchises. Of those who start their own businesses from scratch, many believe they've found an opportunity to capitalize on a current consumer or business trend.


Exercise 7H
Responding to Trends

Think of some of the workplace trends you identified earlier—what kinds of businesses could you start to take advantage of them?



Taking It Home

Copy the Unit 7 newsletter article(s) to distribute to parents or via a school newsletter (available on the Instructor's Manual CD).

Encourage students to ask adult family members or another adult about job experiences related to the first job, the worst job, the best job, and training for careers.

 Procedure

How do you become an entrepreneur? If you decide to go into business for yourself, you'll have to take the following steps:

- **Find the great idea.** This involves seeing an opportunity to provide a service or product that is currently missing or that you can provide better than other businesses. Share your great idea with your family and friends; what do they think of it?
- **Research your idea.** Learning all you can about existing competitors and finding out what customers really want from your product or service will give you a competitive advantage.
- **Develop a business plan.** Just as your financial plan guides your personal financial activities, your business plan guides your business development activities. The plan lists all the details about the market for your idea, potential sales, and how you plan to go about building the business. Your business plan also includes your plan for financing. How are you going to get the money to start the business? (It definitely helps if you have good credit!) There are a number of Web sites and organizations out there that can help you raise money.

Adding It Up

At this point, you should have a clear idea of how career choices can have an impact on your income—now and later. You've learned what skills employers are looking for. You've also assessed the value of what investing in more education and training can provide. And you should have a handle on all the other factors that can affect how much money shows up in your paycheck.

But as you also now know, a career is about more than salary. Personal satisfaction and desired lifestyle play large roles as well. So do employee benefits, which are a sizable portion of your total compensation package and a potential boost to your overall bottom line. Finally, you've learned a little about what it takes to be your own boss, should you decide to go the route of an entrepreneur.

For more tips, tools, and articles about career planning, visit hsfpp.nefe.org.

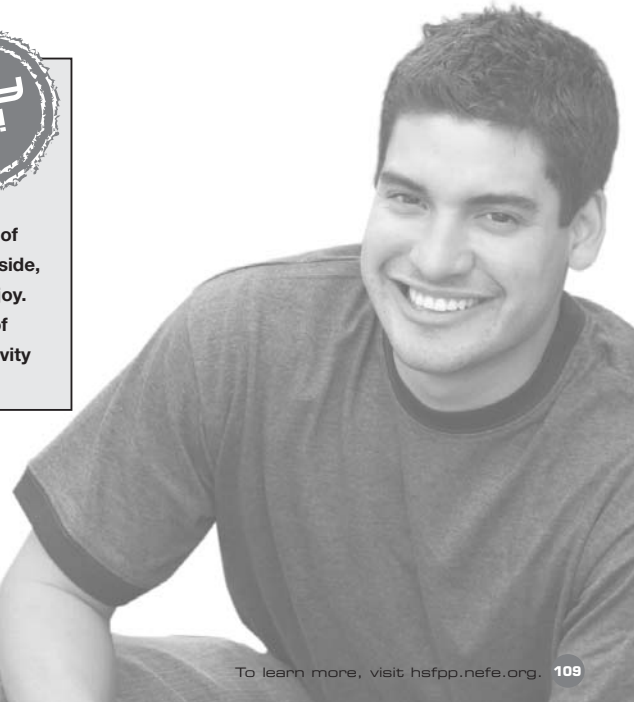
- Guide students to complete **Exercise 7I, My Entrepreneurial Possibilities**, on **page 109**. Arrange for students to voluntarily share their lists with small groups or the whole class.

Exercise 7I: My Entrepreneurial Possibilities



To get you thinking about starting your own business, divide a piece of paper into two columns. On the left-hand side, write down five talents or activities you enjoy. In the right column, brainstorm the types of businesses you could create from that activity or talent.

Most successful entrepreneurs have business contacts they rely on for advice and direction. If you're thinking of becoming an entrepreneur, it's a good idea to talk to other entrepreneurs in your industry. They can provide valuable advice and insight about the type of business you are considering.



To learn more, visit hsfpp.nefe.org. 109

Going Further

- Guide student groups to brainstorm entrepreneurial opportunities for young people. Point out resources, such as the Small Business Administration and State Cooperative Extensions, that are available to assist a person who wants to start a business.
- Share a presentation or invite a guest speaker to share information about entrepreneurship.
- Guide students to create a Venn diagram to compare employee and entrepreneurial traits or factors.
- Arrange for students to work independently or in pairs to complete the online Unit 7 simulation on the HSFPP Web site.



Exercise 7B: Rate Your Work Skills

This key lists the skills in order of importance according to the National Association of Colleges and Employers “Job Outlook 2006.”

Skill	Rate
Analytical	5
Communication	1
Computer	9
Detail-oriented	10
Flexibility and adaptability	6
Honesty and integrity	2
Interpersonal	7
Leadership	12
Motivation and initiative	8
Organizational	11
Self-confidence	13
Strong work ethic	4
Teamwork	3



Exercise 7E: Compare Employee Benefits Answer Key

Benefit	Offer 1	Offer 2
Annual salary	\$25,000	\$25,000
Health insurance	\$360 x 12 mns = \$4,320	\$300 x 12 mns = \$3,600
Dental insurance	0	\$10 x 12 mns = \$120
Life insurance	Annual premium = \$120	Annual premium = \$120
Short-term disability insurance	Annual premium = \$129	Annual premium = \$129
Retirement plan	Maximum 6% of salary = \$1,500	Maximum 5% of salary = \$1,250
TOTAL PACKAGE VALUE	\$31,069	\$30,219
Benefit comparison:	<ul style="list-style-type: none"> ✓ Disability coverage averages 90% of salary for three months ✓ Receive two more paid vacation days 	<ul style="list-style-type: none"> ✓ Disability coverage is 95% of salary for three months ✓ Pay \$60 more per month for employee's share of health insurance premium ✓ Life insurance coverage is twice as much

Follow-up Discussion:

Note that Nicholas will need to consider which plan best meets his financial goals and his job satisfaction criteria when he considers which job offer is the “best deal.”

Ask students to identify any additional information that might be helpful when they make a decision to select the best offer. For example:

- ✓ What is the job environment?
- ✓ Where is the job located? Will Nicholas need to move or commute?
- ✓ What are opportunities for advancement?
- ✓ Does the employer require continuing education or training? If so, will the employer pay for the training?
- ✓ What expenses might be related to the job? (examples: driving distance to workplace, required special equipment or tools)



Assignment 7-1: My Marketable Skills

Through your school activities, volunteer activities, and any work experiences, you have been developing a variety of skills. As you learned in this unit, having the right combination of marketable skills can help you get and keep a job in a career that meets your personal and financial wants and needs.

Directions:

- Preview the Required Criteria to plan for your assessment.
- Use the Employability Skills Log provided by your instructor to document evidence of your skills. Note ways that you can develop your skills through education, training, and/or experiences.
- Write a three-paragraph summary to reflect on how your skills impact your career choices and earning potential:
 - Paragraph 1: Identify your areas of strength related to employability skills and areas that need to be developed.
 - Paragraph 2: Summarize how your skills affect your marketability for employment.
 - Paragraph 3: Identify at least three career areas that match your skills, and specify how each area aligns with your skills. Consider both your current skills and developing skills. Predict how your skills might affect your earning potential within each career area.

Required Criteria	Status	
1. You provide evidence of your ability in at least four skill areas using the Employability Skills Log	complete	not complete
2. You identify ways to develop your skills through education, training, and/or experience using the Employability Skills Log	complete	not complete
3. You identify your areas of strength related to employability skills	complete	not complete
4. You identify skill areas that you need to develop	complete	not complete
5. You write two to three sentences to summarize how your skills impact your marketability for employment	complete	not complete
6. You identify at least three career areas that match your skills	complete	not complete
7. You specify how each career area aligns with your skills, considering both your current skills and developing skills	complete	not complete
8. You predict how your skills might affect your earning potential within each career area	complete	not complete

Feedback:

Score _____/10

Name _____

Date _____

For rating scale information, please turn to Appendix A: Rating Scales.

My Employability Skills Log

Name _____

Directions:

Use the chart below to record evidence of skills you can use in a variety of work situations. Log evidence and achievements of the two transferable skills listed in the chart and at least two additional skills of your choice. Use the far right column to list ways you can develop each skill to increase your marketability in the workplace. A sample is provided for you.

Skill What skills can you apply in a variety of work settings?	Evidence How do you show evidence of your skill ability? List specific examples. Consider both paid and nonpaid experiences.	Achievement What have you achieved because of your skill? List any recognition or accomplishments that are a result of your skill ability.	Development What can you do to develop your skill? Identify what you have done or what you plan to do to develop the skill.
Leadership [sample]	<ul style="list-style-type: none"> • <i>Worked with two teammates to organize the track banquet</i> • <i>Section leader for jazz band—responsible for carrying out directives from band director</i> • <i>Train new cashiers at grocery store</i> 	<ul style="list-style-type: none"> • <i>Received Captain's Award for track</i> • <i>Eight of the nine cashiers I have trained are still employed and meet performance expectations</i> 	<ul style="list-style-type: none"> • <i>Registered to attend the Regional High School Leadership Conference next month</i> • <i>Reading <u>Seven Habits of Highly Effective People</u></i>
Communication			
Teamwork			



Assignment 7-2: My Career Prep

In this unit, you have explored the value of education. For this assignment, estimate the costs to prepare for at least two careers that interest you.

Directions:

- Preview the Required Criteria to plan for your assessment.
- Identify at least two careers that are of interest to you. Use any valid resources available to you to find out the typical education or training requirements for those careers. Be sure to keep track of your sources of information.
- Estimate the potential costs of preparing for your career choices. Consider how you might pay for the training, and list potential strategies to pay the costs related to your career preparation. Also think about the potential opportunity costs that go along with preparing for a career.
- Summarize how your budget will be affected as you make decisions about career preparation.

Required Criteria	Status
1. You identify at least two careers that interest you	complete not complete
2. You identify the type and level of training and/or education typically required for your career choices	complete not complete
3. You estimate the monetary costs to prepare for each career choice	complete not complete
4. You show the calculations for your estimates	complete not complete
5. You indicate at least one potential opportunity cost that might need consideration when you prepare for each career choice	complete not complete
6. You identify options available to you to pay for the required training and/or education	complete not complete
7. You site the sources of your information following MLA guidelines	complete not complete
8. You indicate how the costs of career preparation will impact your budget	complete not complete

Feedback:

Score _____/10

Name _____

Date _____

For rating scale information, please turn to Appendix A: Rating Scales.



Assignment 7-3: My Job Benefits

Now that you have explored the value of employee benefits, think about the types of benefits typically related to your career choices.

Directions:

- Preview the Required Criteria to plan for your assessment.
- Identify benefits that would be most important to you now and in the near future. Also identify your requirements for job satisfaction.
- Summarize how your career choices align with your benefit criteria and your financial goals.

Required Criteria	Status
1. You identify at least two careers that interest you	complete not complete
2. You identify the employee benefits that are typically related to your career choices	complete not complete
3. You indicate how the value of employee benefits impacts earnings in each career	complete not complete
4. You identify the non-monetary benefits that are typically related to your career choices	complete not complete
5. You indicate how the value of non-monetary benefits impacts personal satisfaction in each career	complete not complete
6. You site the sources of your information following MLA guidelines	complete not complete
7. You identify at least five benefits (monetary and non-monetary) that you value for job satisfaction	complete not complete
8. You reflect on how your career choices align with your benefit criteria	complete not complete
9. You reflect on how the benefits in your career choices align with your financial goals	complete not complete

Feedback:

Score _____/10

Name _____

Date _____

For rating scale information, please turn to Appendix A: Rating Scales.



Assessment 7-1: Planning for My Career

Now that you have explored how earning power impacts your lifestyle and ability to meet financial goals, think about what is important to you when you seek a job or prepare for a career.

Competency:

Examine how a career choice and lifestyle affect your financial plan.

Directions:

- Preview the Required Criteria to plan for your assessment. Use the Career Planning worksheet provided by your instructor to complete this assessment.
- On the worksheet, state your lifestyle and career wants and needs, or criteria. This is a good time to look over your notes from Unit 1 to review how your wants, needs, and values affect your financial goals.
- Identify at least two career options that potentially match your criteria. Use any career exploration materials available to you from this and other classes, your guidance counselor, or your own research as you select potential career matches.
- Gather information about the career options to compare the careers with your criteria. Keep track of your sources of information to cite your reference material.
- Revisit your financial goals as you compare how your potential career options match and impact your financial goals.
- Establish SMART goals (short-term, intermediate-term, and long-term goals) to identify what you need to do to prepare for your desired career now and in the near future.

Required Criteria	Status
1. You list career and lifestyle criteria that are important to you using the Career Planning worksheet	complete not complete
2. You identify at least two career options that will potentially match with your stated criteria and financial goals	complete not complete
3. You indicate how each career option aligns with your criteria	complete not complete
4. You cite sources used to gather career information	complete not complete
5. You explain how your current and near-future earning power impact your lifestyle	complete not complete
6. You describe how limited resources, future opportunities, and emotions will impact your career and education decisions over the next 10 years	complete not complete
7. You predict how your career options will impact your long-term financial goals and future budget planning	complete not complete
8. You identify at least two examples of opportunity costs you are willing to live with as you prepare for your desired career	complete not complete
9. You point out at least two career and/or career training decisions that may need to be addressed within the next 10 years as you work toward your long-term financial goals	complete not complete
10. You identify specific intermediate- and long-term SMART goals related to preparing for your desired career	complete not complete
11. You indicate what you can do now to start preparing for your desired career	complete not complete

Feedback:

Score _____/50

Name _____

Date _____

For rating scale information, please turn to Appendix A: Rating Scales.

Career Planning Worksheet

Part I: Use this worksheet to consider how your career choices impact your desired lifestyle and financial plans.

- 1 Record your personal data in Column 1.
- 2 Identify at least two career options that interest you. Write the careers in the top row of Columns 2 and 3.
- 3 In each row, summarize how each career choice matches your personal data. Reference valid career data from a variety of sources to gather information for comparison.

Personal Data	Career Option A: -----	Career Option B: -----
My most important values: 1. 2. 3. 4.		
My strongest interests: 1. 2. 3. 4.		
Skills and abilities I have and/or want to develop: 1. 2. 3. 4.		
Activities that I enjoy: 1. 2. 3. 4.		
My target level of education:		
Work environment that I prefer:		
My vision of my future lifestyle:		
Goals I want to accomplish in a career: 1. 2. 3.		
Employee benefits that are important to me: 1. 2. 3. 4.		
Desired annual or monthly income range: \$		

Part II: Respond to the statements below to reflect on how career choices impact your lifestyle and financial plans.

How my current and near-future earning power impacts my lifestyle:
How my limited resources, future opportunities, and emotions impact my career and education decisions over the next 10 years:
How my career options align with my personal data: Option A: Option B:
How my career options will potentially impact my long-term financial goals: Option A: Option B:
How my career options will potentially impact my budget: Option A: Option B:
Opportunity costs I am willing to live with while preparing for a career: A. B.
Career and/or career preparation decisions that may need to be addressed within the next 10 years: A. B.
SMART goals related to preparing for my desired career: Short-term (now): Intermediate-term (within the next year): Long-term (2–10 years from now):

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