

**TOPIC: CAREER CHANGES****SUMMARY:**

Where do you want to be in five years? While this is a common interview question, it is also part of goal setting. Based upon the career and life plan you created in chapter 1, career changes should be welcome, because they mean you are accomplishing and updating your goals. Career changes are normal and common occurrences. While most career changes can be controlled, some are unexpected. Make a commitment to become a lifelong learner so you have the current knowledge and skills to deal with unexpected change. In this chapter, you explore the various career changes that may occur and learn how to welcome change as an opportunity for both personal and career growth.

**OTHER RESOURCES:****POTENTIAL GUEST SPEAKERS**

- Invite an OUTPLACEMENT COUNSELOR to provide insights into the process of job transition and career-exploration programs offered by local employers.
- Invite a CAREER COUNSELOR from local community colleges and universities to provide information on cost-effective campus resources available to students and alumni.

**POTENTIAL FIELD TRIPS**

- Visit a COMMUNITY COLLEGE OR UNIVERSITY CAMPUS CAREER CENTER for a tour and introduction to the various services, resources, and classes offered.
- Visit a BOOKSTORE to identify books available to assist with career exploration/advancement.

**LEARNING OUTCOMES: *After studying these topics, you will benefit by:***

- Identifying various methods of increasing training and development
- Committing to life-long learning and the practice of professionalism
- Naming the various changes in employment status that can occur in one's career
- Demonstrating appropriate behaviors to exhibit when embarking on a new job search and when leaving a position
- Describing the opportunities, benefits, and resources to become an entrepreneur
- Integrating professional behavior into your life plan

***You are a successful student if you:***

- Identify the importance of continual learning and its role in your career
- Research and identify an entrepreneurial opportunity that interests you and the initial steps to take to make it happen.
- Name three specific areas of professionalism you wish to improve and create a plan to

do so.

### **OVERVIEW OF EXERCISES AND ACTIVITIES:**

The following chart provides a quick overview of the activities for Human Resources and Policies. A complete description of each activity follows these tables. In the full description, you will find the activity title, instructions, and how to conclude/evaluate the activity. As you review which of these activities to use, consider the following:

- None of the activities are meant to be prescriptive. Pick, choose, and adapt. You know your students and what they need better than anyone else.
- We have denoted the format in which the activities can be used. Note the column below titled “Applications.” Most of the activities can be easily replicated from the classroom to the online environment. For example, reflection papers and case studies could be posted on discussion boards or chat rooms and students could respond there. Where appropriate, additional suggestions have been included in the activity section below.
- We have included all worksheets needed to complete the activities for this topic.
- You may want to suggest means by which your students can save, retrieve, and send their activities. This is usually determined by you and the LMS used at your institution.
- The activities provided for this module are intended to give you suggestions that may assist you in providing students with activities, journal writing, thought-provoking situations, and group activities. You probably have many activities in addition to the ones found here. Use them to your best advantage. You and your ideas bring the class to life.
- TALK IT OUTS are found throughout the chapters and are set up to be used as in-class activities or may be assigned for homework.
- ACTIVITIES are found at the end of each chapter and are set up to be used as homework (some may be used as in-class activities).
- SELF-QUIZ is used as a review of key terms.
- WEB SEARCHES are for added resources if computers are available.

| <b>Activity #</b>      | <b>Description</b>                                                                               | <b>Related Skill and/or Learning Outcome</b>                      | <b>Applications</b>                                                                                                                                    |
|------------------------|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Talk It Out</b>     | How to respond when you are laid off. ID what type of business you would like to own.            | Changes in employment status<br>entrepreneurship                  | <input checked="" type="checkbox"/> Traditional<br><input checked="" type="checkbox"/> Hybrid or Blended<br><input checked="" type="checkbox"/> Online |
| <b>Topic Situation</b> | How to leave a job in a positive manner. Training and development. How to position oneself for a | Leaving a position<br>Practice of professionalism<br>Training and | <input checked="" type="checkbox"/> Traditional<br><input checked="" type="checkbox"/> Hybrid or Blended<br><input checked="" type="checkbox"/> Online |

|                                                         |                                                                                                                   |                                                                  |                                                                                                                                                        |
|---------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                         | promotion.                                                                                                        | development<br>Changes in<br>employment status<br>New job search |                                                                                                                                                        |
| <b>Think Like A Boss</b>                                | Value of training and development<br>When an employee is seeking new employment<br>How to determine who to layoff | Training and development.<br>Changes in employment status        | <input checked="" type="checkbox"/> Traditional<br><input checked="" type="checkbox"/> Hybrid or Blended<br><input checked="" type="checkbox"/> Online |
| <b>Text Activity #1<br/>Additional Career Interests</b> | Identify additional courses/info that will assist in career success                                               | Continual learning                                               | <input checked="" type="checkbox"/> Traditional<br><input checked="" type="checkbox"/> Hybrid or Blended<br><input checked="" type="checkbox"/> Online |
| <b>Text Activity #2<br/>Employer Recommendations</b>    | Students ID information that should be emphasized in a personalized letter of recommendation.                     | Changes in employment status<br>Letter of recommendation         | <input checked="" type="checkbox"/> Traditional<br><input checked="" type="checkbox"/> Hybrid or Blended<br><input checked="" type="checkbox"/> Online |
| <b>Text Activity #3<br/>Additional Training</b>         | ID additional training, development, and continual learning desired                                               | Life plan                                                        | <input checked="" type="checkbox"/> Traditional<br><input checked="" type="checkbox"/> Hybrid or Blended<br><input checked="" type="checkbox"/> Online |
| <b>Text Activity #4<br/>Avoid A Layoff</b>              | ID behaviors to avoid being laid off                                                                              | Changes in employment status                                     | <input checked="" type="checkbox"/> Traditional<br><input checked="" type="checkbox"/> Hybrid or Blended<br><input checked="" type="checkbox"/> Online |
| <b>Text Activity #5<br/>Draft Letter Of Reference</b>   | Write a letter of reference for yourself                                                                          | Changes in employment status                                     | <input checked="" type="checkbox"/> Traditional<br><input checked="" type="checkbox"/> Hybrid or Blended<br><input checked="" type="checkbox"/> Online |
| <b>Text Activity #6<br/>Personal Development</b>        | ID professional conferences and associations                                                                      | Training, development, life plan                                 | <input checked="" type="checkbox"/> Traditional<br><input checked="" type="checkbox"/> Hybrid or Blended<br><input checked="" type="checkbox"/> Online |
| <b>Text Activity #7<br/>Entrepreneurial Venture</b>     | Students ID a potential business venture                                                                          | entrepreneurship                                                 | <input checked="" type="checkbox"/> Traditional<br><input checked="" type="checkbox"/> Hybrid or Blended<br><input checked="" type="checkbox"/> Online |
| <b>Text Activity #8<br/>Life Plan</b>                   | Students specifically related entire text content to update/personalize life plan                                 | Life plan                                                        | <input checked="" type="checkbox"/> Traditional<br><input checked="" type="checkbox"/> Hybrid or Blended<br><input checked="" type="checkbox"/> Online |
| <b>Writing Exercises</b>                                | Practice writing letters of interest, resignation, and thank-you notes.                                           | All                                                              | <input checked="" type="checkbox"/> Traditional<br><input checked="" type="checkbox"/> Hybrid or Blended<br><input checked="" type="checkbox"/> Online |
| <b>Web Search</b>                                       | ID if entrepreneurship is a                                                                                       | Opportunities,                                                   | <input checked="" type="checkbox"/> Traditional                                                                                                        |

|                  |                    |                                                   |                                                                                                                                                        |
|------------------|--------------------|---------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
|                  | right fit.         | benefits, and resources to become an entrepreneur | <input checked="" type="checkbox"/> Hybrid or Blended<br><input checked="" type="checkbox"/> Online                                                    |
| <b>Self-Quiz</b> | Matching key terms | All                                               | <input checked="" type="checkbox"/> Traditional<br><input checked="" type="checkbox"/> Hybrid or Blended<br><input checked="" type="checkbox"/> Online |

### **MyStudentSuccessLab ASSESSMENTS and ACTIVITIES**

MyStudentSuccessLab ([www.mystudentsuccesslab.com](http://www.mystudentsuccesslab.com)) is an online solution designed to help students acquire and develop the skills they need to succeed. Here students can access peer-led video presentations and develop core skills through interactive exercises and projects. Rich assessments based on Bloom's Taxonomy and tied to learning outcomes provide students with the opportunity to identify their strengths and weaknesses and to communicate them more effectively. MyStudentSuccessLab helps students develop academic, life, and career skills that will transfer to ANY course or experience.

**TALK IT OUT*****1. If you were laid off what are the first three things you would do and why?***

Although answers will vary, students may refer back to the last three chapters. This would include gathering references from the boss and coworkers, networking, updating their resumés, counseling, job training (going back to college or attending workshops to add to their current skills and knowledge), and researching for new job leads. They may even suggest.

***2. What type of business would you like to own? What steps do you need to take to make this dream a reality?***

Although answers will vary, students need to include information such as knowledge, skills, related experience in the business and looking into financial aspects of starting and running the business.

**TOPIC SITUATION RESPONSE*****1. Should Destin attend? Why or why not?***

This scenario illustrates the various opportunities there are at work to enhance an employee's training and development. In this case, Destin is trying to decide if she should attend a "lunch and learn" regarding working with the media even though Destin's current job does not involve that activity. Destin should definitely attend. This is an opportunity for students to tie in all the concepts they have learned throughout the course. In addition to learning a new skill, Destin will meet new people and increase his professional network. As he learns more, he will also enhance his workplace power. Finally, he will have a greater understanding of his company and industry.

***2. Based on everything you have learned in this course, what additional activities can Rachel do to position herself for a promotion?***

Rachel is a good employee and wants a promotion. She has a documented everything that would support a promotion. She has several next moves. She first needs to identify if there is a position available (or one that will soon become available) OR ID if there is a position that should be created. In either situation, she needs to be qualified for the advanced position. She should then approach her boss with a proposal for the advancement. Rachel needs to be factual and professional, outlining why this promotion will benefit the company. The promotion should not be about her, but about improving and/or contributing to the company's success. If the response is "no," Rachel should ask for additional opportunities for career development and advancement. She needs to remember to not become resentful but use the experience for personal growth.

***3. If you leave your employer on a bad note, what steps can you take to correct the situation?***

A coworker secured a new job and left the company in a highly negative and unprofessional manner. A few weeks later, the coworker returns seeking her old job. Students are to recognize that this is not the proper method of leaving a job (no matter how bad they believe the work environment to be). If they did burn bridges when they left, they need to apologize. Ask your students if they have left in an unprofessional manner but DO NOT intend to return to that specific employer, is an apology still in order. This will make a lively debate. The answer is "yes." Students need to be reminded that most HR/hiring managers share information and it's a smaller world than we sometimes like to believe.

**THINK LIKE A BOSS**

- 1. Why would it be important to encourage training and development sessions within your department?***

To help them learn new skills for promotions, to increase responsibilities, and also to improve quality, productivity, and teambuilding. Employees will be more diverse in knowledge, skills, and abilities.

- 2. You hear through the grapevine that one of your best employees is looking for another job. What should you do?***

Confidentially and respectfully pull your employee aside and ask if the rumor is true. Ask why he or she is interested in a job change, and ask if there is anything you can do to help with career goals (either at the current job or at a new job). If pay, promotion, or other issues are the reason for seeking a change, speak with the HRM department to see if you can assist your employee. If these issues cannot be changed, offer to assist the employee with his or her job search.

- 3. Management has told you that you must lay off four of your employees. How do you determine who to layoff and how best to tell them? How do you defend your decision?***

While the answer is not simple and requires a study in management, students should recognize the importance of job duties, performance, seniority, and union issues. The value of this question is to get students to make a realistic connection between the realities of today's workplace, employee contributions, and communication skills. Defending whatever decision they make should be based upon performance and not emotions or who the boss likes or dislikes. In addition, it is best to tell that person face-to-face before he or she hears it through the grapevine.

**Text Activity #1: Additional Career Interests (*Exercise 16-1*)**

***What additional courses or career-related information might be helpful to you when you begin working in your target career?***

Answers will vary. Students are to name at least three classes that might be helpful to them when they start working in their new jobs. Remind students they are not to list required classes, they are to identify courses and/or experiences that will complement and enhance their skill set (e.g., culinary student may take an art or design course).

|  |
|--|
|  |
|  |
|  |

**Text Activity #2: Employer Recommendations (Exercise 16-2)**

**List at least four key qualities, skills, or accomplishments you would want included in a draft letter of recommendation from your employer. If possible, provide examples.**

Have students first outline what specific key skill sets they currently possess and want emphasized in their letter of recommendation. Students may find this exercise a bit difficult. They will quickly recognize that letters of recommendations are difficult to write unless the writer knows the key qualities of the applicant. See the following example:

| <b>Key Point (Quality)</b> | <b>Example</b>                                                                 |
|----------------------------|--------------------------------------------------------------------------------|
| 1. Dependability           | On time for work and completes jobs on time                                    |
| 2. Planning                | Is goal-oriented; meets deadlines and budgets                                  |
| 3. Learning ability        | Takes classes and attends workshops to learn new skills                        |
| 4. Teamwork                | Gets along well with others; offers assistance to others; serves on committees |

| <b>Key qualities, skills, or accomplishments</b> | <b>Personal Example</b> |
|--------------------------------------------------|-------------------------|
| 1.                                               |                         |
| 2.                                               |                         |
| 3.                                               |                         |
| 4.                                               |                         |

**Text Activity #3: Additional Training (Activity 16-1)**

***Based on the career plan you created in Chapter 1, identify additional training, development, and continual learning you will need for professional success.***

Students' answers will vary based upon their career goals. Challenge students to be specific in the classes or needed skills identified.

| <b>TRAINING</b> | <b>DEVELOPMENT</b> | <b>CONTINUAL LEARNING</b> |
|-----------------|--------------------|---------------------------|
|                 |                    |                           |
|                 |                    |                           |
|                 |                    |                           |
|                 |                    |                           |
|                 |                    |                           |

**Text Activity #4: Avoid a Layoff (Activity 16-2)**

*Throughout this text, you have learned the importance of maintaining positive human relations in the workplace. Name at least three activities to implement to decrease your chances of being laid off if layoffs were necessary within your company.*

Answers may vary. Examples include not gossiping or being negative in interactions with others, performing your job well, being dependable and trustworthy, and learning new skills.

|  |
|--|
|  |
|  |
|  |

**Text Activity #5: Draft Letter of Reference (Activity 16-3)**

*Write a draft letter of reference for yourself.*

Students are to write a draft letter of reference for themselves. Have them refer to the exercise “Your Recommendation,” where they listed at least four key points to include in a draft letter of recommendation.

A large, empty rectangular box with a thin black border, intended for students to write their draft letter of reference. The box is positioned below the instructions and occupies a significant portion of the page's width and height.

**Text Activity #6: Personal Development (Activity 16-4)**

***Based on your target career, research and identify two professional conferences you would like to attend and two professional associations you would like to join.***

This activity gets students to dig deep into their industry to ID professional conferences and associations. Have students share their findings, as you will begin to see excitement when they discover the opportunities for career development.

| CONFERENCES | ASSOCIATIONS |
|-------------|--------------|
|             |              |
|             |              |
|             |              |

**Text Activity #7: Entrepreneurial Venture (Activity 16-5)**

***Identify an issue in your life that bothers you or you see as a problem others face. How can you turn this problem into an entrepreneurial venture?***

This is a classic activity that is presented in Intro to e-ship courses that allows students to experience idea generation and discover that e-ship is simply problem solving. Remind students to review the topic of creativity and innovation. Most successful ventures were quite logical, it's just that one individual took the effort to bring the idea to life (innovation).

**Text Activity #8: Life Plan (Activity 16-6)**

***Reflecting on the primary topics of self-management, workplace basics, relationships, and career planning tools, where are your weaknesses in each area and what specific skills can you develop in each area listed below to increase your value as an employee?***

This final exercise in the text provides the student the opportunity to specifically relate what they have learned back to their life plan and career goals. This activity makes an excellent prep activity for a comprehensive final exam as it requires the student to personalize what they have learned.

|                       | Weakness | Increased skill |
|-----------------------|----------|-----------------|
| Self-management       |          |                 |
| Workplace basics      |          |                 |
| Relationships         |          |                 |
| Career planning tools |          |                 |

## **WRITING EXERCISES**

1. Write a script confidentially informing someone **INSIDE** the company of your desire to get promoted.
2. Write a script confidentially informing someone **OUTSIDE** of your company of your desire to change jobs.
3. Write a letter of resignation.
4. Write a thank-you note to a boss or mentor.

## **WEB SEARCH**

***Research entrepreneurship online to see if entrepreneurship is for you.***

Some new students will express their desire to be a business owner, but they do not realize what is involved in doing this. This activity will give students a chance to get information about what is involved in being an entrepreneur. It discusses decision making, organizational skills, and why many small businesses fail.

Excellent sites to visit include [sba.gov](http://sba.gov) and [entrepreneur.com](http://entrepreneur.com).

**Self-Quiz**

**Matching Key Terms:** In the blank column match the key term to the definition using the identifying number.

| Key Terms               | Answer | Definitions                                                                                                   |
|-------------------------|--------|---------------------------------------------------------------------------------------------------------------|
| Continual learning      |        | 1. When an employee is moved to a position with less responsibility and experiences a pay decrease.           |
| Demotion                |        | 2. Unpaid work days that employees are required to take                                                       |
| Development             |        | 3. Written notice of a voluntary termination                                                                  |
| Entrepreneur            |        | 4. When an employee is terminated due to a performance issue.                                                 |
| Exit interview          |        | 5. When an employee loses his or her job                                                                      |
| Firing                  |        | 6. Someone who assumes the risk of succeeding or failing in business                                          |
| Formal learning         |        | 7. When employees are called back to work after being laid off.                                               |
| Furlough                |        | 8. Leaving a job on your own                                                                                  |
| Informal learning       |        | 9. Increasing knowledge through traditional venues                                                            |
| Involuntary termination |        | 10. Learning new skills                                                                                       |
| Lateral move            |        | 11. When an employee is voluntarily leaving employment and will no longer be working                          |
| Layoff                  |        | 12. When an employer interviews an employee who is voluntarily leaving                                        |
| Letter of resignation   |        | 13. When a company terminates employment through no fault of the employee                                     |
| Promotion               |        | 14. Enhancing existing skills                                                                                 |
| Restructuring           |        | 15. Increasing knowledge by non-traditional education venues                                                  |
| Retirement              |        | 16. When a company has eliminated a position due to a change in strategy                                      |
| Training                |        | 17. When an employee moves to a position higher in the organization with increased pay and responsibility     |
| Voluntary termination   |        | 18. When an employee is transferred to another area of an organization with the same level of responsibility. |
| Work recall             |        | 19. Ongoing process of increasing knowledge                                                                   |

**Self-Quiz Answer Key**

| <b>Key Terms</b>        | <b>Answer</b> | <b>Definitions</b>                                                                                            |
|-------------------------|---------------|---------------------------------------------------------------------------------------------------------------|
| Continual learning      | 19            | 1. When an employee is moved to a position with less responsibility and experiences a pay decrease.           |
| Demotion                | 1             | 2. Unpaid work days that employees are required to take                                                       |
| Development             | 14            | 3. Written notice of a voluntary termination                                                                  |
| Entrepreneur            | 6             | 4. When an employee is terminated due to a performance issue.                                                 |
| Exit interview          | 12            | 5. When an employee loses his or her job                                                                      |
| Firing                  | 4             | 6. Someone who assumes the risk of succeeding or failing in business                                          |
| Formal learning         | 9             | 7. When employees are called back to work after being laid off.                                               |
| Furlough                | 2             | 8. Leaving a job on your own                                                                                  |
| Informal learning       | 15            | 9. Increasing knowledge through traditional venues                                                            |
| Involuntary termination | 5             | 10. Learning new skills                                                                                       |
| Lateral move            | 18            | 11. When an employee is voluntarily leaving employment and will no longer be working                          |
| Layoff                  | 13            | 12. When an employer interviews an employee who is voluntarily leaving                                        |
| Letter of resignation   | 3             | 13. When a company terminates employment through no fault of the employee                                     |
| Promotion               | 17            | 14. Enhancing existing skills                                                                                 |
| Restructuring           | 16            | 15. Increasing knowledge by non-traditional education venues                                                  |
| Retirement              | 11            | 16. When a company has eliminated a position due to a change in strategy                                      |
| Training                | 10            | 17. When an employee moves to a position higher in the organization with increased pay and responsibility     |
| Voluntary termination   | 8             | 18. When an employee is transferred to another area of an organization with the same level of responsibility. |
| Work recall             | 7             | 19. Ongoing process of increasing knowledge                                                                   |

**CAREER AND LIFE CHANGES  
ASSIGNMENT SHEET**

| Assignment                                                 | Points | Notes |
|------------------------------------------------------------|--------|-------|
| Read Chapter                                               |        |       |
| Exercise 16-1                                              |        |       |
| Exercise 16-2                                              |        |       |
| Topic Situation: Training and Development                  |        |       |
| Topic Situation: Positioned for a Promotion                |        |       |
| Topic Situation: Leaving a job in an unprofessional manner |        |       |
| Self-Quiz                                                  |        |       |
| Think Like A Boss #1                                       |        |       |
| Think Like A Boss #2                                       |        |       |
| Think Like A Boss #3                                       |        |       |
| Activity 16-1                                              |        |       |
| Activity 16-2                                              |        |       |
| Activity 16-3                                              |        |       |
| Activity 16-4                                              |        |       |
| Activity 16-5                                              |        |       |
| Activity 16-6                                              |        |       |