

CAREER SELF-ASSESSMENT

Benchmark: Career Self-Assessment & Exploration

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Abstract

In this essay I'll assess my career self-evaluation using the O*NET Interest Profiler to look into potential careers. My focus will be on the social, artistic, and daring personality types. In the first section, I will go into great detail on the outcomes of the job assessments I completed, which include the O*Net Interest Profiler, the Value Sort Activity, and the Spiritual Discernment Decision-Making Factors Survey. The career path I chose, which is education, guidance, and career counselor, was the second part of this task. Using the results of the job tools we looked at, this was one of the best career choices for me. In the occupational exploration section, I will look at my chosen career field and occupation, the nature of the work, working conditions, preparation and qualifications, opportunities, and the future outlook, as well as the economic and non-economic pros, cons, and/or special situations, and my thoughts on the career summary. In the third section, I completed a case study of a 19-year-old Asian American teen who needs career guidance. As a result of societal issues and parental pressure, she isn't sure what to do next. For better support and help of the student, I would use cognitive behavioral therapy, visualization, and the O*NET Interest Profiler.

Keywords: O*Net Interest Profiler, Value Sort, Spiritual Discernment Decision-Making Factors, job assessment, occupation, career, self-evaluation, guidance

Part I: Career Self-Assessment

Selecting a job path is a significant decision that every individual must make at some time in their lives. As we become older, we may find that we have chosen a job option that, depending on our interests, values, talents, and abilities, has altered from what we initially thought. In order to discover a profession that suits us, fulfills us, and brings long-term commitment and happiness into our lives, it is crucial that we are able to recognize our strengths, shortcomings, traits, and talents.

Career Instrument Results

As part of this assignment, I took the O*Net Interest Profiler online in order to assess my own personal interests and abilities and discover what would be the best occupational choice for myself. The O*Net Interest Profiler is a web-based, self-scored tool that assesses interests based on Holland's six personality types for individuals ranging from middle school through adulthood (Niles & Harris-Bowlsbey, 2022, p. 169).

O*NET Interest Profiler

The interest results from my O*Net Interest Profiler (2023) were broken down into six interest categories. They are:

- Realistic-0
- Investigative-0
- Artistic-24
- Social-39
- Enterprising-19
- Conventional-11.

By far, my highest score was a 39 in the social category (O*NET OnLine, 2023).

Socially inclined people like engaging in activities that require working with other people in order to educate, train, develop, heal, or enlighten them. They dislike clear-cut, methodical, and structured tasks involving supplies, equipment, or machinery. These interests usually result in a deficiency in mechanical and scientific aptitude and the growth of human relations abilities including interpersonal and educational skills. Jobs like teaching, counseling, clinical psychology, psychiatric casework, and speech therapy are examples of social professions. People who are social are frequently characterized as cooperative, kind, sensitive, tactful, giving, responsible, understanding, helpful, warm, idealistic, and friendly (Niles & Harris-Bowlsbey, 2022, p. 62).

My second highest score was a 24 in the artistic category (O*NET OnLine, 2023). The artistic personality type is drawn to ambiguous, free-form, unstructured activities that include the manipulation of human, linguistic, and material elements to produce works of art. Explicit, methodical, and regulated actions are disliked by artists. These patterns result in a deficiency of clerical or business system competence and an acquisition of language, art, music, drama, dance, and writing competencies. Artists tend to gravitate toward careers in interior design, acting, singing, dancing, stage directing, composition, and musicianship. Artistic people are frequently characterized as complex, inventive, introspective, chaotic, impractical, intuitive, emotional, impulsive, nonconforming, expressive, autonomous, idealistic, and unique (Niles & Harris-Bowlsbey, 2022, pp. 61-62).

Third on my list of results was a 19 in the enterprising category (O*NET OnLine, 2023). Enterprising people are drawn to tasks that require influencing others in order to achieve financial or organizational objectives. Observational, symbolic, and methodical activities irritate

them. These inclinations result in a lack of scientific aptitude as well as the development of persuasive, leadership, and interpersonal skills. Jobs like entrepreneur, salesman, manager, company executive, television producer, sports promoter, and buyer are preferred by enterprising people. Enterprising people tend to be dominating, optimistic, adventurous, energetic, pleasure-seeking, affable, outgoing, attention-getting, ambitious, impulsive, self-assured, gregarious, and popular (Niles & Harris-Bowlsbey, 2022, p. 62).

The top two careers that fit my interests are those of teacher and counselor. I can see many characteristics of all three of my top interest results in myself. I wasn't surprised at all with the results, as I am currently a teacher and am working toward the goal of becoming a school counselor. These results affirm my occupational choices through the years.

Value Sort Activity

It was difficult to pick out my top values in the Value Sort Activity because I saw so many values listed care deeply about. But after thinking through what I feel is most important to me, I settled on the values of close relationships, physical fitness, adventure, and helping other people.

My family and friends are at the top of my list of values. Although I am quite independent, I still rely heavily on my relationships with my family and friends. Without them, I honestly don't know where I would be. My parents, especially, have been my rock and anchor through the difficult times in my life and my children are what I think of every morning when I wake up and every night before I go to sleep. Through the years, I have lived in several different cities and countries, and I have made friends in each of these places. I work hard at keeping up with my friends and even though I may not see them often, they hold a special place in my heart.

I added physical fitness to the list of values because this is something that has always been an important part of my life. I try to eat as healthily as possible and to exercise and take care of my body. I'm currently 58 years old but am in pretty good shape for my age. As I get older, it gets harder and harder to keep physically fit, but God has only given me this one body and I try to take care of it to my best ability.

The next value on my list is adventure. I have always had a sense of adventure and I love to travel to new places and experience the people and cultures from around the world. This is probably why I have chosen to move to China, Panama, the Dominican Republic, and other places through the years. Some people think this is insane, to just up and move to another country alone, but I love the adventure and excitement that it brings. My love for adventure has brought me to some amazing places and I cherish the memories that have come from it. To me, life would be boring just living in one place and never experiencing other places and people.

Last on my list of values is helping other people. I originally became a teacher because I love working with children and teens. I love getting to know them and spending time with them. Through the years, I have been through some extremely difficult times and with the help of God and some amazing mentors, I was able to overcome them. I feel like God has allowed me to experience these things so that I can, in turn, help other people going through hard times. I love teaching, but to be honest, I got into teaching not because I particularly love to teach, but because I love working with people and helping them grow.

The top two occupations that appeared from my principal value search were educational teacher and educational, guidance, and career counselor and advisor. Again, these findings affirm the choices that I have made over the years.

Spiritual Discernment Decision-Making Factors Survey

Making tough decisions that will affect their future is one of the biggest problems high school students face. In addition to choosing what to study, a professional path, a college or vocational school, and other matters, they also have to make decisions concerning their dating lives and friends. Over the course of the following several years, these students must make more important decisions regarding marriage, graduate degrees, certain career prospects, and/or moving to a different place. The number of options in each of these categories has increased in the last several years, which has made these decisions even more challenging. For Christian youth who want to make decisions that align with God's plan, this process of discernment becomes more difficult (Horton, 2009, p. 7). These students not only face a plethora of options, but they also have to weigh whether or not those options are in line with God's purpose or plan for their life. Most Christian students are receptive to receiving guidance from God, but they frequently lack clarity on how to identify the specific actions that God wants them to take. Therefore, one of the main duties of those who work with these students is to give them the tools necessary to consider important ideas for spiritual judgment and decision-making (Horton, 2009, p. 7).

According to Horton's survey, there are a number of criteria that must be considered while making these difficult judgments. Of the decision-making factors listed, I found several that I feel are very important when I am making important decisions. One of these is that of using common sense. This is a crucial component as a lack of common sense might steer you in the wrong direction. If we give things some thought before acting, we may prevent a lot of troubles. Common sense is a crucial component to consider while making tough decisions. Before choosing, it's crucial to consider and evaluate the possible outcomes of our choices. I

also see the factors of considering the circumstances (looking for doors/windows of opportunity), considering personal desires and interests, and considering the personal strengths, talents, gifts, and abilities as very important. All three of these factors require me to examine myself and base my choices on the skills, aptitudes, gifts, and abilities that God has given me.

With these things in mind, I believe the Wisdom Approach is what I would most likely choose when searching for a fitting career for myself. The wisdom approach promotes making decisions without seeking out specific guidance from God. Christians should instead place a strong emphasis on using the reasoning skills that God has given them, sound advice, and an honest evaluation of their own abilities (Horton, 2009, p. 9). I think that God gives talents, gifts, and desires, and we should use wisdom in discerning how we can use these in making decisions about our future.

Personal Reactions

In general, I believe that the evaluations I completed accurately reflected who I am. I totally meet the description of the social type given by the interest profiler. I enjoy seeing others develop and learn. Social people can be described as persuasive, idealistic, gregarious, cooperative, sensitive, tactful, responsible, perceptive, understanding, helpful, warm, and giving (Niles & Harris-Bowlsbey, 2022, p. 62). I like to think that I have these qualities and this assessment definitely fits my perception of myself. I have always been the talker in my family. I am also very sensitive and perceptive to the feelings of others. I've always been able to sense the general feeling in a room as soon as I walk into it. I also love giving and helping others. I get more pleasure in seeing someone open a present at Christmas than opening my own. Social individuals lack mechanical and scientific aptitude and dislike clear, structured, and methodical tasks requiring objects, tools, or machinery (Niles & Harris-Bowlsbey, 2022, p. 62). This also

describes me excellently. I have no interest whatsoever in mechanical processes and science was always my worst subject in school. I enjoy variety in my day and would absolutely hate sitting in an office all day, working at a computer.

My approach to spiritual discernment has changed over the years. I was raised in a Christian home, with very Godly, loving parents. I was taught that God has a plan for me, but it was not always easy discerning God's will for my life. Through the years, I have come to believe that God gave me certain abilities, gifts, and desires, and I should use my own wisdom and discernment to decide which paths to take. The Bible tells us to, "delight yourself in the Lord and He will give you the desires of your heart," (NIV/The Message Parallel Study Bible 2008, Psalms 37:4). I used to think that this means if I follow God, he will give me whatever I want. But I've grown to believe that this really means that if I'm seeking Him and living for Him, he will change my desires to what He desires for me. This takes away the burden of trying to figure out what His will is for me.

Evaluation of Instruments

The evaluation tools, in my opinion, were appropriately fair and valid. Each one of them gave evidence of their reading level, validity, and goal. Race or gender was not a factor in the evaluations, but I believe these could be included. The way the assessments were presented, in my opinion, ensured that no one felt excluded due to their gender, race, or age. I didn't feel rushed in completing the exams, but having to choose my top three values made me feel a bit overwhelmed. Overall, I feel that the evaluations were pretty accurate.

Conceptualization

My primary interests are in the social, artistic, and enterprising categories, based on my O*Net scores (O*NET OnLine, 2023). Holland's theory says that people with a social

personality are drawn to careers that require manipulating others in order to educate, teach, heal, or enlighten them (Niles & Harris-Bowlsbey, 2022, p. 62). According to Holland, those who are artistic enjoy ambiguous, unconstrained, unsystematized activities that include manipulating human, linguistic, and material resources to produce art forms and results (Niles & Harris-Bowlsbey, 2022, p. 61). And lastly, people with enterprising personalities tend to favor careers that require manipulating others in order to achieve financial or organizational objectives (Niles & Harris-Bowlsbey, 2022, p. 62). I can definitely see how these three types complement each other.

When viewed on Holland's Hexagon, which demonstrates the congruence and consistency between personality traits, the degree of relatedness and consistency between Social, Artistic, and Enterprising is high. Compared to lesser degrees of consistency, higher degrees of consistency among personality types indicate greater integration and harmony across characteristics, interests, values, and perceptions. According to Holland, those who are consistent have more predictable behaviors and are more likely to succeed in their careers than those who are inconsistent (Niles & Harris-Bowlsbey, 2022, pp. 64-65). This is reassuring to me, and supports my love of working with people, working on new ideas, and being active. I have always preferred a work environment that involves working with people. I also enjoy being in flexible environments. I can get bored easily when sitting at a desk, doing the same thing every day. I like to keep moving and I enjoy a variety of schedules and duties. These preferences seem to be congruent with my top three Holland scores of Social, Artistic, and Enterprising.

My approach to spiritual discernment has influenced my career development and decisions through the years because I feel that God has opened doors and given me opportunities

to bring me to where I am today. Using wisdom and listening to wise, Godly counsel have also been key influencers.

I have been a teacher of many different ages and subjects through the years and have always loved teaching and working with people. I got into teaching, though, not because of my love for teaching, but for my love of working with students and helping others. Presently, I teach middle school math, but I teach math not because I love math, but because I love students. But in the last several years, my job as a classroom teacher has become more about discipline, classroom management, and paperwork than about helping students. I find that I'm spending more time telling students to sit down, be quiet, spit out their gum, etc. The defiance and disrespect from students get worse every year. Being a classroom teacher eight hours a day can be exhausting and demoralizing. The only time that I really feel like I'm making a difference in my students' lives is when I get to spend quality, one-on-one time with them and these times have become increasingly rare.

I still want to work with children, but I feel that as a School Counselor, I will be able to work with them in smaller groups and individually. My assessment results seem to support my decision to get my master's degree in School Counseling and transition into a career as a Professional School Counselor.

Part II: Occupational Exploration

Unless otherwise cited, the career information presented in this paper was obtained from O*NET On-Line (National Center for O*NET Development, 2023).

Career Field and Occupation of Choice Introduction

I have chosen the career of education, guidance, and career counselor based on my O*Net assessment scores. My top three Holland personality types of Social, Artistic, and Enterprising support this career choice and I feel confident that I will be successful in this career field.

The Nature of the Work

School counselors create and implement programs for school counseling that enhance student lives. By tying their school counseling program into the academic purpose and school development plan of the school, they take the initiative, speak up, and collaborate to support equity and access for all kids. They encourage the creation of the school counseling program based on the components of the ASCA National Model to define, deliver, manage, and assess. They also preserve the ethical and professional standards of ASCA.

School counselors offer guidance and support to kids, as well as assistance with education and career planning. The fundamental abilities required for this line of work include the ability to listen to others without interjecting, to ask insightful questions, to converse with others, to gauge others' emotions, to search for opportunities to assist others, and to identify problems, and choose the best course of action.

Giving students crisis response when challenging circumstances arise in schools is one of the other frequent responsibilities of school counselors. This frequently involves meeting with educators, administrators, parents or guardians, and other experts to discuss the development of the students, address behavioral, academic, and other issues, and set goals for the students. Additionally, school counselors are often called upon to identify instances of domestic violence or other family issues and urge students or parents to get more help from mental health specialists.

Working Conditions

Most school counselors have an office in their school, with a normal work week of Monday-Friday, from 7:00 a.m. to 4:00 p.m., although these hours may vary depending on the school. The working conditions include sending and responding to daily emails, daily face-to-face interactions, and frequent contact with others. Most of the time is spent indoors, in an environmentally controlled environment. School counselors are usually considered a member of the school administration and report directly to the school principal and/or assistant principal. The type of supervision may vary depending on the school and the supervisor, but most school counselors have quite a bit of freedom and independence with their daily schedule.

The population that a school counselor works with depends on the socio-economic status and age group of the school. Generally, most schools are either elementary level (K-5th grade) or secondary (6th-8th grade or 9th-12th grade), although some schools (usually private or charter schools) may be a combination of grade levels. School counselors do well at jobs that require concern for others, integrity, cooperation, dependability, self-control, and social orientation.

Preparation and Qualifications

The majority of school counselors must have a master's degree in school counseling or a similar subject, as well as a state-issued accreditation. Most states require career counselors and advisers to be licensed. The state in which they work requires school counselors to be licensed and qualified. Licensure typically necessitates proven school counseling education and courses from and completion of a practicum and internship at a K-12 school, as well as an approved college/university and passing a state or national comprehensive examination like the Praxis exam. State standards vary in each state, so it is important to examine criteria when relocating to a different state.

Basic computer skills are needed for school counselors. They should know how to use database and query software, software for guidance and analysis, and computer-based training software. As well as health treatment and counseling, they need to know about math and science, psychology, sociology and culture, the arts and humanities, the English language, education and training, teaching, and course design. People who want to be school counselors generally like doing things like teaching, talking, and helping other people. People with these traits are good at jobs that need caring about others, honesty, teamwork, dependability, self-control, and a focus on social issues.

Opportunities and Future Outlook

Although the ASCA recommends a student-to-counselor ratio of 250, the national average for the 2021-2022 school year is 408-to-1 (ASCA, 2023). The ongoing opioid epidemic and the COVID-19 pandemic have had a significant influence on the need for mental health services in the United States (HRCA, 2022). According to the National Center for Health Workforce Analysis, demand for school counselors in the United States is expected to rise by 5% between 2022 and 2032, faster than the national average for all occupations. Over the next decade, the average number of job vacancies for school and career counselors is expected to be 26,600 (U.S. Bureau of Labor Statistics, 2023). There are now approximately 33,947 school counselors working in the United States. There are 73.9% women and 26.1% males among them. Additionally, the average age of school counselors in the United States is 41 years (ZIPPIA, 2023).

Economic and Non-Economic Benefits

According to the U.S. Bureau of Labor Statistics' Occupational Outlook Handbook, the job outlook for school and career counselors and advisers in the United States is favorable. School and career counselors and advisers are expected to expand 5% from 2022 to 2032, faster than the average for all occupations. On average, 26,600 job opportunities for school and career counselors and advisers are expected per year during the next decade. In May 2022, the median annual pay for school and career counselors and advisers was \$60,140 (2023).

A satisfying profession as a school counselor is very likely. Depending on where the school counselor works, benefits may include health, vision, and dental insurance. Employee support programs, retirement plans, professional development aid, and flexible spending accounts are also available to them.

School counselors have the chance to give the assistance and direction that a student requires to be successful both academically and socially. They can assist with the management of behavioral difficulties, the resolution of conflicts, and the education of children and staff. For people who like assisting others, particularly youngsters, being a school counselor may be quite rewarding. School counselors often work during the school day and have summers off, allowing for a decent work-life balance. School counselors can develop their abilities and expertise by attending conferences, workshops, and other training activities (Indeed, 2023).

Disadvantages and/or Special Situations

School and career counselors and advisers may encounter difficulties in their profession. School counselors may help with kids who are experiencing emotional or behavioral difficulties, which may be challenging. Additionally, they may have a huge caseload and have to work with

several pupils at the same time. They may also be required to produce instructional materials and collaborate with teachers to address behavioral difficulties. School counselors may also be required to work outside of normal school hours in order to attend meetings or activities.

Infectious illnesses, toxins, and body fluids are also potential concerns. School counselors may operate in schools with inadequate resources, making it challenging to give children the required help they may need. Also, school counselors may not have as much control over their caseload as they would in a private practice situation. School counselors may be required to work overtime or late at night in order to attend meetings or activities and they may be required to travel to conferences or seminars. It is important to remember that these difficulties may differ based on the individual and their work environment. School counseling, on the other hand, may be a satisfying career option for people who appreciate helping others and making a difference in the lives of children (Career Pros and Cons, 2023).

Reflection

The occupational traits and standards for a school counselor align with my beliefs and aspirations, and I feel that based on my personal attributes, I will be an excellent school counselor. I am excited to continue working toward becoming a school counselor. The benefits of adopting O*NET in my future practice will be that I will be able to assist my students to find careers that would provide them with pleasure. I believe that high school students, especially, would benefit much from this evaluation as they choose their future education and careers.

Part III: Practical Application

Because of the cultural differences between myself and this student, my personal views might impact my counseling approach. This client is a nineteen-year-old Asian American who is

concerned about selecting the incorrect professional route due of her spiritual beliefs. Her mental tension has expressed itself in bodily symptoms such as headaches, insomnia, and a lack of energy. Because of cultural differences, she obviously worries about her parents' opinions and does not want to look like a failure or be rejected by her parents. To help this young girl, I will have to look at the code of ethics for counselors from the American Counseling Association so that I don't force my own values on her. ASCA's Ethical Standards for School Counselors state that school counselors, "respect students' and families' values, beliefs...and cultural background and exercise great care to avoid imposing personal beliefs or values rooted in one's religion, culture, or ethnicity," (2019, p. 16, A.1.f). It's important for me to be aware of my own cultural differences as well as the problem the student is having. It is also crucial that my client feels heard and understood in a place where she won't feel judged for discussing her worries or emotions.

Before I can help this student, I need to make sure they know what my personal morals and views are. Being aware of these things about myself will let me work with her as a counselor without forcing my own views or ideals on her. A good counseling relationship doesn't require that both the counselor and the student agree on everything. To be a good counselor, you also need to understand and value different cultures and the unique things that each person brings to the counseling session.

My goal is to be patient and help the student slowly learn how to control her feelings, so she can find the best career for herself. As a first step, I'd like to include a method called "visualization," which can help the client picture her perfect job (Niles & Harris-Bowlsbey, 2022). The second method I would use would be cognitive behavioral therapy to help her control her feelings (Niles & Harris-Bowlsbey, 2022). The third step I would be to give the student

access to the O*NET Interest Profiler so that she can see if the personality traits she listed match up with any current or future job openings. I would help her review and evaluate her interest profile and Holland types and assist her in sharing this information with her parents. Hopefully, once they can see the results of her profile and the recommendations it offers, they will be able to support her choice to pursue a career in nursing. ASCA's Ethical Standards also supports school counselors to, "provide and advocate for individual students' pre-K-postsecondary college and career awareness, exploration and postsecondary planning and decision-making, which supports the students' right to choose from the wide array of options when students complete secondary education," (2019, p. 18, A.4.b).

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Career Development Program Proposal



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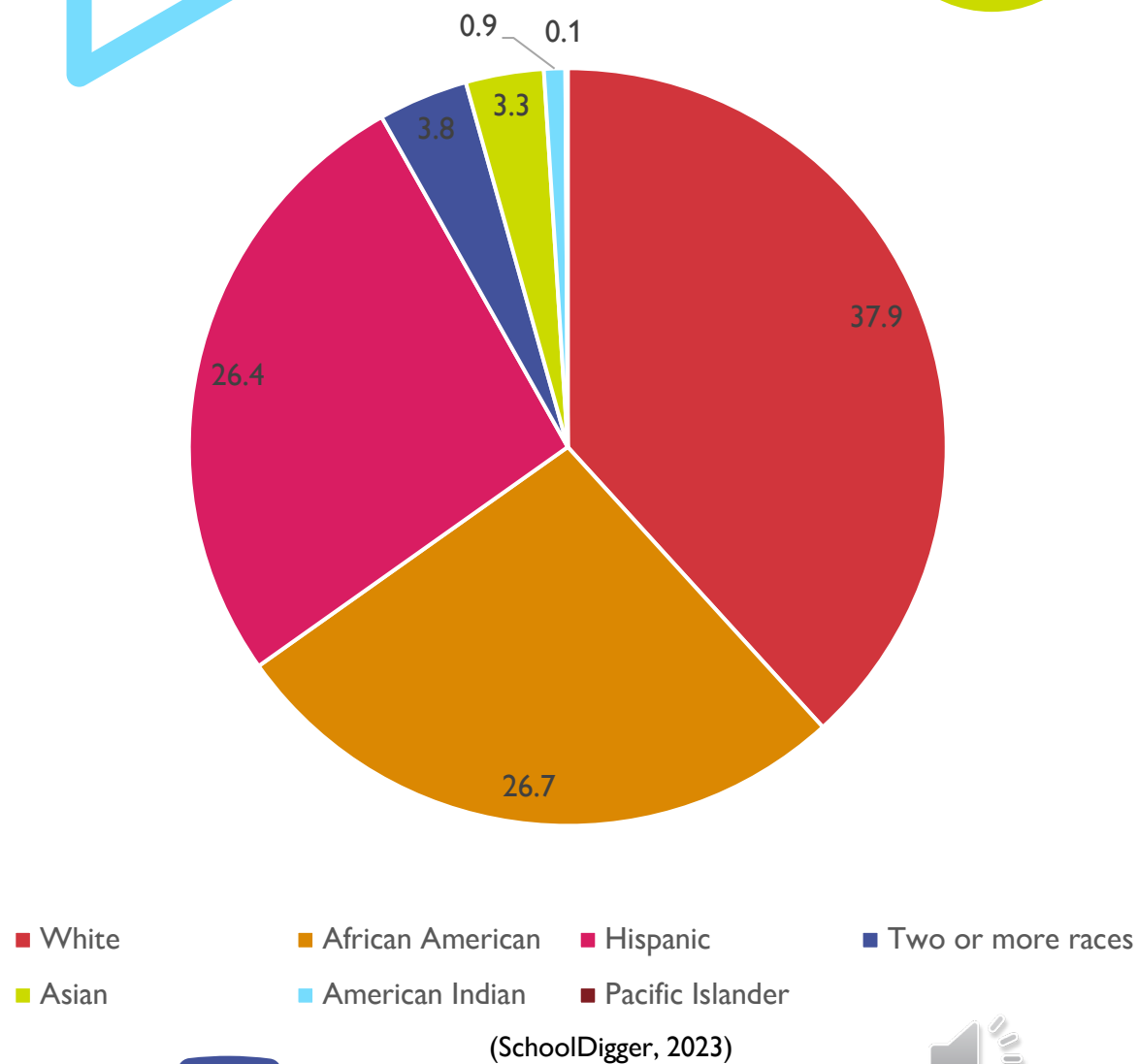
Introduction

- The target audience for this program, which will be held at Somerset Academy Canyons Middle/High School, will be low-income high school students in grades 12. Somerset Academy Canyons is a public charter school in Boynton Beach, Florida, serving students from 6th through 12th grade.
- This program for career development aims to teach low-income high school seniors non-technical soft skills and to assist them become more aware of their alternatives for careers.
- The program's objective is to bring in local companies and professionals to interact with students who are interested in particular career sectors. It also aims to assist in placing interested students in internships and jobs.

Demographics

61% of students at Somerset Academy Canyons High School identify as minorities

51% of students at Somerset Canyons Academy are considered low-income (US News, 2023).





Rationale

- Low-income high school seniors can benefit from a career development program in several ways.
- By giving them the tools they need to investigate various career pathways, it may assist students in discovering their interests and talents. This gives students a better chance of succeeding in the workforce and making well-informed decisions about their futures (CCRSC, n.d.).
- This programs may assist students in developing critical abilities like problem-solving, communication, and collaboration, as companies greatly appreciate talents and abilities (Espey et al., 2020).
- By giving low-income students equitable access to opportunities and resources, we can also help close the achievement gap between them and their wealthier counterparts (Hess, 2021).





ASCA Mindsets & Behaviors

- Understanding that postsecondary education and life-long learning are necessary for long-term career success (ASCA, M 4)
- Demonstrate critical-thinking skills to make informed decisions (ASCA, B-LS 1)
- Demonstrate perseverance to achieve long- and short-term goals (ASCA, B-SMS 5)

(ASCA, 2019)

NCDG Standards

- Develop understanding of self to build and maintain a positive self-concept (NCDG, Goal PS1)
- Attain educational achievement and performance levels needed to reach your personal and career goals (NCDG, Goal ED1)
- Use accurate, current, and unbiased career information during career planning and management (NCDG, Goal CM3)

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(Niles & Harris-Bowlsbey, 2022)





Learning Objectives

- Objective 1: By the end of the school year, students will be able to list their top three job interests and explain how their training, education, and personal traits fit into those interests.
- Objective 2: By the end of the school year, students will be able to investigate, evaluate, and design a plan for a minimum of three career paths that correspond with their interests and personal attributes.
- Objective 3: By the end of the school year, students will be able to show that they can communicate effectively in a professional situation by writing a thank-you note, cover letter, and resume as well as by taking part in a simulated interview. 



Career Development Interventions

The following four career development interventions will be implemented, based on the ASCA Mindset and Behavior Standards and the NCDG Standards:

1. At the beginning of the year, students will complete a career interest assessment to assist them in identifying their skills, values, interests, and personality qualities. This career assessment will be available in English, Spanish, and Creole, to be culturally sensitive. Students will identify their top three career interests with the data from this assessment. A school counselor or other qualified specialist will administer the assessment.
2. We will hold a career expo to assist students in exploring their career choices. Representatives from nearby companies, universities, and trade schools will be present at the expo, which will be available to all program participants. The fair will provide information on jobs that are relevant to the interests and backgrounds of the students, and  will be developed with cultural sensitivity in mind. Students will be able to learn about various career pathways and ask questions.

Career Development Interventions

3. A mock interview day will be planned to assist students in gaining proficiency in communicating. Writing thank-you notes, cover letters, and resume's will all be covered throughout the day. A mock interview with a local business leader or other professional will then be conducted with the students. In addition to giving students feedback on their communication abilities, the interviews will take place in a friendly setting.
4. We will set up a career development group to assist students in exploring job alternatives, growing in self-awareness, and developing social skills. For the duration of the school year, this group will meet once a week and will be led by a school counselor. Activities including job interest inventories, career exploration exercises, and communication skills training will be part of the group's culturally responsive design. Students will have a safe space to explore their interests and hone their talents in the group.

Career Development Interventions

According to research from “Teach For America,” career development programs provide high school graduates with an avenue to pursue further education and get a lucrative job. These programs provide assistance throughout the transition from high school to career by incorporating career learning into the high school curriculum (Zingg, 2019).

These interventions are meant to be sensitive to cultural differences and are grounded on evidence-based approaches. Research demonstrates that the career interest assessment, career fair, and mock interview day are all successful career development initiatives (Nakkula et al., 2008).

Drawing from the ideas of group therapy, the purpose of the career development group is to provide students a safe space to explore their interests and hone their abilities (Bangser, 2008) . It is our belief that these interventions will assist minority low-income high school students in achieving social and emotional growth, academic achievement, and preparedness for college and careers.



Delivery Method:

At the beginning of the school year, teachers and administration will be consulted for a list of potential candidates for the program. These students will be given the Needs Assessment and an Interest Survey to determine which students to include or exclude.

These students will be enrolled in the class entitled, “Career Studies,” taught by a School Counselor. This will be a year-long elective, in which students will participate in various activities, including:



- **Classroom instruction:** This involves teaching students about a range of career-related subjects in a classroom setting, including how to write a résumé, how to conduct a successful interview, and effective job search techniques. Workshops, seminars, and other forms of training sessions will be included in this class.
- **E-Learning:** With this method, students are given online courses or modules to finish. This is a cost-effective way to give students access to information and training linked to careers.
- **Job shadowing:** This is a method where students are paired with experts in the career of their choice so they may watch and pick up tips from seasoned workers. Students may learn about various career pathways and get practical experience by participating in job shadowing programs.
- **Coaching/Mentoring:** Using this approach, experts with years of expertise mentor and coach students one-on-one. This can give students individualized direction and assistance as they pursue their professional goals.



Program marketing.

We will use a range of marketing tools and techniques to inform and educate stakeholders about our career development program for low-income high school seniors.

- We will make **brochures and flyers** that outline the advantages of our program and provide details on how to participate. To spark interest in the program, we will distribute these to teachers, parents, and students.
- **Social media** sites like Facebook, Instagram, and Twitter will be used by us to publicize and generate interest in our program. In order to foster a feeling of community, we will publish pictures and videos from program activities, exchange success stories with previous participants, and interact with followers.
- To keep stakeholders updated on the status of the program and future activities, we will regularly send out monthly **email newsletters**. Success stories, endorsements, and other interesting material will be included into these newsletters to maintain stakeholders' interest and commitment to the program.



Resources Needed and Potential Costs

- Equipment and materials (computers, textbooks, and other learning materials)
 - Approximately \$25,000 per year
- Marketing (including printing costs)
 - Approximately \$2,500 per year
- Evaluation and Assessment
 - Approximately \$10,000 per year



Evaluation

Two assessment methods will be used to determine the success of our Career Intervention Program.

- **Questionnaire/Interview:** Program participants, stakeholders, and other pertinent parties will be surveyed and interviewed, at the beginning of the year and periodically throughout the year, and again at the end of the year.
- **Standardized Survey:** Specific learning outcomes or goals will be measured using the standardized survey. This will be given to students at the beginning and the end of the year.



Evaluation

The objectives that will be measured through these evaluations will be:

- **Enhanced career preparedness:** Measure the proportion of students who, upon program completion, state that they feel better equipped for the workforce.
- **Elevated career awareness:** Measure the number of students who, at program completion, say they have a better grasp of various jobs and the abilities needed for those careers.
- **Enhanced career exploration:** After the program, measure the number of students who say they looked into various job options and discovered possible areas of interest in the workforce.
- **Higher college enrollment:** Track the number of graduates who enroll in a university or junior college.
- **Improved job placement:** Track the number of graduates who get a job after high school graduation.

Evaluation

The evaluation process will help evaluate the success of the program by evaluating:

- **Career knowledge:** Assessing students' understanding of various career paths and the competencies needed for those paths to assist them in making well-informed choices on their future.
- **Career readiness:** Assessing students' experience, knowledge, and skill levels in preparation for the workforce to help pinpoint areas in need of development and guarantee that they are ready for their future jobs.
- **Professional planning:** Students may be kept on track to meet their professional goals by tracking their progress in creating a career plan, which includes goal-setting and resource identification.



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