# Statewide Transportation, Distribution, and Logistics (TDL) Curriculum Career Awareness Module

**Students will:**

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>CONTENT</th>
<th>ACTIVITIES/RESOURCES</th>
<th>ASSESSMENT</th>
</tr>
</thead>
</table>
| 1. Explain the differences between a job and a career | Job vs. Career | - Differentiate between a job and a career  
- Determine how generational differences affect the workplace  
- Identify and apply Donald Super’s theory to career awareness  
- i-Pathways: *Consumer Education*—Unit 1: Getting a Job or Furthering Your Education—Lesson 1: Find a Job | Instructor observation/Student demonstration |
| 2. List the major stages of career awareness | Self-Esteem, Self-Confidence, Self-Awareness | - Discuss why personal assessment is the key factor leading to career satisfaction  
- Describe and explore the decision-making process | Student demonstration |
<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>CONTENT</th>
<th>ACTIVITIES/RESOURCES</th>
<th>ASSESSMENT</th>
</tr>
</thead>
</table>
| 3. Describe the roles that personal assessment and self-understanding play in career awareness | Self-Esteem, Self-Confidence, Self-Awareness | ● Discuss why building positive self-esteem is important in developing a successful career plan  
   ○ Use: **Self-Esteem Worksheet**  
   ● Identify specific components of the success profile  
   ○ Use: **STRONG Interest Inventory Online**  
   ● Determine learning style  
   ○ Use: **Learning Styles Inventory** | Students complete activities and assessments |
| 4. Identify individual interests and relate those to specific careers | Personal Interests | ● Discuss the major stages of careers  
   ● Discuss the results of the STRONG Interest Inventory Online  
   ○ Use: **STRONG Inventory Report** | Instructor observation |
| 5. Define personal values as they relate to career choices | Values | ● Define and clarify values  
   ● Discuss how values motivate individuals  
   ● Describe how values motivate career decisions  
   ○ Use: **Personal Values Handout** | Student demonstration |
## Students will:

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>CONTENT</th>
<th>ACTIVITIES/RESOURCES</th>
<th>ASSESSMENT</th>
</tr>
</thead>
</table>
| 6.       | Describe the role of values in career decision-making and motivation | Values, Personality  
- Discuss differences in personality types  
- Explain your own personality type  
- Recognize how a personality type relates/influences career planning  
  - Use: **Myers Briggs Assessment**  
  - Use: **Myers Briggs Personality Type Handouts**  
- Match your interest to potential careers | Instructor observation |
| 7.       | Evaluate different thinking patterns and their relationship to career success | Values, Personality  
- Identify psychological barriers to decision-making  
- Discuss alternative strategies for career success | Student observation |
| 8.       | Identify and evaluate personal skills and relate those skills to career choices | Personal Skills  
- Discuss the importance of skills in career research  
  - Define and identify individual student skills  
  - Skills Assessment  
- Recognize the power of transferability of skills  
- Discuss the skills employers expect in employees | Students complete activities and assessments |
### Statewide Transportation, Distribution, and Logistics (TDL) Curriculum
#### Career Awareness Module

**Students will:**

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>CONTENT</th>
<th>ACTIVITIES/RESOURCES</th>
<th>ASSESSMENT</th>
</tr>
</thead>
</table>
| 9.       | Examine social and cultural influences on career choice | - Discuss/Identify personal beliefs and assumptions that will possibly affect a career  
- Recognize how social and cultural condition influences career choice  
  o Create a personality collage/vision board  
  o Use: *What Does Your Future Look Like? Handout* | Instructor observations/Student demonstrations |
| 10.      | Apply a decision-making model to career decisions. | - Discuss trends that will possibly affect career planning  
- Discuss the changing trends in the workplace  
  o Use: *Career Autobiography*  
  o Use: *Pick 5 Activity* | Instructor observations |
| 11.      | Access career information via computer | - Research printed and web-based sources of information to use in further clarifying career choices  
  o Use: *Research 5 Careers Activity*  
  o Use: *Pros and Cons of 5 Careers Activity*  
- Discuss skills to gather information about educational institutions, specific occupations, and career-related opportunities by using online resources  
  o Use: *College Research Activity* | Student demonstration |
### Statewide Transportation, Distribution, and Logistics (TDL) Curriculum
#### Career Awareness Module

**Students will:**

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>CONTENT</th>
<th>ACTIVITIES/RESOURCES</th>
<th>ASSESSMENT</th>
</tr>
</thead>
</table>
| 12. Create a career awareness plan which identifies a possible career path based on identified interest, skills, and values | Career/Personal Awareness Research | • Discuss and review possible career options based on information gathered about attitudes, beliefs, values, interests, personality, skills, and external influences  
○ Use: Career Plan Activity | Instructor observations/Student demonstration |