

# The College Counselor's Use of My10yearPlan

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*Get Focused...Stay Focused!*<sup>™</sup> Conference

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**Get** **Stay** **Focused!**<sup>™</sup>

If you could do one thing that would significantly and positively impact your students, what would it be?

# Session Agenda:

- Introductions
- Freshman Transition Initiative
- Laying the Groundwork for a Freshman Course
- Curriculum Tools & Resources
- Utilizing the 10-year Plan
- Planning & Next Steps

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What does your college  
currently do for  
matriculating students?  
How are they supported  
in pathway selection?



# The George Washington University's

## Freshman Transition 10-Step Plan

Road Map for Redesign Efforts



# Freshman Transition 10-Step Plan: Buy-in Phase

- Step 1: GATHER YOUR RESOURCES
- Step 2: CREATE A VISION
- Step 3: FORM A TEAM OF CHAMPIONS
- Step 4: GENERATE COMMUNITY BUY-IN FOR THE NEW COURSE AND THE 10-YEAR PLAN



# Freshman Transition 10- Step Plan: Course Planning Phase

- Step 5: IDENTIFY A CURRICULUM THAT WILL ACCOMPLISH YOUR COURSE GOALS
- Step 6: RECRUIT YOUR MOST ENTHUSIASTIC TEACHERS TO CONDUCT THE COURSE
- Step 7: PROVIDE PROFESSIONAL DEVELOPMENT AND COURSE PLANNING



# Freshman Transition 10-Step Plan: School-wide Initiative Phase

- Step 8: MAKE YOUR FRESHMAN TRANSITION INITIATIVE A SCHOOL-WIDE INITIATIVE
- Step 9: SHARE ALL STUDENTS' 10-YEAR EDUCATION AND ACADEMIC PLANS
- Step 10: RECOGNIZE AND REWARD





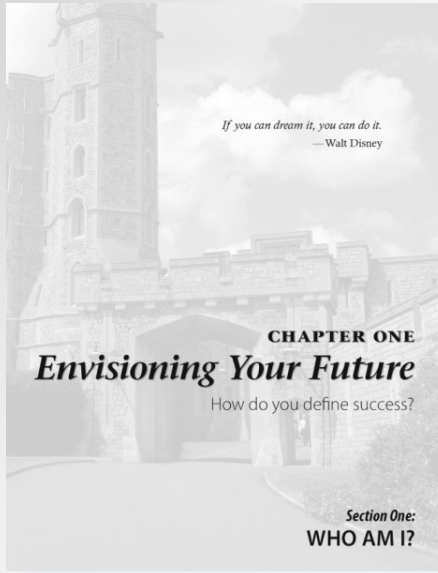
“Islands of excellence in  
a sea of mediocrity”

...



What if *every college* freshman had  
**an online 10-year plan**  
that could be used by  
counselors for advisement and  
instructors for academic coaching?





If you can dream it, you can do it.  
—Walt Disney

## CHAPTER ONE Envisioning Your Future

How do you define success?

### Section One: WHO AM I?

## Vision + Energy = Success

You can safely assume that there is not one kernel of truth in any of the preceding stories. Successful people do not depend on luck or magic to get what they want. Nor do they let others make their career choices for them. Most people who are successful in their work don't just find a job. They make one. They have a vision of what they would like to do, how they would like to use their minds, talents, and interests. And they have the energy to make their dreams come true. They believe in their vision.

Vision and energy (or action) are the two most important elements in getting what you want from life. Your vision of what you'd like to do or be, or how you'd like to live, will help you know when you've succeeded. A goal is like a compass that will help keep you on track. And your energy or actions will take you, step by step, to the realization of your vision.

It is essential to have both elements. Vision without action is just daydreaming. Alone, it won't get you anywhere. Unchecked action is equally useless. It leads only to exhaustion and frustration. Together, though, they are a dynamic duo. And they can work for you, no matter what your goal. (Not everyone can—or wants to—be a superstar. You need to have your own definition of success. More on that later in this chapter.)

What do you think are the real stories behind the successful people we talked about on the preceding pages? For the following exercises, write a statement that you feel might reflect his or her vision. Then list some actions they may have taken to realize their goal.

Apolo Ohno's chart, for example, might look something like this:

**Apolo Ohno**  
**Vision:** To be a champion short track speed skater, someone who brings something new to the ice.  
**Actions in school and work:** Throughout junior high, high school, and college, train, train, train; seek out good coaching; watch and analyze top speed skaters; keep up grades to remain eligible to compete; stay healthy.  
**Actions at work:** As a competitive skater, train, train, train; maintain health.

To find occupations that match your requirements, explore a variety of options.

## What Careers Support Your Lifestyle?

As you continue your life planning and career decision-making process, a key task is to find a career that will support the lifestyle you envision for yourself AND for which you think you will be qualified.

Keep your required annual salary figure from page 93 in mind as you start researching career possibilities in chapter six. You might start by browsing the jobs that are available in your area on a job search web site. Or, check out the employment listings in the classified section of both your local newspaper and a paper in the closest large city. There are also online classified services that accept listings for employment opportunities, the most famous of which is Craigslist. Consult the Occupational Outlook Handbook (OOH). Each job title listed has extensive earnings information. The Bureau of Labor Statistics has made the entire OOH available online in an easy-to-use format or you can find a copy at your local library or bookstore.

Using your favorite Internet search engine, such as Yahoo, Google, or Bing, you can locate other online compensation and salary resources by using the keyword average "salary" and adding the job title of a specific career you want to investigate (e.g., average salary + commercial driver).

To find those occupations that match your financial and lifestyle requirements, be prepared to spend some time exploring a variety of options. Make a list below of at least ten careers with average salaries that match your budget projections. For this activity, assume you are the sole "breadwinner" in your family.

CAREER TITLE AND AVERAGE SALARY	CAREER TITLE AND AVERAGE SALARY

\*At the time of printing, the web address was <http://www.bls.gov>.

## Working Conditions

Working conditions involve such things as what you like to work with and how you like to do your job. Consider your personality when you look at this list. Under what conditions do you feel most confident and at ease? What kinds of situations give you the most pleasure? How much structure do you like in your day? Do you like to be around people a lot, or are you just as happy being alone? Do you like to meet new people, or are you more comfortable sticking with the same circle of friends and acquaintances? Check the statements below that appeal to you.

- I would like a job that requires me to "dress for success" (dress up for a professional office).
- I would like a job that requires me to wear a uniform or costume.
- I would like a job that lets me dress any way I want.
- I would like a job that lets me work alone most of the time.
- I would like a job that lets me work with the same group of people.
- I would like a job that lets me work with many different people.
- I would like a job that lets me work with ideas.
- I would like a job that lets me work with information.
- I would like a job that lets me work with computers.
- I would like a job that lets me work with numbers.
- I would like a job that lets me work with machines.
- I would like a job that lets me work with tools.
- I would like a job that lets me be creative.
- I would like a job that involves physical labor or activity.
- I would like a job with prescribed duties and procedures.
- I would like a job with strict deadlines.
- I would like a job with structured working hours.
- I would like a job with somewhat flexible hours.
- I would like a job that lets me structure my time any way I want.
- I would like a job that often calls for putting in extra hours.
- I wouldn't mind working nights or weekends.
- I would like a job that involves risk or danger.
- I would like a job that might take away my privacy.
- I would like a job that is intellectually challenging.
- I would like a job I could forget about when I'm not there.
- I would like to be able to work part-time when my children are young.
- I would like a job that involves a variety of tasks and duties.
- Other \_\_\_\_\_

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## WORK VALUES SURVEY

What are your values? In having plenty of time to spend with friends and family important to you? Or would you rather be off on some kind of adventure? Do you want to help other people? Do you want to exercise power? The following exercise should give some indication of what you value most. For each statement below, check the column that comes closest to matching your feelings.

	Very True	Some True	Not True	Not True
1. I often donate to a good cause that's not a prestigious club.				
2. I often have good friends that's a lot of money.				
3. I often have my savings in a bank account that's in the stock market.				
4. For me, advantages to be tied down by a family.				
5. I like a job when I set my own hours.				
6. I enjoy books and movies when the record is the story of a revolution.				
7. I'd rather be a scholar than a politician.				
8. I would not want to work while my children are young.				
9. I would rather write a fictional story than a research report.				
10. I don't lend money to a friend. I don't worry about being paid back.				
11. I'd rather be serious than wealthy.				
12. I would rather associate with influential people than intellectual people.				
13. Teachers should be paid as much as business executives.				
14. If I got to go to an art museum that's sporting event.				
15. I will contribute to my retirement account before I get retired.				
16. I prefer jobs when the duties are varied and challenging.				
17. I prefer jobs when the duties are consistent and goals are clear.				
18. The salary indicator indicates how much he or she is valued on the job.				
19. I would not want a high-powered job because it could strain my marriage.				
20. It is important to me that my surroundings are attractive.				
21. My reputation is worth more to me than all the money in the world.				
22. I'd rather not be a pilot than not do it at all.				
23. I'd rather know something that I'm known for something.				
24. I'd rather have a secure job than a powerful one.				
25. I'd like to be my own boss.				
26. I believe a percentage of my income should be used to help others.				
27. I would turn down a promotion if it meant I had to spend more time with my family or my coach.				

## Career Interest Survey

Now it's time to choose the careers that appeal to you most as you begin learning as much about them as you can. Review the careers chosen on page 147. It will be helpful if you can interview people working in these fields. Separate worksheets are provided for each job title.

JOB TITLE \_\_\_\_\_

- What specific tasks would I perform on this job? (For example, a salesclerk would answer questions, help displays, unstock merchandise, ring up sales, make change, and so on.)  
\_\_\_\_\_
- What is the job environment likely to be? Is this compatible with the setting I said I wanted on page 126?  
\_\_\_\_\_
- What would be the rewards of working at this job? Are they the same as the ones I listed on page 129?  
\_\_\_\_\_
- I would find this job particularly satisfying because: (Review your passions, values, interests, and life goals for guidance.) See page 27.  
\_\_\_\_\_
- Is this job compatible with my work behavioral style? If so, in what ways?  
Review pages 38–43.  
\_\_\_\_\_
- How much training or education would I need? (Review school, apprenticeship, work experience, etc.). See page 147. I am willing to make? Review pages 114–120.  
\_\_\_\_\_
- Does this job require specific physical attributes or abilities, and am I? If so, what are they? Do I meet them?  
\_\_\_\_\_

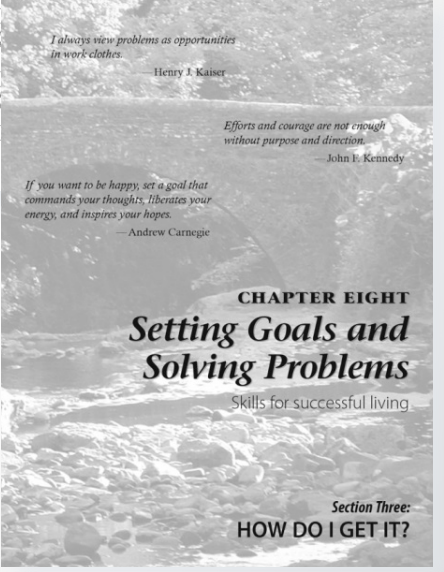
## Your Lifestyle Budget Profile

Here's the moment of truth. Go through the exercise again and enter the monthly amounts you indicated in each category in the appropriate space below. Then add the column to come up with your total monthly budget, for the lifestyle you envision.



(1) Housing	\$ _____
(2) Transportation	\$ _____
(3) Clothing	\$ _____
(4) Food	\$ _____
(5) Sundries	\$ _____
(6) Entertainment	\$ _____
(7) Vacations	\$ _____
(8) Child care	\$ _____
(9) Health care	\$ _____
(10) Furnishings	\$ _____
(11) Savings	\$ _____
(12) Miscellaneous	\$ _____
<b>Total</b>	<b>\$ _____</b>

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I always view problems as opportunities in work clothes.  
—Henry J. Kaiser

Efforts and courage are not enough without purpose and direction.  
—John F. Kennedy

If you want to be happy, set a goal that commands your thoughts; liberates your energy, and inspires your hopes.  
—Andrew Carnegie

## CHAPTER EIGHT Setting Goals and Solving Problems

Skills for successful living

Section Three:  
HOW DO I GET IT?

# Different by Design

## Is It Worth Staying in School?

You decide. Go back to pages 150–151. What careers did you say you might like? List them below.

Do any of these careers require further training or education? If so, imagine that you quit school before completion. Could you qualify for any of these jobs without a degree or required certification?

Yes No

If so, which ones?

If not, you need another plan. Review the your **Personal Profile** chart on page 27, your preferred lifestyle on page 65, your lifestyle budget requirements on page 93 or your hardship budget on page 96, and your ideal career portrait and priorities on page 134.

Now go through the career search process on pages 150–151 once more. This time, though, make sure that a diploma beyond high school isn't required for the jobs you are investigating. List three careers that meet your personal requirements but do not further education or training.

Compare these jobs with the ones you listed at the top of the page. How are they different? Which careers do you think would be more satisfying? Why?

Imagine your life 15 years from now. What do you think it would be like if you take a job from your second list, the one that doesn't require education or training beyond high school? Which would you find more satisfying—a career from the first or second list?

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## Traits of Those Who Get Ahead

Now that you've considered some less-than-perfect workers, can you describe a model employee? It might help to review the profiles on the preceding pages. If the characteristics described are undesirable, what opposite traits would make an employee valued by his or her employer?

Employee	Problem	Desired Behavior
Sharon	Tardiness	_____
Jackie	Untruthfulness	_____
Dorothy	Difficult Personality	_____
Stuart	Dishonesty	_____
Mat	Laziness	_____

What characteristic did Tim display in each of the situations?

Describe the characteristics of people you would like to hire for your business. Who do you want on your "team?"

Chances are your description is a fairly accurate definition of the term "work ethic." Being a good employee means being honest, on time, and so on. However, the best employees—the ones who get ahead—display the traits that Tim does: they are creative, cooperative, and willing to do more than is expected of them. To many employers, a "good work habit" is more important in a prospective employee than knowing something about the job. They feel the job skills can always be learned. It's more difficult to instill the attitude they are seeking.

The work ethic is an attitude. The easiest way to acquire it is by liking what you do. Once again, it becomes apparent that, if you enjoy your work, you will do a good job. And, if you do a good job, you will succeed.

Interview three local employers to find out what they expect of their employees. Ask them to rank the characteristics they look for in order of importance. Would someone with each of those characteristics, but limited work experience, still be a good job candidate? Why? How important are character traits like honesty, dependability, punctuality, respect, and getting along with co-workers?

**Keywords:** characteristics ideal employee, how develop work ethic

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# Questioning format promotes critical, creative, & strategic thinking rather than memorization.

### Joanie's Story

Joanie wasn't interested in technology. She barely knew how to turn on a computer. That is, until the day the shoe repair shop called with sad news about her beloved slippers—they were D.O.A and not able to be patched again. She had purchased them many years before and, try as she might, she lamented to a friend, could no longer find this brand made by an overseas company.

"Let's boot up my laptop," her friend said. "If those slippers still exist, I can find them, no matter where they are made." Hope is a great motivator. Within 15 minutes of her friend starting the online search, Joanie was giving advice—"Try this, try that," she urged. Within 30 minutes, she had taken over the mouse to control the search herself.

Without knowing it, she had not only learned how to surf the Internet, but she had also picked up some advanced search techniques modeled by her friend. Finally, her efforts resulted in success. After an hour of browsing, Joanie located a merchant in a small village in England who had exactly what she wanted. Not only was it the right make and model, but color and size as well. A new online shopper was born.

## What Is Your Motivation?

Another aspect of self-regulated learning is the *motivation to learn*. Your motivation may be intrinsic (internal) because it is "driven by an interest, purpose, or enjoyment in the task itself." Or, your motivation might be extrinsic (external) because it comes from pressures outside of yourself. For instance, competition might be part of what currently motivates you. Or, perhaps you're motivated to learn because of external rewards you hope to gain, like good grades, money, or professional recognition.

Your motivation can change. You might start learning something for extrinsic reasons, but you may also discover an interest in the subject that makes the motivation more intrinsic.

That's a key goal of the material you are about to encounter: self-discovery. Being aware of your motivation, and thinking critically and objectively in the different learning situations you encounter, will allow you to take ownership of the learning process.

It is helpful to be able to identify and articulate the benefit of learning something new.

Keeping in mind the learning goal you identified on page 269, what is the benefit of expending the energy to learn this new skill?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

270 **Keywords:** find motivational goal

## How Do You Feel About Change?

Each of us reacts to change in our lives in different ways. Review the following situations and check the response that best describes your feelings or reactions.

- When you were in second or third grade, as you got ready for the first day of a new school year, you felt:
  - a. enthusiastic
  - b. curious
  - c. apprehensive
  - d. anxious
- Think about the most recent time you changed your residence. During the week following your move you:
  - a. were eager to explore your new neighborhood and enjoyed the process.
  - b. felt challenged and systematically set about discovering your new locale.
  - c. were apprehensive but knew with time you would adjust.
  - d. didn't explore at all and resented the move.
- As graduation approaches (approached) and you plan (planned) for your career search you feel (felt):
  - a. excited.
  - b. optimistic.
  - c. apprehensive.
  - d. anxious.
- Imagine your supervisor has just offered you a position that will require you to take on more responsibility and learn new skills. This comes as a surprise to you. That evening you:
  - a. celebrate.
  - b. strategize how to get the skills you need.
  - c. make a list of questions you need answered before accepting.
  - d. figure out how to turn the offer down.
- Imagine you have just received an offer for a job that is exactly the kind of work you want. The job is in another part of the country that has some appeal to you. As you receive this information, your very first thoughts are:
  - a. This is exciting and could be an adventure.
  - b. Sounds interesting...
  - c. I'll have to think whether I want to move.
  - d. Stop! I don't want to hear anymore. I don't want to move!

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# BLOOM'S REVISED TAXONOMY

## Creating

*Generating new ideas, products, or ways of viewing things*

Designing, constructing, planning, producing, inventing

## Evaluating

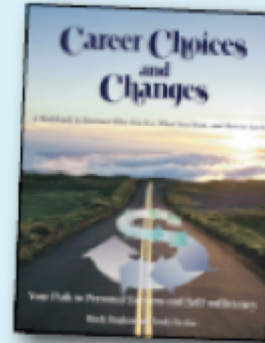
*Justifying a decision or course of action*  
Checking, hypothesizing, critiquing, experimenting, judging

## Analyzing

*Breaking information into parts to explore understandings and relationships*  
Comparing, organizing, deconstructing, interrogating, finding

Higher Order Thinking Skills

**My10yearPLAN.com**<sup>®</sup>  
Online 10-year Plan  
& Portfolio



Project-based learning

Active and interactive

Socratic Method

Student-centered

Using critical, creative, and strategic thinking

## Applying

*Using information in another familiar situation*

Implementing, carrying out, using, executing

## Understanding

*Explaining ideas or concepts*  
Interpreting, summarizing, paraphrasing, classifying, explaining

## Remembering

*Recalling information*  
Recognizing, listing, describing, retrieving, naming, finding

Lower Order Thinking Skills

Traditional  
Didactic  
Textbooks

Knowledge-based learning

Read and recall

Lecture

Subject-centered

Memorization

**"Flat"**  
online  
enhancements

# PROGRESSIVE

Student centered

Socratic method

Cooperative learning

Active learning

Project-based learning

Higher-order thinking skills

Critical, creative and strategic

thinking

VS.

# TRADITIONAL

Subject centered

Didactic

Lecture

Passive listening

Content learning

Read and recall

Memorization

# A Life, Education, & Career Decision-making Process

- Who Am I?
- What Do I Want?
- How Do I Get it?

# Identifying Your Current Assets

- Do you currently have a Freshman Transition Course on your campus?
  - If so, what is currently working well?
- Could your existing course be adapted to utilize *Career Choices* curriculum?
- Why an Online 10-year Plan?
- What existing programs could enhance a Freshman Transition Initiative on your campus?





Where Should You Start?



**With Your Own 10-year Plan!**





# Instructional Resources:

- Career Choices: <http://www.careerchoices.com/>
- Teachers' Lounge: <http://www.careerchoices.com/lounge/>
- Resource Center: <http://www.careerchoices.com/resourcecenter/>
  - Quick Start Resources
  - Pacing Guides
  - Motivational Chapter Introduction Videos
  - See my resources listed: <http://www.careerchoices.com/resourcecenter/classroomresources.html>
- Get Focused...Stay Focused!: <http://getfocusedstayfocused.org/>

# Instructional Strategies: Who am I?

- Introduce students to campus community and resources
- Invite Counselors to facilitate interest inventories and other assessments if certified to do so (eg. MBTI, Strong Interest Inventory, etc.)
- Introduce Career Development resources and develop relevant assignments
- 10-year Plan:
  - Envisioned future
  - Definition of success
  - Bullseye chart
  - **This is how you get to know your students on a deeper level**

# Instructional Strategies: What do I want?

- Coordinate guest speakers such as financial advisors, financial aid representatives from college, etc.
- Highlight financial literacy web resources
- Show students how to utilize career research websites (O\*Net, Career One Stop, etc.)
- 10-year Plan:
  - Budget
  - Ideal career
  - Career interest surveys
  - Decision making
  - **This is where you can help students identify career pathways that will meet their personal and financial goals**

# Instructional Strategies: How do I get it?

- Invite colleagues to assist with resume and cover letter development
- Assist with job shadow placement, volunteerism, internships, etc.
- Coordinate Mock Interview
- 10-year Plan:
  - Setting goals
  - Identifying alternative career options
  - Skills Inventory
  - Resume/Cover letter/Job application
  - Education Plan
  - **This is where you help students plan out their next steps to reach their short and long-term goals**

# Utilizing the 10-year Plan

- If students had GFSF in high school:
  - Students could use plan from HS to clarify and enter pathway of choice during the matriculation process, thereby helping them start on their Guided Pathway
  - Plan can be used during intake counseling as a way of getting a snapshot of what the student has researched and considered with regard to career and educational planning
  - Students could take a .5 or 1-unit follow-up course to update their plan now that they have matriculated
  - If you're counseling by meta-major/theme, students could be identified through 10-year plan
- If students did not have GFSF in high school:
  - Developing their 10-year Plan during the summer prior to starting college and/or during their first semester of college will allow them to clarify their pathway
  - Counselors and faculty advisors can check in with and provide resources as students develop their plans



# Who are our assets?

- Students & Parents
- Colleagues
  - Administrators
  - Faculty
  - Counselors
  - Classified Staff
- Community
  - Industry Representatives
  - Non-Profit Agencies
  - Volunteers



# What are our assets?

- Funding
- Mandates and Accountability (even though it may not feel like an asset...)
- Practices with promise – scale up! Make them sustainable!
- A vast network of professionals who share our vision of helping students to achieve self sufficiency and fulfillment!



# Action Plan

- What efforts are already underway? Are you involved now or could you be?
- Write down one person from your “asset” group that you can contact in the next week – get a date on your calendar before the end of January to find out how you can be part of the planning, implementation and/or follow-through.
- What quantifiable action will you take this academic year?



# Q & A Wrap Up

- Any questions/concerns?
- How do you envision yourself planning for next semester?
- What do you think your next steps will be with regard to lesson planning and collaboration with colleagues?
- What type(s) of professional development do you think you might benefit from?



# Final thoughts....



Thank you for your  
time and attention😊

