

BACIL: Job Exploration Counseling

10 hours/ \$700 standard rate

Virtual: Minimum of 1-3 referrals. 1 hour per week for 10 weeks or

In-person: Summer session, minimum of 4-10 referrals. 2 hours per week for 5 weeks.

Student and DORS Vocational Counselor will determine which format fits their needs best.

Day 1	Goal 1: The students will understand what career exploration is and why it is important.	• Students will be provided with an overview/introduction of Career Exploration and will brainstorm with the Counselor current fields of interest. • Students will begin the creation of a “career packet” that will be completed by the end of the course. • Students will identify their skills, interests, and values by sharing past experiences and by completing a functional resume. (To be added to career packet) • Functional resume tips and examples from indeed- • https://www.indeed.com/career-advice/resumes-cover-letters/functional-resume-tips-and-examples
Day 2	Goal 1 Continued...	• Students will continue to complete their functional resumes. • Students will identify/understand their character strengths and abilities and how they relate to their happiness, success in work, life, and career by filling out the Venn diagram and demonstrating how these factors overlap. (To be added to career packet) • https://www.focusforeffectiveness.com/work-with-your-strengths-values-and-passions/
Day 3	Goal 2: The students will explore their strengths and abilities.	• Students will identify differences between their "soft vs. hard skills" by referring to the discussion topics listed by the Omnia's Group "The 7 Soft Skills You Need to Be Successful.” (To be added to career packet) • https://www.omniagroup.com/the-7-soft-skills-you-need-to-be-successful/
Day 4	Goal 2 Continued...	• Students will add to their functional resumes highlighting their strengths, abilities, interests, and past experiences from the soft skills activity noted above. (To be added to career packet) • Students will identify potential employers in their field of interest by researching American Job Center's job journals and online employment sites. (To be added to career packet)
Day 5	Goal 3: The students will discover what type of work they are interested in and what employment options are in those fields.	• Students will utilize online tools to determine their character strengths, interests, and values. (To be added to career packet) https://posproject.org/character-strength-surveys/ • Students will research job market demand based upon their interests, skills, and level of education. (Maryland Workforce Exchange) https://mwejobs.maryland.gov/vosnet/default.aspx (To be added to career packet)
Day 6	Goal 3 Continued...	• Students will research the job market to identify job openings in their communities. (Onetonline.org) (To be added to career packet) • Students will find job descriptions for entry level work within their chosen fields by searching employment sites online. (To be added to career packet)

Day 7	Goal 4: The students will understand what kind of education and training is needed to reach their job goals.	• Video on setting career goals- https://www.youtube.com/watch?v=TRsrgy-gpZQ • Discussion on why career mapping is necessary in setting goals. • Students will download career mapping template from https://www.indeed.com/career-advice/career-development/career-mapping-examples (To be added to career packet)
Day 8	Goal 4 Continued...	• Students will map out action steps to obtaining career goals by developing a personalized plan which will outline their steps for acquiring the necessary education and training related to their job. (To be added to career packet)
Day 9	Goal 5: The students will gather the necessary resources to help guide them through the process of job exploration independently.	• Students will create a list of online career exploration sites and job search engines to be included in their career packets. • Students will set-up accounts with job search engines (indeed, zip recruiter, monster, CareerBuilder, etc.) (To be added to career packet)
Day 10		• Students will share, with the group, their action steps in obtaining career goals with other students. • Students will share, with the groups, the strengths they highlighted in their resumes. • Students will share how this course either confirmed or changed their minds on the career path they were originally choosing and why.