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# Lesson Proper for Week 16

## Planning Your Career

### What is career planning?

Career planning involves mapping the key steps of your professional future. From identifying fields you want to pursue to developing long-term objectives, this method can help you devise a strategy for career success.

For most students, the internship often serves as a culminating experience in which they apply what they have learned and transition into their careers or further education. Since internships often come at or near the end of a student's academic program, you might be looking for your first job or seeking to advance into a better job in the human service field. Your most pressing question at the end of the internship might very well be, "What's next?" The "what's next?" question is a recurring one for all growing professionals throughout their careers. Rarely does a person enter a position or organization and remain there throughout their working lives. In fact, most people change positions multiple times throughout their careers, sometimes changing career directions dramatically along the way. As a professional, routinely asking yourself "What's next?" helps to ensure that you continue to learn, grow, and develop through taking on more challenging positions over time.

While there are some predictable aspects in the career development process, no two people experience it in exactly the same way. Some students have been highly focused on a single goal for many years and ultimately enter the role they have long pursued. Others might have entered a human service program without a clear goal but with the conviction that a career in the helping professions was right for them. Both career paths are equally valuable, and both can lead to a successful outcome and career satisfaction.

For students completing a human services program, figuring out what's next often requires some careful thinking through of what they have accomplished so far. What have you learned about yourself? About the field of human services? As a result, what have you been able to figure about your career direction and goals? Likewise,

what unanswered questions need clarification as you move forward? This chapter will ask you to reflect on these and other questions as you plan the next steps in building your career.

### **Where Are You Now? Thinking About the “Answered Questions”**

Choosing a career involves both knowing yourself and knowing about the external possibilities of the career world (Anderson & Vandehey, 2006). Through your human services program you have probably learned a great deal about yourself and the human service profession. As a result, you likely have answered many questions about yourself and your career interests and goals. Even so, answers to such questions tend to be tentative, based on limited experience and an understanding of yourself at one specific moment in your development. As you progress through your career, questions that were once answered for you can resurface as unanswered questions once again.

Bearing these limitations in mind, it is useful to think about your answered questions at this point in your development. As you consider the following questions, think about what you have learned from your field experiences, course work, volunteer work, human service jobs, service-learning projects, and any other direct encounters you have had with the human service field. From these experiences, what have you learned about:

- Yourself?
- The field of human services?
- The various populations you might work with?
- The various services you might provide?
- Your strengths and weaknesses?
- What you enjoy doing? Don't enjoy doing?
- Where you might fit into the working world?

Pondering these and similar questions can help you figure out what you have accomplished so far and where you might experience a satisfying career. Ideally, there may be several areas where you see a potential match between your strengths and interests and the needs of human service employers. Clearly it can be advantageous to have many possible areas of interest to draw from as you consider your future. While you may look in envy at students who see one clear career role as their goal, this clarity of purpose can be problematic if it is pursued so rigidly that other good options are overlooked. Finding the right balance between clarity of purpose and openness to unexpected but promising possibilities is critical as you move forward in planning your future.

### **Where Are You Now? Thinking About the “unanswered Questions”**

Students often begin their work in human services programs with specific hopes about what they will learn. Many times there are specific professions within human services that students hope they will be exposed to or populations and social problems they hoped to learn about. In some cases, as students complete their programs, they find that they have learned a great deal but still find that some of their original questions remain unanswered or that their questions have changed as they have come to understand the field more deeply. An inevitable part of learning in any field is the reality that the more you learn, the more questions you have. The more you know, the

more clearly you recognize the gaps and limitations of your knowledge. Taking stock of your unanswered questions is therefore an essential step in becoming a self-directed learner and growing professional. At this point, think about your unanswered questions by reflecting on topics such as:

- What types of experiences have I not yet encountered that I feel are important to my future growth and development?
- What populations do I need to learn more about?
- What unanswered questions do I have about myself? My interests? My abilities? My goals?
- What do I need to know about specific roles and positions in human services and the credentials that they require?

As you seek to clarify your career goals, you might need to conduct broader explorations of the field in order to more fully understand the possibilities. Perhaps there has been an area of work that you have been curious about but have not yet been able to experience through your academic program or other activities. Or perhaps you have only recently learned through your internship about some specific career directions that might interest you. In these situations, doing more research about these careers now will be time well spent. Or perhaps you feel that you have had a good exposure to the human services field but you have unanswered questions about yourself.

### **Where Are You going? Clarifying Your Career Goals**

As you scan the horizon for your next professional steps the title of a well-known book about career development seems relevant: *If You Don't Know Where You're Going, You'll Probably End Up Somewhere Else* (Campbell, 2008). The intended message is that without a clear destination in mind, you are unlikely to end up in a place where you want to be. As you think about your goals, perhaps the most important principle is allowing yourself the freedom to think flexibly and honestly about what you want to be doing five to ten years from now. It is easy to fall into the trap of meeting expectations that others have set for you or of following a script that you wrote for yourself at an earlier time but that no longer holds the same value or interest. As you complete your internship, it is time to take stock of your goals, not just in terms of what to do now but also in terms of where you want to be in the future. Each student's particular questions at this point will vary. Similarly, each student's way of answering those questions may vary as well. It might be useful to consider some examples of particular students' experiences at this stage of the career journey. Therefore, this chapter examines various students' experiences and how the principles of career planning apply to their situations.

### **Achieving Your Career Goals**

Some students complete their internships with fairly clear career goals. For these students, their questions are about the strategies they might use to accomplish their goals.

### **Basic Steps in Career Development**

There are, of course, many paths open to each of the students above as they work toward their goals. While there is not one right approach for anyone, there are three basic steps to follow in achieving your career goals. They are:

**Step 1.** Clarifying long-term goals as distinct from short-term or intermediate goals.

**Step 2.** Doing your research (for a job and/or an advanced academic program).

**Step 3.** Conducting a job search: Developing a resume, writing effective letters, and developing interviewing skills; maintaining a positive outlook.

### **Step 1: Clarifying Long-Term Goals as Distinct from Short-Term Goals or Intermediate Goals**

As you think about your future, it is most useful to think in terms of short-term goals and long-term goals. In some cases, even intermediate-term goals should be included in your plan. There are many positions in human services that are not available immediately upon completion of a two-year or four-year degree. If your ultimate goal is to secure such a position, identify the specific steps for achieving that goal. Acquiring certification, licensure, and/or an advanced degree might be necessary in order to achieve your long-term goal. The key is to develop a plan that is realistic and to stay the course in implementing the plan.

### **Step 2: Doing Your Research (For a Job or an Advanced Academic Program)**

The process of developing a career plan inevitably involves research. Whether your next step is pursuing further study or searching for a job, research will be an important part of successfully achieving your goal. The Internet provides a convenient way to do this research. Although you will want to talk with program graduates and visit programs before making your decision about specific academic programs to pursue, program websites provide a wealth of information about the program philosophy, curriculum, faculty, and accreditation status.

As you do your research, take note that even though a program may have interesting courses, a sound curriculum, and a highly trained faculty, it may not be the right program for the goals you have in mind. Furthermore, even programs that seem to fit perfectly with your goals and interests may not hold the proper accreditations and professional affiliations necessary to advance your career. If your goal is licensure or certification this can be particularly important. For example, positions for licensed or certified social workers require that candidates hold a degree from a program accredited by the Council on Social Work Education (CSWE). Similarly, positions for certified or licensed counselors require the candidate to hold a degree from a program accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

In addition to earning the accredited degree, licensure or certification generally requires a number of supervised hours of professional practice in the field as well as passing a formal exam. Specific details of licensure and certification vary with each state. Therefore, you will also need to research the exact requirements for employment, licensure, and/or certification in the state(s) in which you plan to work. This information may be acquired through the websites of the certification boards in each state.

Although some students pursue graduate studies immediately after completion of a four-year degree, most do not. Many jobs in human services do not require an advanced degree, certification, or licensure. Most graduates seek employment immediately after graduation and engage in a job search in order to accomplish this goal. Research is an important component of seeking a job, just as it is with selecting a graduate program. Research is so important to the job search process that Richard Nelson Bolles (2014), author of the best-selling job-hunting book, *What Color Is Your Parachute?*, suggests that you should think of yourself as a “job-researcher” rather than as a “job-seeker.”

Research was an important and multi-pronged process in Anwar’s job search. There was no “one-stop shop” where he could find all of the information he needed. He drew upon informal sources of information, such as his professional network and friends, as well as formal sources, such as career services and job-posting websites.

Much of your research into potential employers will likely be prompted by having learned about available positions in them. How do you learn about available position? There are numerous avenues both formal and informal for learning about available jobs including your social and professional networks, job-postings online and in print media, career services in your college or university, and more. Employers post available positions in a various locations. Below is a short list of places to look for job postings:

- Newspapers (print or online editions) that serve the geographic area in which you hope to work.
- Your college or university’s career services job postings.
- Websites for organizations or types of organizations whose work you are interested in.
- Job-posting sites of various governmental units, such as cities or states, in which you are interested in working. Also federal job-posting sites will list available positions by state.
- Job-posting sites for nonprofit and human service positions.

Once you have found positions posted that you have an interest in, take a look at those organizations online. If you choose to pursue a position, then your research into the organization should be both broad and deep. You will want to know all that you can about the organization’s mission, the services it provides, its history, its funding, and more. Much of this information is provided on agency websites. Agencies that do not have websites often have print materials available, such as brochures. Consider visiting the office to pick these up, if possible, or you might call or e-mail to request that information be sent to you.

### **Step 3: Conducting a Job Search**

Looking for a job is hard work, requiring a number of skills and tasks that are not necessarily taught in college classrooms. These skills and tasks include developing and maintaining professional networks, writing a resume, developing interviewing skills, writing well-crafted letters, and maintaining persistence and a positive outlook over time. We will examine each of these briefly in this discussion. If your college or university has a career center, the staff there can also provide helpful instruction and support for you as you complete these tasks. Academic advisors can also be particularly helpful in supporting their advisee’s job searches.

## Establishing and Maintaining Networks

The job-hunting process has been transformed in recent years by online resources. Face-to-face social and professional networking are still essential mainstays of securing a job, but these connections are now exponentially expanded through online resources such as LinkedIn, a free professional networking site. Created specifically for facilitating professional connections, LinkedIn provides a space where you can build a professional profile that can be viewed by others and where you can establish an ever-growing set of professional contacts. Through these connections you can see the job paths others have followed, exchange information and resources with others, and discover new opportunities in terms of both specific jobs and broader career development options and ideas. Job openings are posted on the site and are searchable through keyword and location.

Though high-tech networking is now considered an essential job search strategy, it in no way reduces the need for more traditional networking methods. Look for every opportunity to expand your person-to-person contacts. Professional organizations, civic organizations, faith communities, social clubs, and volunteer work all offer opportunities to expand your social circle, your professional networks, and your job search outreach. Also alumni offices in many colleges and universities can sometimes connect students with graduates whose work is of particular interest. Through developing a professional network that is broad and deep you are in better position to conduct a successful job search. While these contacts are considered essential to learning about available positions and connecting with new opportunities, they can only point to possibilities that you must then be prepared to seize through effective communication in your resume, cover letter, and interview.

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## Graduation Announcement



**BESTLINK COLLEGE  
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## ANNOUNCEMENT



Due to the insistent demand of BCP graduates and alumni and the IATF pronouncement of the low Alert Level Status, and in coordination with the DepEd and CHED, the BCP Administration is happy to announce that face-to-face graduation rites will proceed as scheduled.

<u>Level</u>	<u>Date of Graduation</u>	<u>Venue</u>	<u>Graduation Fee</u>	<u>Downpayment</u>
SHS	July 16, 2022	MV Campus	P 1,000.00	P 200.00
College	July 10, 2022	PICC	P 4,000.00	P 500.00

Balance must be paid two (2) weeks before the date of graduation.





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# **SCHEDULE GRADUATION PHOTOSHOOT**

**College Department Batch 2021-2022  
(Main Campus)**

**May. 23 & 30 - CRIM**

**May. 24 & 31 - EDUC**

**May. 25 & Jun. 01 - BSBA/BSOA/BSAIS/ENTREP**

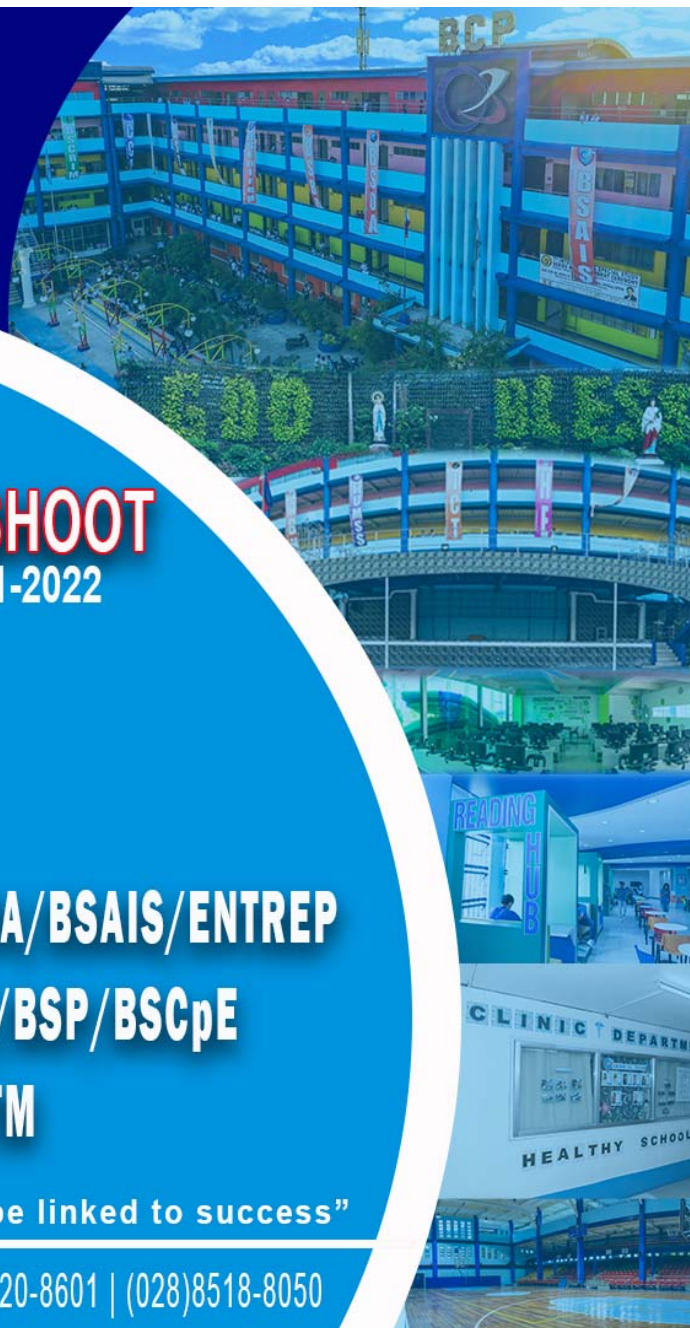
**May. 26 & Jun. 02 - BSIT/BLIS/BSP/BSCpE**

**May. 27 & Jun. 03 - BSHM/BSTM**

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# **SCHEDULE GRADUATION PHOTOSHOOT**

**Bulacan Branch Batch 2021-2022**

**May 28**

**8am - 12nn: Senior High School**

**12nn - 5pm: College Department**

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