




CAREER DECISION MAKING STRATEGY

GEORGIA PERFORMANCE STANDARDS

- Strand C: Career Planning
 - **Topic 9: Skills to make decisions**
 - **Standard:** -Demonstrate responsibility for making tentative educational and occupational choices. -Describe personal strengths and weaknesses in relationship to postsecondary education/training requirements. -Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training.
 - **Topic 12: Skills in career planning**
 - **Standard:** -Demonstrate knowledge of postsecondary vocational and academic programs. -Describe school and community resources to explore educational and occupational choices. -Develop an individual career plan, updating information from earlier plans, and including tentative decisions to be implemented after high school.
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GOAL/PURPOSE:

- To help students gain more awareness about career interests & resources
- To provide students with information regarding different career pathways
- To provide insight into what type of post-secondary options the students have available to them.
- To help students align their interests with particular fields of study/occupations.



ASCA NATIONAL STANDARDS FOR STUDENTS: CAREER

- **Standard A:** Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
- **Standard B:** Students will employ strategies to achieve future career goals with success and satisfaction.
- **Standard C:** Students will understand the relationship between personal qualities, education, training and the world of work.



GEORGIA PERFORMANCE STANDARDS

- **Strand B: Educational and Occupational Exploration**
- **Topic 4: Understanding the relationship between educational achievement and career planning**
 - **Standard: -Demonstrate how to apply academic and vocational skills to personal interests. -Describe the relationship of academic and vocational skills to personal interests. -Describe how skills developed in academic and vocational programs relate to career goals.**
- **Topic 6: Skills to locate, evaluate, and interpret career information**
 - **Standard: Describe the educational requirements of various occupations. -Demonstrate use of a range of resources.**

7 STEPS TO DECISION MAKING

- 1. Seven Steps to Decision Making

- 1. Define your problem.
- 2. Gather information and resources.
- 3. List options.
- 4. Weigh, compare options.
- 5. Make a decision.
- 6. Make a plan of action.
- 7. Evaluate the decision.



VISION

- In order to set career and personal goals, take some time to think about the knowledge you have of yourself and visualize what you want your life to look like.
- Think about where you would like to live. Would moving to another city or even a state be an option? Do you want a family? What kind of work would you like? What would you do for leisure? What kind of lifestyle would you want? The process of answering these questions can help you to develop your own personal vision.



- The steps to making a decision can help you with many types of career-related decisions. You can use the steps to determine:
 - Which occupation field/cluster to enter
 - Which training/educational program to take
 - Whether you would like to own your own business
 - Deciding on a part time job while in high school
 - Whether or not you want to go directly to work or college immediately after high school
 - Which high school courses to take
 - Whether to change jobs



WHAT ARE MY OPTIONS?

- Break up into groups of 4-5
- Choose a post-high school option (enter the workforce, join the military, attend a 4-year college, attend a 2-year college, attend vocational training, etc.).
- Go through the decision-making model step-by-step. Consider what each decision will require and what some of the drawbacks may be.
- Big Group Discussion

