



High School

National FFA Organization

## Lesson HS.3

### DEFINING CAREER SUCCESS

#### Unit.

Introduction to Leadership, Personal Growth, and Career Success

#### Problem Area.

Defining career success

#### Precepts.

Foundational

#### National Standards.

**-will be provided by National FFA-**



**Student Learning Objectives.** As a result of this lesson, the student will ...

- 1 Identify skills necessary to create career success.
- 2 Explain why effectively contributing to society is important to career success.
- 3 Define career success.



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**Time.** Instruction time for this lesson: 50 minutes.



## Resources

Access to Internet for extended classroom activities  
FFA Agricultural Career Brochure "Think About It"  
(Can be ordered through the National FFA by calling 317-802-3247)  
FFA Student Handbook



## Tools, Equipment, and Supplies

- ✓ Overhead projector
- ✓ Writing surface
- ✓ HS 3 AS A-C
- ✓ Transparencies HS 3 TM A-D
- ✓ Blank sheets of paper-one per student



**Key Terms.** The following terms are presented in this lesson and appear in bold italics:

- ▶ Non-verbal communication
- ▶ Flexibility and Adaptability
- ▶ Integrity



## Interest Approach

*Build an Employee. Divide the class into teams of three or four students. Provide HS AS A to each team. The main objective of this exercise is to generate ideas among students relating to skills necessary to create career success. Read directions on the handouts to students. Give teams 5 minutes to list up to 12 skills they think are necessary to create career success.*



- What if you could build an employee and give them the skills necessary to create career success? Today you are going to build an imaginary employee. On your handout is a job description for a fictional company. When I say begin, each group will have 5 minutes to list up to twelve skills that you think will help your employee create career success. At the end of 5 minutes, each team will have one member share the skills their employee has with the rest of the class. Are there any questions? Begin.

*After time is up, instruct each group spokesperson to share the skills their group has identified. Record these skills on a writing surface.*



# SUMMARY OF CONTENT AND TEACHING STRATEGIES

**Objective 1.** Identify skills necessary to create career success.

*Using HS 3 TM A, lead the class in a brief discussion of the following career skills.*



- In our first activity, a number of skills were identified that each team felt were necessary to help their employee create career success. Look at the following list and see how many of these skills were identified and which skills were left out. It is important to remember there are some basic skills needed for career success regardless of the type of job.

*Each of the following skills is followed by an example of how the skill can be used. Share these examples with students and elicit from the class, one or two more examples of how each skill can be used.*

## I. Basic Career Success Skills

### A. Communication

1. Written. Producing a flyer with information about a product.
2. Oral. Speaking with a customer to determine their needs.

*You need to spend a few minutes explaining the importance of non-verbal skills. Use HS 3 TM B or write the information on a writing surface. To emphasize these, use the Marcel Marceau Moment, instruct each group to demonstrate one the following emotions non-verbally - Sadness, Happiness, Anger, and Confusion. Assign one to each group.*

Each group will need to choose one of the following (place on writing surface) emotions to demonstrate: Sadness, Happiness, Anger, or Confusion. When I say go, their group will act out in mime the emotion assigned to your group. You have 30 seconds to decide how to communicate your assigned emotion and then I will point to your group and say Go! Are there any questions? Your 30 seconds begins now!

*After the Marel Marceau Moment, continue explaining the list and eliciting one or two add:*

3. Non-verbal. Communication is more than just speaking, listening or writing. It involves non-verbal communications. **Non-verbal:** means communicating in ways other than with words.
  - a. Facial expressions
  - b. Body posture
  - c. Eye contact - direct stares, no eye contact, rolling of eyes, etc.
  - d. Sighs.
4. Positive non-verbal. This could be maintaining eye contact when visiting with customer or fellow employees.
5. Listening. To find out a customer's problem, you must first listen to what they have to say.

### B. Flexibility and Adaptability: the ability to respond to change or new situations.

1. Ability to face risk and adversity. Political problems in another country negatively impact the ability to market your product.

### C. Decision Making

1. Identify the problem. Last quarter sales dropped by 10%; you must find out why.



2. Gather information. Contact customers to find out what they need.
  3. Consider options. Shall we give a price break to customers who buy large quantities?
  4. Establish a plan. We will schedule our advertising two weeks prior to the start of the sale.
- D. Technical Skills
1. Identify and develop technical skills
  2. Feed salesman will need skills and knowledge related to animal nutrition
- E. Other
1. Goal Setting. Both personal and business team goals
  2. Embraces Integrity: To deal with others in an honest, sincere, manner.
  3. Responsibility. Simply showing up to work on time or admitting ones mistakes.
  4. Continuous learning. Continually training to meet the needs of the workplace.

### ►Taking it To The Streets Activity:

*Split class into new groups of 3-5 students. Distribute handout HS 3 AS B. In order for students to better understand the concepts of basic career skills, it is important for them to be able to relate these to a life experience. Most students have been a part of a team, organization or some other group that fell short of achieving a goal. Have students identify and discuss, within their teams, a situation where they experienced falling short as a team or group. Using the list of skills on HS 3 AS B, have students identify which skills were lacking and how it affected the group. Each team will need to select one experience to share with the class. Allow 5-7 minutes for this activity.*



- Being involved in teams, school or community organizations, is much like being part of a business. In order for the team or organization to be successful people need to use skills such as those we just discussed. Think of a situation where you were involved with a team or organization that fell short of its goals. Make sure it is a situation you are comfortable discussing. Briefly explain the situation to your group. As a group, select one of the situations identified to analyze. Using the career skills list on the handout provided, identify which skills were lacking in this situation and how the use of these skills might have improved the outcome of this situation. Be ready to give a brief summary to the class.

**Objective 2.** Explain why effectively contributing to society is important to career success.

## II. How Can You Effectively Contribute to Society?

*It is a well-known fact that businesses and individuals who contribute to society tend to develop more successful business enterprises. Keep students in the previous groups and give them two minutes to come up with ways that people can contribute to society other than through the goods and services they produce. At the end of two minutes, have students volunteer their answers and record them on a writing surface for everyone to see. Answers will vary but the following are some examples: Volunteer to coach little league, become a 4-H or Scout leader, join service clubs such as Lions, Kiwanis, Rotary, Jaycees, etc., be active in your church, give to charity, run for public office such as city council, school board, etc.*





Having skills to complete your tasks at work is important; however there is another component to career success. That component is effectively contributing to society. Take the next two minutes within your groups to identify the different ways that people can contribute to society other than through the goods and services they produce.

### III. Why is Effectively Contributing to Society Important to Career Success?

*Using HS 3 TM C, briefly discuss with students the benefits that businesses realize when they participate in volunteering and contributing to the community. The main point to be made is that volunteering is a "Double Win." The community benefits and people usually want to do business with companies that contribute to society. The Double Win Activity. Pass out HS 3 AS C to each student. Students will identify local companies that contribute to their community. Read directions to students.*

*Each of you is to think of two businesses in your area that make effective contributions to society. Be specific about what contributions they make and how it creates a "Double-Win" for both the companies and the community. List these on the paper provided. You have five minutes. Begin.*

*After students have completed HS 3 AS B, ask for volunteers to share a few examples of companies they identified and how they contribute to society.*

### Objective 3. Define career success.

*Using HS 3 AS C, Part II, have students remain in groups and brainstorm a definition of career success based on the discussion and activities of the class period. Have each group share their definition with the class. Using HS 2 TM D, have students write the definition from this transparency in the appropriate areas on HS 3 AS C.*



### Review/Summary

#### ►Objective 1:

*Keep students in the groups that you have at the end of this lesson. Using a Marcel Marceau Moment, instruct each student to act out two different career success skills that were discussed. No skills may be used more than once. They may need to review HS 3 AS B to select skills.*



Each member of the group is to choose two career success skills we discussed and act out the skill with out using words. The other members of the group are to identify the skills. No skills may be used more than once. You will



## ►Objective 2:

*Using the Eye Witness News Moment, instruct one student in the group to be the interviewer. He will ask the following question to each member of the group - "How did your business contribute to society and what did you gain?" Each student in turn is to pretend they are a business owner and come up with an example of how they contributed to society. To add some excitement, each student will only have 5 seconds to respond when asked the question by the interviewer.*



One person in each group is to volunteer to be the interviewer. Everyone else will be asked the question "How did your business contribute to society and what did you gain?" Each person will have 5 seconds to respond. Ready, go!

## ►Objective 3:

*Provide each group with a blank sheet of paper. Instruct them to turn all of the activity sheets face down. Working together as a group, have them write the definition of career success without looking at the activity sheets. Give them 90 seconds to complete this. At the end of 90 seconds, have them turn HS 3 AS C over and compare their definition with the one given by the instructor.*



## Application

### ►Extended Classroom Activity:

*Have students select a career they are interested in and write a brief report that includes education requirements, salary range, specific skills, location, and type of work. Using job searches on the Internet can provide a wide variety of career information.*

### ►FFA activity:

*Have students review the various Career Development Events and choose at least one to participate in during the year.*

### ►SAE activity:

*Have students select a career that interests them and spend a morning or afternoon in a "Job Shadowing" experience. This should be organized several weeks in advance with local businesses. Students should make a list of career success skills they see during this time.*



## Evaluation

HS 3 Assess



## Answers to Assessment:

1. Could be any of the following:
  - Communication-written, oral, non-verbal, listening,
  - Flexibility and Adaptability-open to diversity, adaptable to changes in technology, ability to face risk and adversity
  - Decision Making-identify the problem, gather information, consider options, and establish a plan
  - Technical Skills
  - Goal Setting
  - Embraces Integrity
  - Responsibility
  - Continuous learning
  - Responsibility
  - Continuous learning
2. Various answers including but not limited to: Volunteer to coach little league, become a 4-H or Scout leader, join service clubs such as Lions, Kiwanis, Rotary, Jaycees, etc., be active in your church, give to charity, run for public office such as city council, school board, etc.
3. Various answers are possible. Example: Coaching little league and sponsoring shirts for players helps promote teamwork among youth. People will want to do business with this company since they demonstrate their interest and support in the community.
4. C



## DEFINING CAREER SUCCESS

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1. List 5 career success skills that we discussed.
  - a.
  - b.
  - c.
  - d.
  - e.
  
2. List 2 ways that you can contribute to society.
  - a.
  - b.
  
3. We talked about the “Double-Win” when people in business effectively contribute to society. Give an example of a business contributing to society and how both society and the business benefit.
  
4. Place an X by the definition of career success as presented in this lesson.
  - \_\_\_\_\_ a. Working efficiently to provide goods and/or services that will make the most money possible.
  - \_\_\_\_\_ b. Earning enough money to buy the material possessions needed by your family.
  - \_\_\_\_\_ c. Career success is continuously demonstrating those qualities, attributes and skills necessary to succeed and further prepare for a chosen profession while effectively contributing to society.
  - \_\_\_\_\_ d. Developing the skills necessary to build and expand your business in order to gain the largest market share possible in order to increase profits from year to year.



# BASIC CAREER SUCCESS SKILLS

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## ◆ Communication

- Written
- Oral
- Non-verbal
- Positive Non-verbal
- Listening

## ◆ Flexibility and Adaptability—the ability to respond to changing or new situations

- Open to diversity
- Adaptable to changes in technology
- Ability to face risk and adversity

## ◆ Decision Making

- Identify the problem
- Gather information
- Consider options
- Establish a plan

## ◆ Technical Skills

- Identify technical skills necessary
- Develop technical skills necessary

## ◆ Other

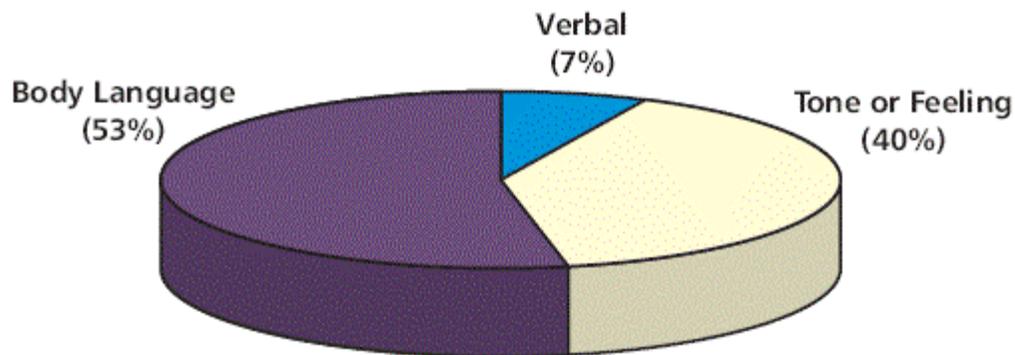
- Goal Setting
- Embraces Integrity—being honest and sincere
- Responsibility
- Continuous learning



## HOW DO WE COMMUNICATE?

**Non-verbal communication—Communicating in ways other than with words.**

- ◆ **7% of communication is verbal**
- ◆ **40% of communication is the tone or feeling we put into the words**
- ◆ **53% is body language.**



**In other words, only 7% of communication is what we say and 93% is how we say it.**

**Examples of non-verbal communications:**

- ◆ **Facial expressions**
- ◆ **Body posture**
- ◆ **Eye contact – direct stares, no eye contact, rolling of eyes, etc.**
- ◆ **Sighs**



# BENEFITS OF VOLUNTEERING

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**According to a United Way study, businesses realized the following benefits when owners and employees volunteered:**

- 1. People develop skills through volunteering that can be beneficial to the business.**
- 2. Ability to work in team situations is improved.**
- 3. Businesses are seen as trying to improve their community resulting in more people wanting to do business with them.**

**Source: United Way of West Palm Beach, Florida**



## DEFINITION OF CAREER SUCCESS

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**Career success is continuously demonstrating those qualities, attributes and skills necessary to succeed and further prepare for a chosen profession while effectively contributing to society.**



## BUILD THE EMPLOYEE

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Imagine you could build an employee to have the skills necessary to create career success. Your team is to build the employee by listing skills necessary for that employee to create career success. The object is to provide your employee with all the necessary skills to help them create success in career listed below. At the end, each team will share what skills they built into their employees and why they chose those skills. You will have five minutes to complete this exercise.

**Company:** Grow Fast Nutrition

**Job Description:** Regional Sales Representative

**Job Requirements:** To visit Grow Fast dealers and train retail store employees, present seminars on new Grow Fast products and animal nutrition to dealers and store employees as well as call on large accounts for dealers. College degree with an agricultural major preferred but not required.

List the skills and qualities you have built into your employee:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.



## TAKING IT TO THE STREETS

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Identify a situation where you were involved with a team or organization that fell short of achieving a goal or set of goals. Using the list below, identify which of these skills would have helped the team or organization to accomplish the goals rather than failing.

### I. Basic Career Success Skills

#### A. Communication

1. Written
2. Oral
3. Non-verbal—communicating in ways other than words
4. Listening

#### B. Flexibility and Adaptability—the ability to respond to changing or new situations

1. Open to diversity
2. Adaptable to changes in technology
3. Ability to face risk and adversity

#### C. Decision Making

1. Identify the problem
2. Gather information
3. Consider options
4. Establish a plan

#### D. Technical Skills

1. Identify and develop technical skills necessary

#### E. Other

1. Goal Setting
2. Embraces Integrity—being honest and sincere
3. Responsibility
4. Continuous learning



## THE DOUBLE-WIN

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Identify two businesses in your area that effectively contribute to society. List examples of what they do. Explain how you think these companies and the community benefit to create a “Double-Win” for everyone.

### ►Part I

Business # 1 Name:

A. Examples of how they contribute:

B. How does this create a “Double-Win” for the business and society.

Business # 2 Name:

A. Examples of how they contribute:

B. How does this create a “Double-Win” for the business and society.



## Part II

A. As a group, brainstorm a definition of career success and place it in the space below.

B. Write the definition of career success as presented by the instructor.

