

Career Development/Entrepreneurship Transition Document

This document was developed to assist educators in transitioning from Career and Family Leadership (CFL), which has been discontinued, to Career Development and Entrepreneurship. Due to statewide changes Career Development and Entrepreneurship will replace CFL.

Career Development and Entrepreneurship may be used to comply with course offerings in two of the four quadrants to be an approved Family Consumer Sciences and Human Services program. In the first quadrant, Comprehensive Family Consumer Sciences, this course may be offered at the high school level if the district does not offer a Discovering Family and Consumer Sciences program for students at the junior high level. If a district has a junior high level program then Career Development and Entrepreneurship may be used in quadrant four, Family and Consumer Resource Management, if needed to comply with a course offering in that quadrant.

UNIT 1: Exploring Leadership, Careers and Entrepreneurship A: Leadership Strengths	Standards/Competencies
A2. Utilize leadership qualities and skills for problem solving	1.2.6
B4. Use effective communication techniques for multiple work place situations	1.2.3
D5. Distinguish transferable skills	1.2
<p>Introductory Unit is meant to break down student barriers and bring students together as a team. Since the course will have many projects completed in groups, all students will have to demonstrate an ability to work together effectively. All skills gained from this section of the unit provide students with career readiness soft skills for a variety of work place situations.</p> <p>Example Activities Include:</p> <ul style="list-style-type: none"> ▪ Everyday Leadership Short Videos, Conversation Starters and Self-Reflection Questions. Free materials available at http://www.everydayleadership.org/ ▪ Leadership Inventory <ul style="list-style-type: none"> ○ Students can evaluate themselves as a team member, leader, employee, or citizen for free using SkillsUSA’s downloadable excel file. Also allows you to save their results within file and compare results when you do it again at end of semester or school year. http://www.skillsusa.org/programs/personal-leadership-inventory/ ▪ Teamwork, problem solving, communication, adaptability and trust building activities <ul style="list-style-type: none"> ○ Teambuilding Activities https://www.wrike.com/blog/ultimate-guide-team-building-activities/ ○ Teambuilding Activities http://www.ventureteambuilding.co.uk/team-building-activities/ ○ <i>Activities That Teach</i>, written by Tom Jackson (\$10, multiple editions available) ○ <i>Building Everyday Leadership in All Teens: Promoting Attitudes and Actions for Respect and Success</i>, written by Mariam G. MacGregor M.S. (Teacher Guidebook \$40, Student Workbook \$10 can be used separately) ▪ FCCLA Power of One Modules <ul style="list-style-type: none"> ○ A Better You – Improving a bad habit with a log for 2 weeks, http://fcclainc.org/pdf/power1_project_sheet.pdf ○ Speak out for FCCLA – FCCLA National Program presentation to class with examples of activities we could do within our chapter, http://fcclainc.org/pdf/IntegratingNationalPrograms.pdf 	

UNIT 1: Exploring Leadership, Careers and Entrepreneurship B: Career Investigation	Standards/Competencies
B1. Identify career clusters and careers related to the career pathways in Human Services	7.1.1, 7.1.2
B2. Assess personal characteristics and professional requirements for occupations in Human Services	1.2.1, 7.1.6
B3. Investigate education/training, working conditions and income of specific careers	7.1.3
B5. Examine ethical and professional issues and responsibilities	7.2.2
D1. Utilize self-assessment tools to determine entrepreneurial traits (i.e., Career Compass, Choices, ASVAB, Holland Code)	1.2.1
D3. Analyze desirable employee/employer traits	1.2.8
D4. Investigate interpersonal work place skills	1.2.4
H1. Develop a resume	7.1.5
<p>Example Activities Include:</p> <ul style="list-style-type: none"> ▪ Missouri Connections – www.missouriconnections.org <ul style="list-style-type: none"> ○ (To access site contact your school counselor for your login information or follow these instructions): click Guest on the tab next to login, enter your city and zip code, click assessments in the big red bar across the top, under what are my assessments click CAREER CLUSTER INVENTORY. ○ Students print screen their final results and then paste to a document they turn in. Next, complete INTEREST PROFILER and REALITY CHECK programs. 	

- Resume and References
 - Video Overview: <https://www.schooltube.com/video/5b42dd66d01d4d9099ad/Career%20Academies%20-%20Resume%20Overview>
- FCCLA Power of One Modules
 - Working on Working - Creating a professional resume

UNIT 1: Exploring Leadership, Careers and Entrepreneurship C: Entrepreneurship Basics	Standards/Competencies
C1. Describe typical characteristics of an entrepreneurship	3.1.1
C2. Analyze characteristics of an entrepreneur	3.1, 7.1
C3. Examine ethical issues affecting entrepreneurship	7.2.2
C4. Analyze character traits associated with entrepreneurship	7.3
C5. Examine risks of entrepreneurship	7.4
C7. Assess the impact of society on entrepreneurship	7.4
C9. Compare and contrast advantages and disadvantages of being an entrepreneur	7.2
E1. Utilize technology and other resources to research entrepreneurial opportunities	1.2.5
E2. Investigate entrepreneurship options	3.1.2
B6. Evaluate entrepreneurial options related to Human Services	7.1
E5. Examine aspects and implications of social entrepreneurship	

Example Activities Include:

- Video – What is entrepreneurship? An 11 year old’s example, Mo’s Bows
<https://www.youtube.com/watch?v=OH3Fy3Q70fg> and an update <https://www.youtube.com/watch?v=bMCEzAmSPg8>
- Video – Inspiring Entrepreneurship https://www.youtube.com/watch?v=e_bmszwaEHk
- US Entrepreneurship Trends, company information, relevant articles - <https://www.entrepreneur.com/us>
- FCCLA Power of One Modules
 - Family Ties - Societal and social applications of entrepreneurship could lead to discussions about job success, reasons why people change their career ambitions, parents’ career success/ambitions/sacrifices. These conversations lead to values and goals the student wants for themselves and how their parents’ shaped them.

UNIT 2: Leadership Action Plan	Standards/Competencies
A1. Utilize FCCLA program(s) to address career development/entrepreneurship issues	
D2. Relate skills and personality to entrepreneurship interests and roles	1.2.1
C6. Demonstrate creativity	1.2.5
C8. Generate innovative ideas	
E3. Evaluate entrepreneurial options	7.1.2
E4. Select an entrepreneurship venture	
G1. Develop a business description	
G2. Describe business facility and location	
G3. Develop an organizational chart	
G4. Develop funding/financial resources	
G5. Generate a budget	
G6. Create forms/records	
G7. Design a personnel management plan	
G8. Apply laws, regulations and codes	
G9. Select supply and equipment needs	
G10. Formulate an advertising and customer recruitment plan	
G11. Develop a list of resources	
H2. Refine verbal and nonverbal communication skills	13.3.2
H3. Formulate organizational skills	13.5.5
H4. Utilize time management skills	
H5. Prioritize tasks to be accomplished	
H6. Demonstrate problem solving skills	13.4.3
H7. Model appropriate dress	7.3.2
H8. Demonstrate presentation skills	
H9. Apply interpersonal skills	13.1.1
H10. Develop teamwork strategies	13.5.2

H11. Demonstrate salesmanship and marketing skills	3.5.8
H12. Model integrity	1.2.8, 7.3.2
H14. Demonstrate business etiquette	
H15. Establish customer/client relations	
Example Activities Include:	
<ul style="list-style-type: none"> ▪ After investigating entrepreneurship options, have students investigate problems in their school, community, and society in groups. Share with the class. Have each student individually select 3 issues that are the most important to them and give real world examples of the problem with explanation of why it is important to them. Create groups based upon interests, determine action steps to improve issue. This begins the STAR Event process. fclclainc.org/programs/documents/PlanningProcessSummaryPageTemplate.docx ▪ FCCLA Power of One Modules <ul style="list-style-type: none"> ○ Take the Lead – FCCLA STAR Event Project 	

Unit 3: Evaluating Entrepreneurial Skills and Conducting Follow-Up	Standards/Competencies
I1. Evaluate the project	
I2. Analyze results for future decision making	
I3. Conduct follow-up recognition (i.e., thank you's, certificates, phone calls)	
F1. Examine investigate/research procedures necessary to initiate an entrepreneurial business	7.1.3
F2. Identify entrepreneurial resource agencies (i.e., Students in Free Enterprise, Innovations Center, Kauffman Foundation, Chamber of Commerce, World Wide Web sites, economic development offices)	7.1.6
F3. Investigate pathways of regulatory systems (i.e., local, regional, state and federal government agencies and guidelines)	7.2.1, 7.2.3
F4. Classify various forms of business	
F5. Research legal issues	7.2.2
H13. Describe the importance of ongoing training, professional development and continuing education	
Example Activities Include:	
<ul style="list-style-type: none"> ▪ FCCLA Power of One 5 Unit Application fclclainc.org/pdf/PowerofOne_recognition_application.pdf ▪ Kauffman Foundation – “One Million Cups” program. http://www.kauffman.org/what-we-do/programs/entrepreneurship/1-million-cups ▪ Enactus – Students in Free Enterprise’s New Name Represents Cause http://enactus.org/who-we-are/our-story/ 	