



# THE IMPORTANCE OF EARLY COLLEGE & CAREER PLANNING



V. Scott H. Solberg, PhD  
Professor



**What are you  
hoping to  
learn in  
today's  
session?**



**Students, write your response!**

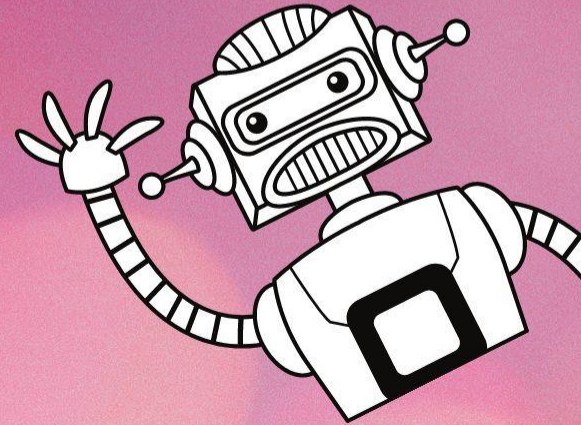
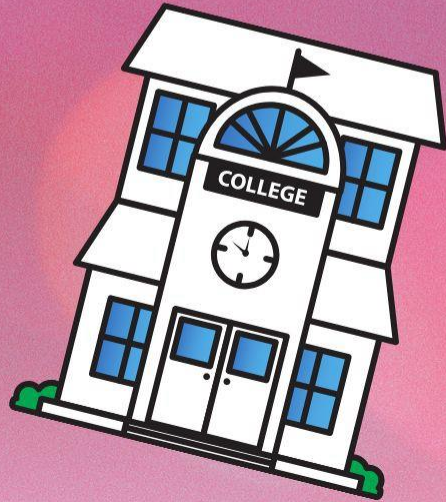
Pear Deck Interactive Slide  
Do not remove this bar

**FUTURE**



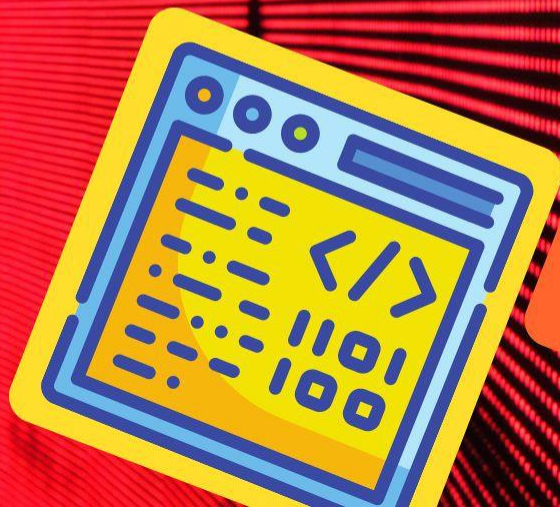
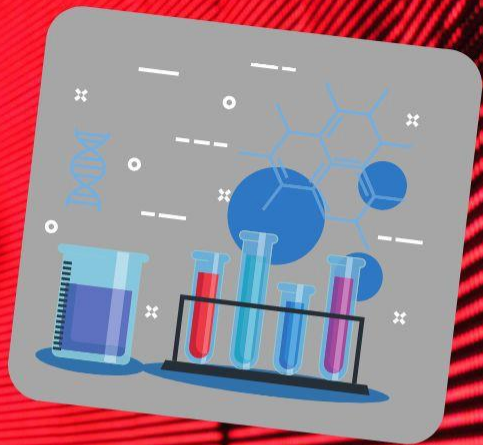
# ARE YOU FUTURE READY?

**GOOD  
JOB**

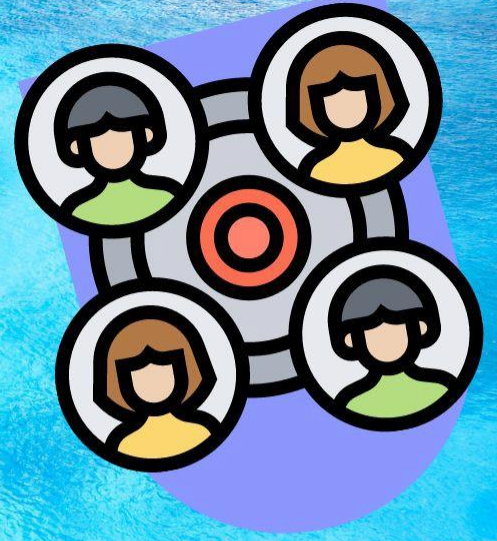


# GOT TALENT?

**READY FOR THE 4TH  
INDUSTRIAL REVOLUTION?**



# GOT DEEPER HUMAN SKILLS?



**How are you  
currently  
engaging in  
SEL skills and  
connecting  
SEL to career  
readiness?**



Students, write your response!

Pear Deck Interactive Slide  
Do not remove this bar

**Empathy and Compassion**

**Complex Communication**

**Adaptability and Resilience**

**Financial Planning**

**Entrepreneurial Thinking**

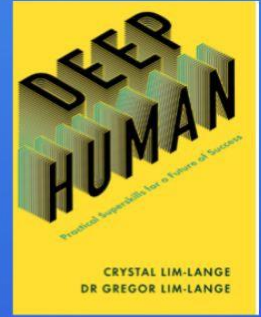
**Critical Consciousness**

**Life Design**

**Social Capital**

**Personal Brand**

**Integrity**





SKILLS

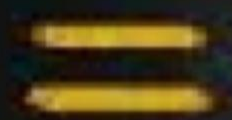


GOAL

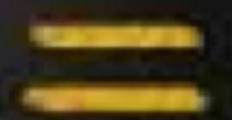


VISION

COMMUNICATION



TEAMWORK



?+💡=!  
CREATIVITY



RESEARCH



COLLABORATION

LEADERSHIP



# WHAT DO YOU NEED FOR ADVANCED TECHNOLOGY SKILLS?



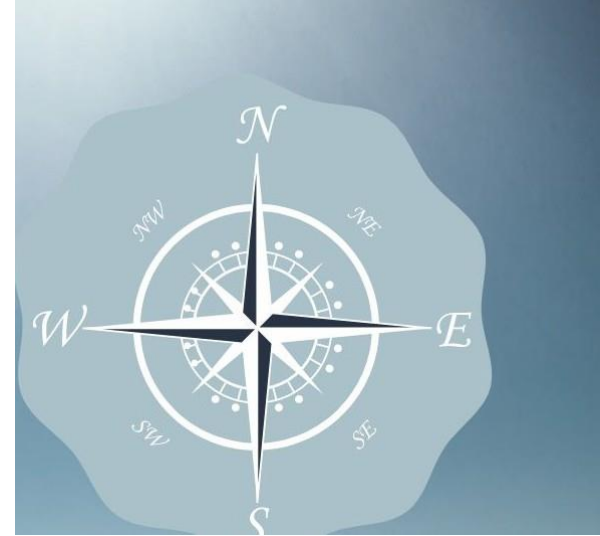
# TECHNOLOGY SKILLS



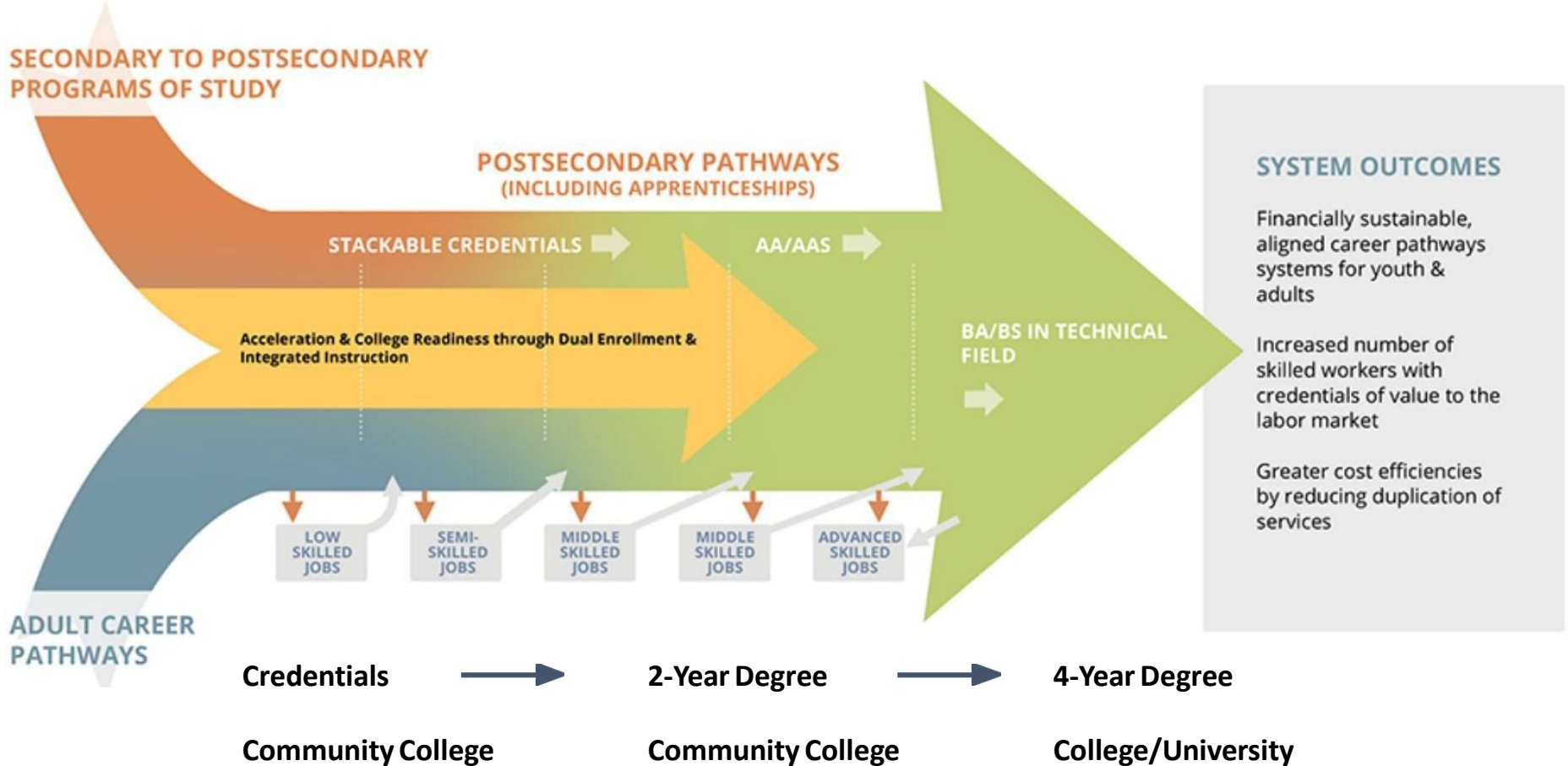
Students, write your response!



# GOING TO A CAREER MANAGEMENT SKILLS?



# BUILD YOUR ON-RAMPS TO BECOMING FUTURE READY



Let's  
O\*NET!



# Using O\*NET ([onetonline.org](http://onetonline.org))

- Help you connect talent to the world of work
- Help you discover the relevance of education to expanding their future occupational opportunities




## Build your future with O\*NET OnLine.

**Welcome** to your tool for career exploration and job analysis!

O\*NET OnLine has detailed descriptions of the world of work for use by job seekers, workforce development and HR professionals, students, researchers, and more!

[What is O\\*NET?](#)

### What's New?

New BLS wage information and graphical display in O\*NET websites

[Learn More](#)

Get O\*NET news by [email](#) or [RSS](#).

### I want to be a...

Start the career you've dreamed about, or find one you never imagined.

[Find It Now](#)

at My Next Move

### ATTN: VETERANS

Put your military skills and experience to work in civilian life. Learn how at:

[MY NEXT MOVE FOR VETERANS](#)

[Get Started](#)



**Hot Technologies** are frequently included in employer job postings.

[Learn More](#)

 **Occupation Search**


 **Find Occupations**

**Browse** groups of similar occupations to explore careers. Choose from industry, field of work, science area, and more.

 **Advanced Search**

**Focus** on occupations that use a specific tool or software. Explore occupations that need your skills.

Browse by O\*NET Data:

 **Crosswalks**

**Connect** to a wealth of O\*NET data. Enter a code or title from another classification to find the related O\*NET-SOC occupation.

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**Occupation Search**

[Keyword](#) or [O\\*NET-SOC Code](#):



**Find Occupations**

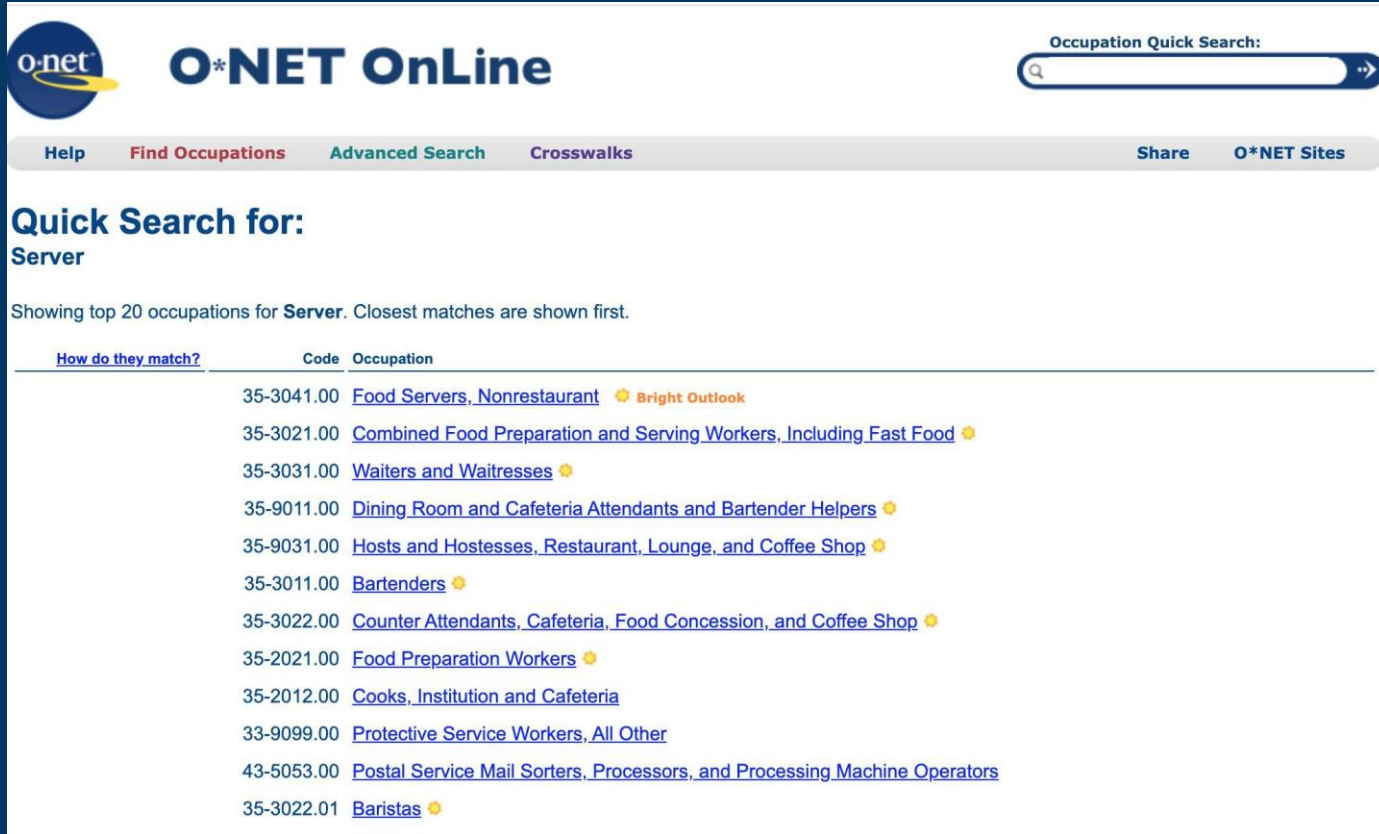


**Advanced Search**



**Crosswalks**

# Choose From the List of Options



The screenshot shows the O\*NET OnLine website interface. At the top left is the O\*NET logo. To its right is the text 'O\*NET OnLine'. On the far right is a search bar labeled 'Occupation Quick Search:' with a magnifying glass icon and a right-pointing arrow. Below the logo and search bar is a navigation bar with links: 'Help', 'Find Occupations', 'Advanced Search', 'Crosswalks', 'Share', and 'O\*NET Sites'. The main content area starts with the heading 'Quick Search for: Server'. Below this is a sub-heading 'Server'. A text line reads 'Showing top 20 occupations for **Server**. Closest matches are shown first.' Below this is a table with three columns: 'How do they match?', 'Code', and 'Occupation'. The table lists 20 occupations with their respective codes and descriptions, some with a yellow star icon indicating a 'Bright Outlook'.

How do they match?	Code	Occupation
	35-3041.00	<a href="#">Food Servers, Nonrestaurant</a> ⭐ <b>Bright Outlook</b>
	35-3021.00	<a href="#">Combined Food Preparation and Serving Workers, Including Fast Food</a> ⭐
	35-3031.00	<a href="#">Waiters and Waitresses</a> ⭐
	35-9011.00	<a href="#">Dining Room and Cafeteria Attendants and Bartender Helpers</a> ⭐
	35-9031.00	<a href="#">Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop</a> ⭐
	35-3011.00	<a href="#">Bartenders</a> ⭐
	35-3022.00	<a href="#">Counter Attendants, Cafeteria, Food Concession, and Coffee Shop</a> ⭐
	35-2021.00	<a href="#">Food Preparation Workers</a> ⭐
	35-2012.00	<a href="#">Cooks, Institution and Cafeteria</a>
	33-9099.00	<a href="#">Protective Service Workers, All Other</a>
	43-5053.00	<a href="#">Postal Service Mail Sorters, Processors, and Processing Machine Operators</a>
	35-3022.01	<a href="#">Baristas</a> ⭐



## Summary Report for: 35-3031.00 - Waiters and Waitresses

[Updated 2020](#)



Take orders and serve food and beverages to patrons at tables in dining establishment.

**Sample of reported job titles:** Banquet Server, Buffet Server, Cocktail Server, Food Runner, Food Server, Restaurant Server, Server, Waiter, Waitress, Waitstaff

View report:

**Summary**

[Details](#)

[Custom](#)

[Tasks](#) | [Technology Skills](#) | [Tools Used](#) | [Knowledge](#) | [Skills](#) | [Abilities](#) | [Work Activities](#) | [Detailed Work Activities](#) | [Work Context](#) | [Job Zone](#) | [Education](#)  
| [Credentials](#) | [Interests](#) | [Work Styles](#) | [Work Values](#) | [Related Occupations](#) | [Wages & Employment](#) | [Job Openings](#) | [Additional Information](#)

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[Tasks](#) | [Technology Skills](#) | [Tools Used](#) | [Knowledge](#) | [Skills](#) | [Abilities](#) | [Work](#)  
| [Credentials](#) | [Interests](#) | [Work Styles](#) | [Work Values](#) | [Related Occupations](#) |

## Skills

+ - 5 of 6 displayed

- ⊕ **Active Listening** — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- ⊕ **Service Orientation** — Actively looking for ways to help people.
- ⊕ **Speaking** — Talking to others to convey information effectively.
- ⊕ **Social Perceptiveness** — Being aware of others' reactions and understanding why they react as they do.
- ⊕ **Coordination** — Adjusting actions in relation to others' actions.

[back to top](#)

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[back to top](#)



[Help](#)

[Find Occupations](#)

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[Share](#)

[O\\*NET Sites](#)



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### Hot Technologies


are frequently included in employer job postings.

[Learn More](#)


 **Occupation Search** [Key word](#) or [O\\*NET-SOC Code:](#)

 **Find Occupations**

**Browse** groups of similar occupations to explore careers. Choose from industry, field of work, science area, and more.

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## Advanced Search

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✓ Browse by O\*NET Data:

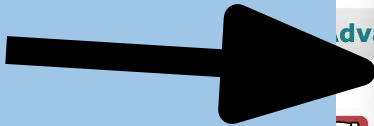
- Abilities
- Interests
- Knowledge
- Skills
- Work Activities
- Work Context
- Work Styles
- Work Values

Related DWA Search

Related Task Search

Skills Search

Technology Skills & Tools





## Skills Search

Select **skills** from one or more of the six skill groups below. Start by selecting as many skills as you have or plan to acquire. (See [Skills Search](#) for more details.)

[Basic Skills](#) | [Complex Problem Solving Skills](#) | [Resource Management Skills](#) | [Social Skills](#) | [Systems Skills](#) | [Technical Skills](#)

### Basic Skills

Developed capacities that facilitate learning or the more rapid acquisition of knowledge

- Active Learning** — Understanding the implications of new information for both current and future problem-solving and decision-making.
- Active Listening** — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- Critical Thinking** — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
- Learning Strategies** — Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
- Mathematics** — Using mathematics to solve problems.
- Monitoring** — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.
- Reading Comprehension** — Understanding written sentences and paragraphs in work related documents.
- Science** — Using scientific rules and methods to solve problems.
- Speaking** — Talking to others to convey information effectively.
- Writing** — Communicating effectively in writing as appropriate for the needs of the audience.

## Basic Skills

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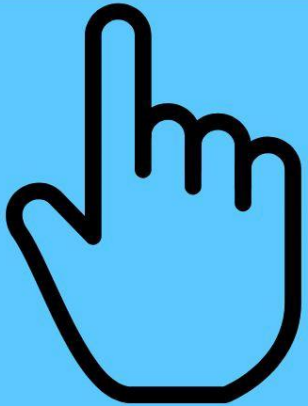
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- Speaking** — Talking to others to convey information effectively.
- Writing** — Communicating effectively in writing as appropriate for the needs of the audience.

## Social Skills

Developed capacities used to work with people to achieve goals

- Coordination** — Adjusting actions in relation to others' actions.
- Instructing** — Teaching others how to do something.
- Negotiation** — Bringing others together and trying to reconcile differences.
- Persuasion** — Persuading others to change their minds or behavior.
- Service Orientation** — Actively looking for ways to help people.
- Social Perceptiveness** — Being aware of others' reactions and understanding why they react as they do.

Go





# O\*NET OnLine

[Help](#)

[Find Occupations](#)

[Advanced Search](#)

[Crosswalks](#)



## Skills Search for:

Active Listening, Speaking, Social Perceptiveness, Coordination, Service Orientation (615 matches)

Select from [Skills Matched](#) to view how your selected skills compare to all skills for that occupation.



[Skills Matched](#)

[Job Zone](#)

[Code](#) [Occupation](#)



1141.03

5 

3

29- [Medical and Clinical Laboratory Technicians](#)   
2012.00

5 

3

29- [Dental Hygienists](#)   
2021.00

5 

3

29- [Cardiovascular Technologists and Technicians](#)   
2031.00

5 

3

29- [Diagnostic Medical Sonographers](#)   
2032.00

5 

3

29- [Nuclear Medicine Technologists](#)   
2033.00

5 

3

29- [Radiologic Technologists](#)   
2034.00

5 

3





29- [Magnetic Resonance Imaging Technologists](#)   
2035.00

5 

3

29- [Emergency Medical Technicians and Paramedics](#)   
2041.00

## Got a Plan? How About.....

<u>5</u> 	<u>3</u>	29-2012.00	<a href="#">Medical and Clinical Laboratory Technicians</a> 
<u>5</u> 	<u>3</u>	29-2021.00	<a href="#">Dental Hygienists</a> 
<u>5</u> 	<u>3</u>	29-2031.00	<a href="#">Cardiovascular Technologists and Technicians</a> 
<u>5</u> 	<u>3</u>	29-2032.00	<a href="#">Diagnostic Medical Sonographers</a> 
<u>5</u> 	<u>3</u>	29-2033.00	<a href="#">Nuclear Medicine Technologists</a> 
<u>5</u> 	<u>3</u>	29-2034.00	<a href="#">Radiologic Technologists</a> 
<u>5</u> 	<u>3</u>	29-2035.00	<a href="#">Magnetic Resonance Imaging Technologists</a> 
<u>5</u> 	<u>3</u>	29-2041.00	<a href="#">Emergency Medical Technicians and Paramedics</a> 



## ....Medical and Clinical Lab Technician!

In Massachusetts:

- Server Avg. Hourly Salary: \$13.75
- Medical and Clinical Lab Tech Salary: **\$27.69**

# CAREER SEARCH

◀ BACK to Search Results

## Computer User Support Specialists

SAVE

SEE CAREER PATH

**Computer User Support Specialists** Provide technical assistance to computer users. Answer questions or resolve computer problems for clients in person, or via telephone or electronically. May provide assistance concerning the use of computer hardware and software, including printing, installation, word processing, electronic mail, and operating systems.

# Computer User Support Specialists

SAVE

SEE CAREER PATH

**Computer User Support Specialists** Provide technical assistance to computer users. Answer questions or resolve computer problems for clients in person, or via telephone or electronically. May provide assistance concerning the use of computer hardware and software, including printing, installation, word processing, electronic mail, and operating systems.



#### CAREER CATEGORY

Science, Technology, Engineering, Math



#### PROJECTED GROWTH

**10.6%**

10 year projection from N/A



#### REQUIRED EDUCATION LEVEL

Vocational Training or 2-year Degree



#### DEGREE DISTRIBUTION



#### MEDIAN WAGES (2019)

\$52,430 annual



#### PAY BY EXPERIENCE



#### PROGRAMS OF STUDY / COLLEGE MAJORS

Computer and Information Sciences, General, Medical Office Computer Specialist/Assistant, Computer Engineering Technology/Technician, Computer Support Specialist, Computer Installation and Repair



# Graduating from High School as a....Computer User Support Technologist!

In Massachusetts:

- Server Avg. Hourly Salary: \$13.75
- Medical and Clinical Lab Tech Salary: **\$29.43**

**Skills** required for the occupation:

My Skills? ⓘ

- Active Learning
- Active Listening
- Complex Problem Solving
- Critical Thinking
- Instructing
- Judgment and Decision Making
- Monitoring
- Reading Comprehension
- Service Orientation
- Speaking
- Systems Analysis
- Time Management
- Writing

See My Skills  
Results


**What academic learning experiences can support the development of these skills?**

**What games/sports/activities are youth playing that develop these skills?**



Students, write your response!

# Administrative Guide

 Center for Future Readiness



<https://drive.google.com/drive/folders/1ZTdSkSox7Nob6T0ITC5GWxKO9allg5Rj>

<u><a href="#">MyCAP Drive Folder</a></u>		
Lesson Plan Links		
Self-Exploration Lessons	Career Exploration Lessons	Future Planning Lessons
<p><u><a href="#">Optimizing Your Learning</a></u> Identify strategies to optimize learning and focus</p>	<p><u><a href="#">Who Am I - Lesson 3</a></u> Identify occupations that align with their emerging talent</p>	<p><u><a href="#">Personal Roadmap - Lesson 1</a></u> Identify two to three future goals</p>
<p><u><a href="#">Who Am I - Lesson 1</a></u> Identify transferable SEL/human skills that represent emerging talent</p>	<p><u><a href="#">Career Clusters - Lesson 1</a></u> Identify career pathways that align to one's interests</p>	<p><u><a href="#">Personal Roadmap - Lesson 2</a></u> Identify S.M.A.R.T. goals that link to future goals</p>
<p><u><a href="#">Who Am I - Lesson 2</a></u> Translate talent and emerging brand (SEL/human skills) into a functional resume</p>	<p><u><a href="#">Career Clusters - Lesson 2</a></u> Identify career pathways that align to one's interests and engage in reflection</p>	<p><u><a href="#">Personal Roadmap - Lesson 3</a></u> Identify HS courses and supports that align with future goals</p>
<p><u><a href="#">RIASEC - Lesson 1</a></u> Identify one's RIASEC personality type</p>	<p><u><a href="#">RIASEC - Lesson 2</a></u> and <u><a href="#">RIASEC - Lesson 3</a></u> Identify occupations that align with one's personality type</p>	
<p><u><a href="#">RIASEC - Lesson 3</a></u> and <u><a href="#">Lesson 4</a></u> Translate RIASEC into personal brand and insert into functional resume</p>		
<p><u><a href="#">Identity Map</a></u> Identify positive strengths of one's cultural identity</p>		

**What are your  
take aways from  
today's session?**



**Students, write your response!**



# Contact Information

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**Department of Counseling Psychology and**

**Applied Human Development**

**[ssolberg@bu.edu](mailto:ssolberg@bu.edu)**