INVEST IN YOURSELF

ADVANCED LEVEL
What is a job?

• **Job** – an activity through which an individual can earn money

• Most people have several jobs during their lifetime

Have you had a job?

What jobs have your family members had?
How do you become qualified for jobs?

- Human capital
- Transferable skills

Invest in yourself
What is human capital?

**Human capital** - the skills, knowledge, and experiences possessed by an individual

How can a person invest in their human capital?

Complete the “My Human Capital Quote” Activity
What are transferable skills?

Transferable skills - versatile skills that are applied to personal and professional roles

Creativity

Organization

Cooperation

Listening
Categories of Transferable Skills

Interpersonal
- People or soft skills

Analytical
- Analyze problems and find solutions

Technical
- Specific, hands-on skills

Organization
- Sort data, plan, arrange projects, keep records

Explanation
- Complete “My Transferable Skills” Activity

Example
- Present
Investing in your human capital and transferable skills

Develops

A career

Career - lifetime journey of building and applying skills, knowledge, and experiences in paid employment positions
Why develop your career?

Enhance well-being

High well-being comes from feeling good about one’s life

Careers may contribute to high well-being

Feelings of success

Results in meaningful work

Enjoyable
Why develop your career?

Potential to earn more money

Level of goods and services you currently have

Lifestyle

Level of goods and services you desire

Standard of living
How do you invest in yourself?

- **Informal training**
  - Learning that occurs in daily life
  - Networking
  - Reading
  - Post-secondary education
  - Workshops

- **Formal training**
  - Learn a specific set of skills usually from experts

**What type of informal and formal training are you currently participating in?**
Training often results in...

<table>
<thead>
<tr>
<th>Greater job security</th>
<th>Increased employability</th>
<th>Increased earnings throughout a career</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making connections with people</td>
<td>Adding/enhancing skills</td>
<td>Increased knowledge</td>
</tr>
</tbody>
</table>
Post-secondary education

Prerequisite = high school diploma or passing of GED test

- **Formal training with no degree**
  - Become a specialist in an area (certificate or non-certificate)

- **Some college, no degree**
  - Official degree requirements are not completed

- **Associate**
  - Two-year degree although time varies

- **Bachelor’s**
  - Four-year degree although time varies
Prerequisite = Bachelor’s degree

Master’s
- Average of two or more years of study

Doctorate
- Completion time varies but is an average of four or five years
- Having a Master’s degree is a common requirement

Professional
- Special type of advanced degree required by some occupations
- Time to complete varies
Where can post-secondary education occur?

- Community colleges
- Technical/vocational schools
- Colleges
- Universities
- Private institutions
- Academies
Education pays...

- Education
- Income
- Earning Ability
- Unemployment
Earnings and unemployment rates by educational attainment

Unemployment rate in 2013 (%)

- Doctoral degree: 2.2%
- Professional degree: 2.3%
- Master's degree: 3.4%
- Bachelor's degree: 4.0%
- Associate's degree: 5.4%
- Some college, no degree: 7.0%
- High school diploma: 7.5%
- Less than a high school diploma: 11.0%

All workers: 6.1%

Median weekly earnings in 2013 ($)

- Doctoral degree: $1,623
- Professional degree: $1,714
- Master's degree: $1,329
- Bachelor's degree: $1,108
- Associate's degree: $777
- Some college, no degree: $727
- High school diploma: $651
- Less than a high school diploma: $472

All workers: $827

Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.
Education Tower

Goal
• Build the tallest free-standing tower using only the supplies provided

Challenge
• Each group has a different education level with certain skills and limitations
## Education Tower

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Restrictions</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Dropout</td>
<td>Can use one hand only, the other must be kept behind their back and all communication must be done nonverbally</td>
</tr>
<tr>
<td>High School Graduate</td>
<td>Can use one hand only and the other must be kept behind their back</td>
</tr>
<tr>
<td>Associate degree</td>
<td>Have full use of their hands but all communication must be done nonverbally</td>
</tr>
<tr>
<td>Bachelor’s degree</td>
<td>Have full use of their hands but the team must designate one person only who can talk; others must communicate nonverbally</td>
</tr>
<tr>
<td>Doctorate degree</td>
<td>Have no limitations</td>
</tr>
</tbody>
</table>
Education Tower Discussion

- Which group had to work the hardest to build the tower? Why?
- Why were some groups more successful than others?
- How did the education level relate to the degree of the assigned limitations?
- How does this activity relate and not relate to real life?
- How might a person get the "skills" needed for the opportunity to add to their occupational level and earn a higher income?
Read “Anthony’s Human Capital”
Underline actions Anthony took that contributed to his human capital.

- Worked for his dad’s construction company
- Played basketball
- Volunteered at the Boys and Girls Club
- Went to college
- Gave campus tours to incoming freshmen
- Obtained a Bachelor’s degree in business
- Worked for a construction company specializing in commercial building
- Worked as a sales representative
Circle the transferable skills Anthony has gained.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline</td>
<td>Working for his dad’s construction company</td>
</tr>
<tr>
<td>Patience</td>
<td>Working for his dad’s construction company</td>
</tr>
<tr>
<td>Presenting</td>
<td>Giving campus tours to incoming freshmen</td>
</tr>
<tr>
<td>Communication</td>
<td>Attending college</td>
</tr>
<tr>
<td>Construction</td>
<td>Working for construction companies</td>
</tr>
<tr>
<td>Teamwork</td>
<td>Playing basketball</td>
</tr>
</tbody>
</table>
## Continuing Education

<table>
<thead>
<tr>
<th>What informal training has Anthony received?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Working for and observing his dad’s construction company</td>
</tr>
<tr>
<td>• Volunteering at the Boys and Girls Club</td>
</tr>
<tr>
<td>• Advisory relationship with college advisor</td>
</tr>
<tr>
<td>• Gave campus tours to incoming freshmen</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What formal training has Anthony received?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Bachelor’s degree in business</td>
</tr>
<tr>
<td>• Training for commercial building</td>
</tr>
</tbody>
</table>
Discussion

How did investing in his human capital help Anthony when the construction business went through a down time?

If Anthony had stayed in the construction business and not completed his degree in Business, what options would he have if he was laid off from his job?

What is one way Anthony can continue his education via formal training?

We were confused by this wording – simplify!

w/o the degree what would his options have been?
Your present self impacts your future self

Invest in human capital **today**

Future job opportunities that create well-being

**Reflection:** How are you currently investing in your human capital?