

CFM CAREER MANAGEMENT: CM.6–CM.8

Building a Lifelong-Learning and Professional-Growth Plan

Detailed practice, calculation, decision-making, and assessment

GRADES 9-12	TIME 2 x 42 min	GROUPING I / pairs / whole	PRODUCT Plan
YOUR CHALLENGE Analyze a changing career, identify a skill gap, compare learning options, and build a measurable professional-growth plan.			

New York CFM Connections: Lifelong Learning, Leadership and Ethics, and Business Communications

Careers change as technology, customer needs, regulations, and work processes change. Lifelong learning means identifying what must be learned, selecting a credible learning experience, practicing the skill, collecting evidence, and updating the plan. A useful plan connects learning to a career goal instead of collecting credentials without purpose.

Term	Student-friendly meaning
Lifelong learning	Continuing to build knowledge and skills throughout one's career.
Skill gap	Difference between current ability and the ability needed for a goal.
Credential	Documented evidence that stated requirements were completed.
Professional development	Structured learning intended to improve career-related performance.
Mentor	A person who provides informed guidance and feedback.
Evidence of learning	A product or performance that demonstrates a skill.
CLASSROOM USE All people, employers, figures, brackets, and documents in this packet are fictional. Never place a real Social Security number, employer ID, bank number, or tax document in classroom work.	

Part 1 - Analyze a Changing Career

A fictional medical-office assistant role is adding secure scheduling software, patient messaging, spreadsheet tracking, and stricter privacy procedures.

New expectation	Current confidence 1–5	Evidence needed	Possible learning action
Secure scheduling			
Professional messaging			
Spreadsheet formulas			
Privacy procedures			
Team training			

Separate technical skills from transferable skills and explain why both matter.

Part 2 - Prioritize a Skill Gap

Rate each gap for career importance, urgency, current readiness, and opportunity to practice.

Skill	Importance 1–5	Urgency 1–5	Gap 1–5	Practice access 1–5	Priority explanation
Scheduling software					
Professional writing					
Spreadsheet skills					
Privacy procedures					
Peer training					

Do not simply add scores; explain why the chosen gap should be addressed first.

Part 3 - Compare Learning Options

Compare a free employer tutorial, a \$75 online course, a community-college workshop, and weekly mentor practice.

Option	Cost/time	Credibility evidence	Practice/feedback	Best use	Limitation
Employer tutorial					
Online course					
College workshop					
Mentor practice					

A credential is not automatically the best option; relevance, practice, feedback, access, and cost matter.

Part 4 - Write a SMART Growth Goal

Create one 8-week learning goal and weekly checkpoints.

Plan element	Student response
Specific skill	
Measurable performance	
Learning actions	
Weekly schedule	
Evidence/artifact	
Feedback source	
Week-4 checkpoint	
Week-8 result	

The goal must describe a performance, not merely “complete a course.”

Part 5 - Create a Professional-Growth Recommendation

Recommend a primary learning option, practice plan, evidence, and revision trigger.

Decision check	My evidence
Career change	
Priority gap	
Selected option	
Cost/time trade-off	
Practice method	
Mentor/feedback	
Evidence of learning	
Revision trigger	

Write 150–200 words using at least five scenario details.