

WHAT I KNOW ABOUT THE WORLD OF WORK (STUDENT EDITION)

NAME: _____

DATE: _____

NUMBER	STATEMENT	AGREE	DISAGREE	DON'T KNOW
1.	Only people who make more than \$30,000 a year pay income tax.			
2.	Parents who work can afford to buy almost everything their children want.			
3.	Women can make excellent plumbers.			
4.	Finishing high school has no connection to how much money you can earn.			
5.	The terms <i>job</i> and <i>career</i> mean the same thing.			
6.	Transferable skills are skills you can pass on to your co-workers.			
7.	The amount of leisure time you have depends on your occupation.			
8.	Hating your high-paying job is no reason to leave it.			
9.	You should start thinking about working life now.			
10.	Improving technology sometimes creates jobs and sometimes takes them away.			
11.	Once you graduate from a university or college, the classroom part of learning is over.			
12.	Math skills are only useful in scientific or technical work roles.			
13.	The jobs available today aren't much different from the ones your parents had.			
14.	Anyone with a job can afford to buy or rent a house.			
15.	Volunteering can give you skills that can help you get a job.			

NUMBER	STATEMENT	AGREE	DISAGREE	DON'T KNOW
16.	If you lose your job, you may have to retrain before you can work again.			
17.	When you have a job, it's easy to save money for the things you want.			
18.	Men and women are equally suited to scientific and technical work roles.			
19.	The best occupations to pick are the ones that pay the most money.			
20.	If you're smart and leave school before graduation, you'll get to the good jobs ahead of your classmates.			
21.	What you study in high school can affect your job choices later in life.			
22.	Gross monthly income is the money left over after you pay your bills.			
23.	When you have a job, you can take a great vacation every year.			
24.	When you're choosing among career options, it's good to talk to people who have jobs that appeal to you.			
25.	You should take your personality into account when you choose an occupation.			
26.	Most people will have several different jobs during their careers.			
27.	Lifelong learning applies to teachers and trainers, but not to other adults.			
28.	How much money you can make is the most important factor in choosing an occupation.			
29.	Changing technology can affect whether or not you can keep your job.			
30.	If you work hard and do your best, you will never lose your job.			
31.	Because you will spend a big part of your adult life working, you should play now.			

NUMBER	STATEMENT	AGREE	DISAGREE	DON'T KNOW
32.	You will have to learn and build skills all your life to keep working in jobs you like.			
33.	Your job description tells: what you do, where you work, and how many hours you work each week.			
34.	One person losing a job doesn't affect other people in a community.			
35.	Balancing your budget means that you never spend more than you earn.			
36.	When you have a job, you can buy what you want.			
37.	Dreaming is important to career-planning.			
38.	There really aren't many occupations or many jobs to choose from.			
39.	Job satisfaction is affected by the hours you work, the place you work, the people you work with, and the things you do.			
40.	Unless you're rich, starting a business is never a realistic career possibility.			
41.	Education and work will take up most of your adult life.			
42.	Sex role stereotyping is a guide to the best job.			
43.	One of the good things about earning lots of money is that you always have lots of time to enjoy it.			
44.	Nursing is the perfect career choice for some men.			
45.	If you have a good education, and work hard, you'll be guaranteed to get the job you want and keep it for the rest of your life.			
46.	The most appropriate time to start exploring and planning your career is your last year in school.			
47.	The only kind of intelligence that matters is how smart you are in school.			

Source: Baran, D. *The School-Work Project Survey*. Developed for the National Life/Work Centre, Memramcook Institute, New Brunswick, Canada.

WHAT I KNOW ABOUT THE WORLD OF WORK

(TEACHER EDITION)

NAME: _____

DATE: _____

NUMBER	STATEMENT	AGREE	DISAGREE	DON'T KNOW
1.	Only people who make more than \$30,000 a year pay income tax.		X	
2.	Parents who work can afford to buy almost everything their children want.		X	
3.	Women can make excellent plumbers.	X		
4.	Finishing high school has no connection to how much money you can earn.		X	
5.	The terms <i>job</i> and <i>career</i> mean the same thing.		X	
6.	Transferable skills are skills you can pass on to your co-workers.		X	
7.	The amount of leisure time you have depends on your occupation.	X		
8.	Hating your high-paying job is no reason to leave it.		X	
9.	You should start thinking about working life now.	X		
10.	Improving technology sometimes creates jobs and sometimes takes them away.	X		
11.	Once you graduate from a university or college, the classroom part of learning is over.		X	
12.	Math skills are only useful in scientific or technical work roles.		X	
13.	The jobs available today aren't much different from the ones your parents had.		X	
14.	Anyone with a job can afford to buy or rent a house.		X	
15.	Volunteering can give you skills that can help you get a job.	X		

NUMBER	STATEMENT	AGREE	DISAGREE	DON'T KNOW
16.	If you lose your job, you may have to retrain before you can work again.	X		
17.	When you have a job, it's easy to save money for the things you want.		X	
18.	Men and women are equally suited to scientific and technical work roles.	X		
19.	The best occupations to pick are the ones that pay the most money.		X	
20.	If you're smart and leave school before graduation, you'll get to the good jobs ahead of your classmates.		X	
21.	What you study in high school can affect your job choices later in life.	X		
22.	Gross monthly income is the money left over after you pay your bills.		X	
23.	When you have a job, you can take a great vacation every year.		X	
24.	When you're choosing among career options, it's good to talk to people who have jobs that appeal to you.	X		
25.	You should take your personality into account when you choose an occupation.	X		
26.	Most people will have several different jobs during their careers.	X		
27.	Lifelong learning applies to teachers and trainers, but not to other adults.		X	
28.	How much money you can make is the most important factor in choosing an occupation.		X	
29.	Changing technology can affect whether or not you can keep your job.	X		
30.	If you work hard and do your best, you will never lose your job.		X	
31.	Because you will spend a big part of your adult life working, you should play now.		X	

NUMBER	STATEMENT	AGREE	DISAGREE	DON'T KNOW
32.	You will have to learn and build skills all your life to keep working in jobs you like.	X		
33.	Your job description tells: what you do, where you work, and how many hours you work each week.	X		
34.	One person losing a job doesn't affect other people in a community.		X	
35.	Balancing your budget means that you never spend more than you earn.	X		
36.	When you have a job, you can buy what you want.		X	
37.	Dreaming is important to career-planning.	X		
38.	There really aren't many occupations or many jobs to choose from.		X	
39.	Job satisfaction is affected by the hours you work, the place you work, the people you work with, and the things you do.	X		
40.	Unless you're rich, starting a business is never a realistic career possibility.		X	
41.	Education and work will take up most of your adult life.	X		
42.	Sex role stereotyping is a guide to the best job.		X	
43.	One of the good things about earning lots of money is that you always have lots of time to enjoy it.		X	
44.	Nursing is the perfect career choice for some men.	X		
45.	If you have a good education, and work hard, you'll be guaranteed to get the job you want and keep it for the rest of your life.		X	
46.	The most appropriate time to start exploring and planning your career is your last year in school.		X	
47.	The only kind of intelligence that matters is how smart you are in school.		X	

Source: Baran, D. *The School-Work Project Survey*. Developed for the National Life/Work Centre, Memramcook Institute, New Brunswick, Canada.

THREE FOUNDATION TERMS



Job: a distinct position with specific duties and responsibilities in a particular place. For example, photographer at the department store in Centerville.

Occupation: a cluster of jobs with common characteristics requiring similar skills. For example, photographer.

Career: the combined total of all the events in one's life and how they relate to the work one chooses. This includes education, work, family, leisure activities, and more.



CHANGE IS CONSTANT

We change constantly, and so does the world around us—including the working world. Because the skills of a single occupation will no longer take workers from the beginning to the end of their working lives, adaptability is an important skill to carry into the next century.

LEARNING IS ONGOING

Graduating from high school or college does not signal the end of learning. Opportunities to learn are everywhere, just waiting to be recognized and taken advantage of.

FOCUS ON THE JOURNEY

Traveling through life is like traveling down a road: having a destination gives direction, but most of the time is spent moving along. Pay attention to the journey, with all its pitfalls, sidetracks, opportunities, and highways to new destinations.

FOLLOW YOUR HEART

Dreaming can lead to an understanding of what we really want. And what we really want is a prime motivator in shaping a rewarding career. It may take a lot of work to attain it, but never be afraid to pursue a dream.

ACCESS YOUR ALLIES

The journey of life is not taken alone. Friends, family, teachers, neighbors—any of them can be inspiring and helpful allies when it comes to judging what steps to take on life's path.

MASTER LIST OF OCCUPATIONS



- | | |
|-----------|-----------|
| 1. _____ | 11. _____ |
| 2. _____ | 12. _____ |
| 3. _____ | 13. _____ |
| 4. _____ | 14. _____ |
| 5. _____ | 15. _____ |
| 6. _____ | 16. _____ |
| 7. _____ | 17. _____ |
| 8. _____ | 18. _____ |
| 9. _____ | 19. _____ |
| 10. _____ | 20. _____ |

A DAY IN MY LIFE IN MY 30TH YEAR



1. Imagine waking up one morning when you are 30 years old. Answer the following questions on a separate piece of paper:
 - a. Where are you living (town, city, neighborhood, country)?
 - b. What kind of housing do you have (apartment, house, cottage)?
 - c. Who lives in this place with you (parents, spouse, children, relatives, friends)?
 - d. How do you dress for work (work clothes, casual, professional, uniform)?
 - e. What are your working hours (dawn to dusk, nine to five, etc.)? Are the hours regular or do they change from day to day?
 - f. Where do you work (office, store, factory, outdoors, indoors)? Do you travel from place to place in your work?
 - g. How do you get to work (walk, bus, car, motorcycle, plane, boat)?
 - h. What kind of work are you doing (writing, problem-solving, working with machines, computers, people)?
 - i. Who do you work with (workers on assembly line, by myself, a few other people)?
 - j. What kind of lunch do you have (bring own, eat at company cafeteria, eat at restaurant, go home for meal)? Do you eat with other people or by yourself? What kind of supervision do you have at work?
 - k. At what time do you arrive home after work?
 - l. What kind of leisure time do you have?
 - m. What do you enjoy doing in your leisure time (playing sports, reading, collecting, hiking, watching movies, etc.) What equipment do you need (stereo, sailboat, motorcycle, bicycle, camera, computer, horse)?
 - n. What was the most important thing that happened in this day?

2. On a separate piece of paper, write a description of a day in your life when you are 30 years old based on the answers to these questions.



DREAM ANALYSIS

Instructions:

1. Ask one member of your group (“the reader”) to read his/her “A Day in My Life in My 30th Year” essay aloud.
2. Write your answers to the following questions and discuss them with the members of your group.
3. Ask the reader to either affirm or disagree with the group’s analysis and check the appropriate box.

DREAM ANALYSIS

READER’S NAME: _____

STATEMENT	AGREE	DISAGREE
What does this essay tell you about the reader’s interests?		
What are some things that are important in his/her work?		
Is this dream possible?		

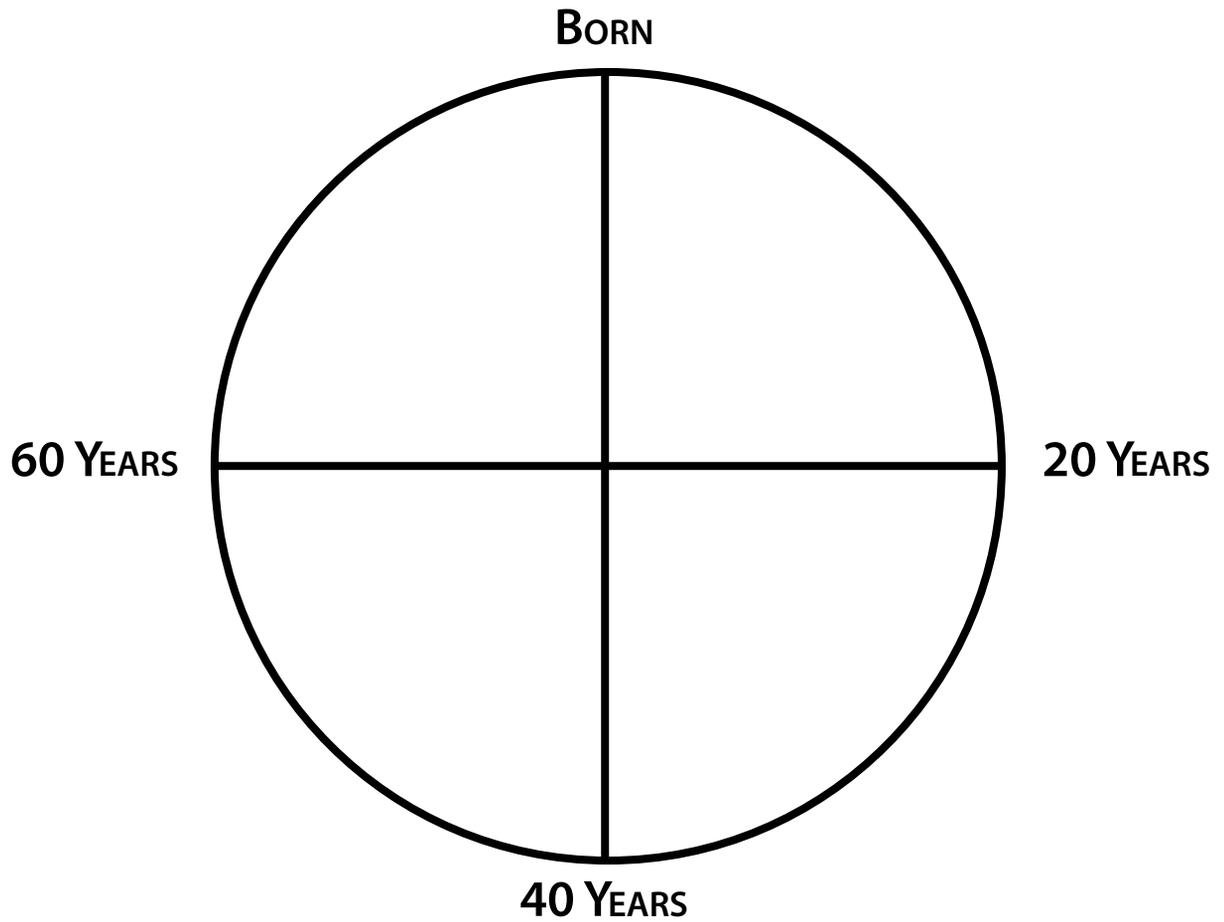


Instructions:

Indicate the dates of the following benchmarks on the Life Clock, writing a label next to each:

- When you started school
- Where you are now
- When you expect to graduate from high school
- When you expect to start and graduate from college, university, or other training program, and if you are planning on postsecondary education
- When do you expect to start working full time
- When you think you might get married, if you choose to
- When you expect to start a family, if you plan to have children
- If you do plan to have children, when each child will leave home (assume it takes 20 years for a child to become independent)
- How old you will be when you plan to retire from work

LIFE CLOCK



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20 THINGS I LOVE TO DO

Instructions:

1. List 20 things you love to do.
2. Indicate whether each activity is done with other people (P) or alone (A).
3. Mark the activities that cost more than \$20.
4. If you have engaged in this activity in the last month, mark the “frequency” column.
5. Refer to the Types of Activities resource sheet. Categorize each activity on your sheet as either D (working with data), P (working with people), or T (working with things). Do your interests fall into similar types of activity?
6. What kinds of occupations might support your interests?

ACTIVITY	P(EOPLE)/ A(LONE)	MORE THAN \$20	FREQUENCY*	D(ata)/P(eople) /T(hings)**
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				

12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				

* Engaged in activity in the last month.

** D=Working with data ideas

P=Working with people

T=Working with things

POSSIBLE OCCUPATIONS:

1.

2.

3.

4.

5.

TYPES OF ACTIVITY



Working with data and ideas: If you like to work with data and ideas, such as gathering information and facts by reading or performing tests and experiments, you might enjoy work in research. This might lead you to develop new ways to do things or a new product. You might also design, write, or draw to express your ideas.

Working with people: If you like to work with people, you may find an occupation in which you teach others by explaining or showing how to do things: giving advice, helping others with their problems, caring for others, persuading others to influence their opinions, or organizing and directing their activities.

Working with things: If you like to work with or use machines or tools, you might be happiest in an occupation in which you set up and operate, adjust, or repair them. Drivers of vehicles or machinery also fit into this category.

SKILLS INVENTORY



Instructions:

1. On a separate piece of paper, write an account of a successful event in which you were involved.
2. List the skills that made the event a success, and those that you feel confident about.

SKILLS THAT MADE FOR SUCCESS	SKILLS I FEEL CONFIDENT ABOUT
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

THE PARTY

Jane and Bob decided to give a party to celebrate the end of the school year. They were excited about the fun they would have with their friends and could talk of nothing else. Finally, Bob said, “But where will we have the party?”

“Oh, I’m sure we can have it at my place. My parents won’t mind,” said Jane. “But what about food?”

“I’ll pick up something,” said Bob.

The day of the party arrived. Spirits were high as Bob rang Jane’s doorbell. A quick look at Jane’s face made him realize all was not well. “We can’t have the party here. My parents are going out for the evening and they say I can’t have a party unless they are here.”

Bob groaned, “Didn’t you ask them ahead of time?”

Jane quickly replied, “Well, they never go out. How was I to know? Maybe we can go to Mary’s place. Where’s the food?”

“Food? Was I supposed to bring something?” said Bob. At this point Susan arrived. Then Mary, Jane and Bob explained the situation.

“What’s for music?” asked Mary.

“Oh we thought that David could bring his tape player,” chimed in Jane. “He has great recordings.” Just then David arrived, empty handed.

“Some party,” Susan muttered. Everyone stood around looking at each other. “Oh well, school is out.”

“I just remembered I have to wash my hair,” Mary said as she made a quick exit. She was joined by Susan, who said something about her mother. David looked at his watch and said that he had planned only to drop in for a short time anyway.

Bob and Jane looked at each other. “Well, that leaves us,” said Bob. “At least we can . . .”

“Not really,” Jane replied. “I’m grounded for planning a party without asking my parents’ permission!”

WORK VALUES



When selecting an occupation or job, it is important to select one that fits your values. This checklist can help you to identify what is important to you. These work values can bring satisfaction to the work you choose.

Instructions:

1. Consider each value below. If this value is important to you, put a check mark by it.
2. When the list is complete, go back and identify your 3 most important work values. List them in order of priority.

WORK VALUES

_____ Authority: You control others at the work site.

_____ Celebrity Status: You attract immediate notice because you are well-known.

_____ Competition: You compete with others at the work site.

_____ Creativity: You use your imagination to create new ways to do or say something.

_____ Flexible Work Schedule: You have a job that lets you choose your own hours of work.

_____ Help to Others: You provide services to people who need help.

_____ Independence: You decide for yourself what work to do and how to do it.

_____ Influence.: You influence the opinions or decisions of others.

_____ Intellectual Stimulation: You have a job that requires a considerable amount of thought and logic.

_____ Outside Work: You want to work outdoors.

_____ Persuasion: You convince others to take certain actions.

_____ Physical Work: You work in a job that requires substantial physical activity.

_____ Prestige: You have a job that gives you status and respect.

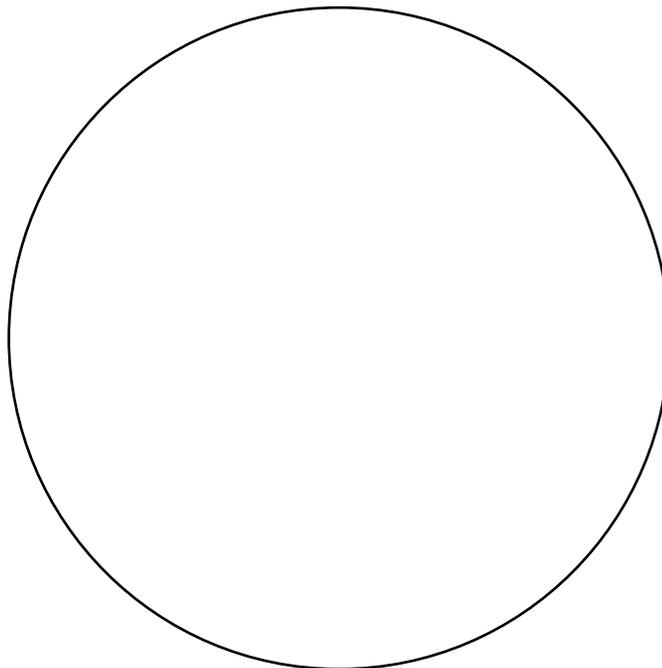
_____ Public Contact: You have a job in which you deal with the public every day.

_____ Recognition: You have a job in which you gain public notice and recognition.

A WEEK IN MY LIFE



ACTIVITY	HOURS X # OF DAYS	HRS. / WK.
ESSENTIAL ACTIVITIES	___ HRS X 7 =	
WORKING	___ HRS X 7 =	
TRAVELING	___ HRS X 7 =	
PREPARATION	___ HRS X 7 =	
SLEEP	___ HRS X 7 =	
LAUNDRY	___ HRS X 7 =	
SHOPPING	___ HRS X 7 =	
REPAIRS AND CHORES	___ HRS X 7 =	
CLEANING AND BILLS	___ HRS X 7 =	
LEISURE TIME	___ HRS X 7 =	
TOTAL HOURS IN A WEEK		168



GENDER STEREOTYPING



Instructions:

1. List occupations that are female and occupations that are male.
2. Look at each occupation and decide if it could be done by the opposite gender.
Cross out those jobs that could be done by the opposite gender.

MALE OCCUPATIONS	FEMALE OCCUPATIONS
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	

GARDNER'S SEVEN INTELLIGENCES

WORD SMART (*linguistic intelligence*)—the ability to use words and language, e.g., authors.

NUMBER SMART (*logical-mathematical intelligence*)—the ability to use numbers and logic and see relationships, e.g., scientists.

PICTURE SMART (*spatial intelligence*)—the ability to be sensitive to form, shape, color, and design, e.g., illustrators and photographers.

BODY/SPORT/HAND SMART (*bodily-kinesthetic intelligence*)—the ability to use one's whole body to express ideas and feelings, e.g., professional athletes and actors.

MUSIC SMART (*musical intelligence*)—the ability to enjoy rhythm and music and play instruments, e.g., rock stars, composers, and musicians.

PEOPLE SMART (*interpersonal intelligence*)—the ability to work successfully with people, e.g., politicians and salespeople.

SELF-SMART (*intrapersonal intelligence*)—the ability to work accurately by one's self and know one's strengths, e.g., entrepreneurs or “self-made” people.

Source: Armstrong, Thomas. 1994. *Multiple intelligences in the classroom*. Alexandria, VA: ASCD.

SELF-KNOWLEDGE



NAME: _____

DATE: _____

EVALUATION

1. I have achieved the highest grades in high school in the following subjects:
2. My interest inventory revealed the following:
3. These are some skills I have developed that help me to be successful:
4. The 3 most important things that I want from a job are as follows:
5. Here are my intelligence strengths:
6. This data does or does not fit how I saw myself working at age 30:
7. Based on the above data, this is a possible career goal for me:

ANALYSIS

1. Looking back at my Life Clock and the educational/training preparation I intend to pursue, is my career goal realistic?
2. Is it possible to change my preparation to meet my career goal?
3. Does my projected career goal fit into the way I saw myself organizing my time? Will it allow me the time to pursue leisure time activities that I enjoy?
4. Will my projected career goal allow me to do the things that I love to do?



Dream job: _____

Interview questions:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

I would:

_____ hire the applicant
(Student B)

_____ ask for more information

_____ not hire the applicant

Why? _____

COMPETENCY CHECKLIST FOR UNIT ONE

As a result of my participation in Unit One, I . . .
(Check those items of which you feel you have attained competency.)

- _____ know the difference between a job, an occupation, and a career.
- _____ understand the process of career development.
- _____ have considered my aspirations for the future.
- _____ understand how I must prepare to attain my aspirations.
- _____ appreciate the importance of work in my life.
- _____ can relate my interests to career choice.
- _____ have identified my preference for working with data, people, or things.
- _____ can identify skills that I have developed.
- _____ can relate my abilities to career decision-making.
- _____ have identified my preferred work values.
- _____ understand the importance of managing time.
- _____ understand how gender bias can limit my choices.
- _____ can name seven types of intelligence and know which are my strengths.
- _____ understand the importance of interests, abilities, and work values in career decision-making.
- _____ am able to tell others about my strengths, interests, and work values.

DREAM JOB BUDGET



INSTRUCTIONS:

1. Fill in your monthly expenses on the budget sheet below.
2. Determine what gross monthly income you need to support your dream lifestyle.

Gross monthly income		\$
Less payroll deductions (taxes, insurance, etc.)		\$
Net monthly income		\$
Monthly expenses	\$	
Housing	\$	
Food	\$	
Transportation (include maintenance of vehicle)	\$	
Clothing (include shoes, boots, clothing for all seasons and divide by 12)	\$	
Laundry/Cleaning Leisure Activities Utilities (electricity, etc.)	\$	
Other bills, expenses	\$	
Total expenses	\$	
Net monthly income minus expenses		\$
Savings (gross income x .10)		\$

SCHOOL'S OUT BUDGET



Instructions:

1. Fill in your anticipated income and expenses.
2. Compare this budget with your Dream Job Budget.

Gross monthly income		\$
Less payroll deductions (taxes, insurance, etc.)		\$
Net monthly income		\$
Monthly expenses:	\$	
Housing	\$	
Food	\$	
Transportation (include maintenance of vehicle)	\$	
Clothing (include shoes, boots, clothing for all seasons and divide by 12)	\$	
Laundry/Cleaning Leisure Activities Utilities (electricity, etc.)	\$	
Other bills, expenses	\$	
Total expenses	\$	
Net monthly income minus expenses		\$
Savings		\$



Agricultural & Manual Resources

Business & Office

Communication & Media

Construction

Consumer & Homemaking

Education

Fine Arts & Humanities

Manufacturing

Marine Science Environment

Marketing & Distribution

Personal/Public Service

Recreation & Hospitality

Transportation

RESOURCE SHEET

OCCUPATIONS



accountant

garbage collector

ambulance driver

hotel clerk

attorney

insurance agent

beautician

lab technician

car salesperson

landscaper

carpenter

librarian

cartoonist

merchant mariner

cashier

nurse

computer programmer

painter

construction worker

police officer

doctor

soldier

electrician

teacher

factory worker

waitress

firefighter

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ENTRY-LEVEL JOB REQUIREMENTS



CLUSTER: Transportation
OCCUPATION: Truck driver
JOB: Driving a van for a furniture company
ENTRY-LEVEL REQUIREMENTS:
<ul style="list-style-type: none">• Must be at least 21 years old.• Must have a Class 1 driver's license.• Must have certificate of competence from accredited truck-driving school.• Must have a good driving record. Must be able to lift heavy loads.

CLUSTER: Recreation and Hospitality
OCCUPATION: Hotel worker
JOB: Clerk at Central Hotel
ENTRY-LEVEL REQUIREMENTS:
<ul style="list-style-type: none">• Must have good interpersonal skills.• Must have a solid background in math.• Must be computer proficient.• Must have completed hotel orientation course.• Must be able to work irregular hours.

ENTRY-LEVEL JOB REQUIREMENTS

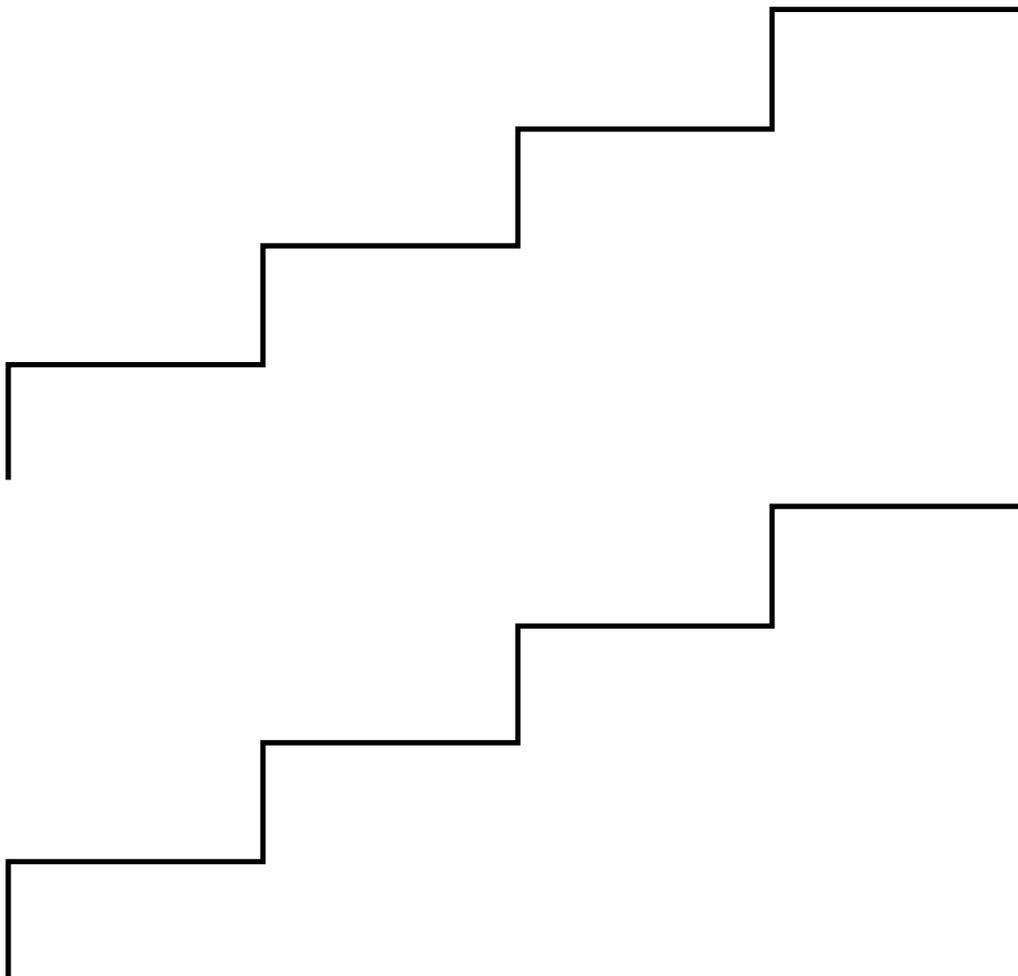


Using Occupational Clusters, identify 2 entry-level jobs in each of the occupational clusters assigned and determine the requirements for each job.

CLUSTER:
OCCUPATION:
JOB:
ENTRY-LEVEL REQUIREMENTS:
1.
2.
3.
4.
5.

CLUSTER:
OCCUPATION:
JOB:
ENTRY-LEVEL REQUIREMENTS:
1.
2.
3.
4.
5.

CAREER LADDER



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ATTRIBUTE



Instructions:

1. List chores or jobs for which you are currently responsible in the “jobs” column of the table below.
2. In the “attributes” column, list the attributes that are important in that task.
3. In the “performance” column, assess how well you perform the task in relation to the attributes. The following is an example:

JOBS	ATTRIBUTES	PERFORMANCE
1. Feeding the dog	<ul style="list-style-type: none"> • Being on time • Being dependable • Caring 	<ul style="list-style-type: none"> • Sometimes forget • Am often late • Do care about my dog

JOBS	ATTRIBUTES	PERFORMANCE
1.		
2.		
3.		
4.		
5.		
6.		



Instructions:

1. List positive reasons to work for someone else in the “pro” column of the table below. Examples are security, paid holidays and vacations, sick leave, don’t have to worry about financial condition of company, etc.
2. List the disadvantages under the “con” column. Examples are loss of control over work, advancement is up to employer, work for prescribed pay with little opportunity for reward for performance, etc.
3. Compare the “pros” and “cons” against your preferred work values (analyzed in your Work Values activity sheet).

WORKING FOR OTHERS	
PRO	CON
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

SELF-EMPLOYMENT



Instructions:

1. List positive reasons to be self-employed in the “pro” column of the table below.
4. List the disadvantages under the “con” column.
5. Compare the “pros” and “cons” against your preferred work values (analyzed in your Work Values activity sheet).

SELF-EMPLOYMENT	
PRO	CON
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	



A few years ago, a group of educators and business leaders came together to identify universal skills needed for employment. They knew that good jobs will increasingly require people who can put knowledge to work. They called the skills needed for effective job performance “Workplace Know-How.” This know-how has two elements: competencies and a foundation.

The five **competencies** are as follows:

- **Resources:** Identifies, organizes, plans, and allocates resources (time, money, material and facilities, human resources)
- **Interpersonal:** Works with others (team member, teaches others, serves clients, exercises leadership, negotiates, works with diversity)
- **Information:** Acquires and uses information (acquires, evaluates, organizes, maintains, interprets, and communicates information); uses computers to process information
- **Systems:** Understands complex inter-relationships (understands social, organizational, and technological systems, monitors and corrects performance, improves or designs systems)
- **Technology:** Works with a variety of technologies (selects technology, applies technology to task, maintains and troubleshoots equipment)

The competencies differ from a person’s technical knowledge. For example, both accountants and engineers manage resources, information systems, and technology but in different contexts.

These competencies are based on a three-part **foundation**. The elements of the foundation are the following:

- **Basic skills** (reading, writing, mathematics and computational skills, listening, and speaking)
- **Thinking skills** (creative thinking, decision-making, problem-solving, visualizing, knowing how to learn, and reasoning)
- **Personal qualities** (responsibility, self-esteem, sociability, self-management, and integrity/honesty)

FIRST JOB



Name of adult: _____

Job: _____

1. How did they obtain this job? (first job)
2. What skills did they use?
3. How were they prepared to do this job?
4. What did they like about the job? Why?
5. What did they dislike about the job? Why?
6. Why did they change jobs?

Next job:

Repeat same questions until current job. On current job, change question 6 to “Would they like to change jobs?”

TRENDS



Trends that may influence the job market in my town are the following:

Political
National
World
Economic
Cultural
Environmental
Other

COMPETENCY CHECKLIST FOR UNIT TWO

As a result of my participation in Unit Two, I . . .
(Check those items of which you feel you have attained competency.)

- _____ understand the relationship of income to lifestyle.
- _____ know that preparation must begin now if I am to attain my desired lifestyle.
- _____ understand the connection between education/training and entry-level jobs.
- _____ can explain the concept of occupational clusters.
- _____ can name at least 4 occupational clusters.
- _____ know requirements for entry into the workplace in several occupations.
- _____ can explain the concept of career ladders.
- _____ understand that advancement depends on continued learning and training.
- _____ can name 4 positive work attributes that employers desire.
- _____ can identify attributes that I must improve.
- _____ can cite the advantages and disadvantages of working for others.
- _____ can cite the advantages and disadvantages of self-employment.
- _____ understand the concept of worker know-how.
- _____ can identify the 5 competency areas of worker know-how.
- _____ understand the various work roles that people experience.
- _____ have an understanding of the local labor market.
- _____ appreciate how global influences can affect the local labor market.

MONARCH, MAJORITY, AND MAYHEM



PART 1

Define:

1. Monarch:

2. Majority:

3. Mayhem:

PART 2

After you have completed the group activity, answer the following questions.

1. How time efficient was each method?

2. How involved were the group members?

3. How did group members react to each decision?

4. Were group members satisfied with each decision?

5. Which method do you personally prefer?

DECISION-MAKING CHART



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CAREER DECISION-MAKING MODEL

NAME: _____

1. DECIDE TO DECIDE: You are ready to make a decision about your future. Remember that decisions can be changed and may change as you grow and mature.

- The decision I'm ready to make is this (to choose an occupation to prepare for):

- Here is the time when I want this to happen:

2. GATHER INFORMATION ABOUT YOURSELF: In Unit One you gathered information about your lifestyle, interest, abilities, strengths, and work values.

- My 3 highest areas of interest are the following:

- I prefer to work with (people, data/ideas, or things):

- I have developed the following skills:

- My 3 most important work values are as follows:

- My strengths are in the following types of intelligence:

3. EXPLORE THE LABOR MARKET: In Unit Two you learned about the world of work and considered national and global trends that might affect your entry into the labor market.

- Career options that interest me are these (list 3):

4. GENERATE OPTIONS AND CONSEQUENCES: Consider each career option from the perspective of your interest, abilities, intelligence strengths, and work values.

- Place 3 career options in the “Title” boxes. Rank each career option according to how well each provides opportunities for job satisfaction.

TITLE	OPTION #1	OPTION #2	OPTION #3
Interests			
Category preference (data/people/things)			
Abilities/Skills			
Intelligence strengths			
Work values			

4—very satisfying 3—fair 2—tolerable 1—no way

5. MAKE A DECISION: Which option do you wish to pursue?

- Having given considerable thought to this decision, I am interested in pursuing the following occupational choice:

6. PUT TOGETHER A PLAN: What are the basic steps to prepare for that option?

- I have worked out a plan for how I will prepare for my future. The basic steps are the following:
 - 1.
 - 2.
 - 3.
 - 4.
 (Add as many steps as needed.)

7. **ACT:** What training will you need to pursue your goal?

- In order to pursue my career option, I will obtain the following training/education:

- To obtain the training/education I need to be successful in my chosen occupation, I will do the following:

8. **EVALUATE YOUR PROGRESS AND MODIFY:** You will change and so may your career goal.

- I will look at this plan again in (days, months, years) and evaluate and modify as necessary.

OCCUPATIONAL PREPARATION



OCCUPATION:

ENTRY REQUIREMENTS:

- 1.
- 2.
- 3.
- 4.
- 5.

FORMAL WAYS TO OBTAIN TRAINING

- 1.
- 2.
- 3.
- 4.
- 5.

OTHER WAYS TO OBTAIN TRAINING

- 1.
- 2.
- 3.
- 4.
- 5.



PERSONAL REALITIES

PART 1: The 3 Changes I Have Made

The 3 changes I have made in the last 5 years are the following:

- 1.
- 2.
- 3.

PART 2: How I React to Change

Answer the following questions:

- a. When I have had to change, the following things bothered me the most:
- b. These things have gotten in my way as I grew and changed:
- c. These things have excited me about change:
- d. These are ways I have found to help me manage change:

PART 3: Barriers to Achieving My Preliminary Occupational Goal

List the barriers to your goal and write down any possible solutions.

BARRIERS	SOLUTIONS



When people are ready to apply for jobs, they must be able to convince others that they are qualified and should be hired. One tool to accomplish this is called the résumé. The résumé is a listing of a person's accomplishments and work/education history. It is usually the first impression that an employer has of an applicant. Therefore, it is very important that a résumé show the applicant's best features.

Employers usually receive many résumés and may give only minimum attention to them. Therefore, if the résumé catches their eye, the applicant will have a better chance of getting an interview. Think of the résumé as an advertisement to get you an interview. There are many formats for a résumé. Here is an outline that reflects the latest thinking.

COMPONENTS OF A RÉSUMÉ

- Contact Information
- Job Objective
- Major Relevant Accomplishments
- Work Experience
- Education and Training
- Personal Information

CONTACT INFORMATION: At the very top of the résumé, put your contact information: name, address, phone number and email address.

JOB OBJECTIVE: This is the place to put your job objective. It should match the description of the job being applied for. Here is an example: "Job Objective: I am seeking a position as an electrician with a construction company."

MAJOR RELEVANT ACCOMPLISHMENTS: Employers want more than a list of job duties or where you worked and when. They are interested in how well you have done your job, what skills and experience you have to offer, what your strengths are, and what you have accomplished. The following is an example:

Completed vocational course in commercial electricity with top grade in class.

Was runner-up in the city vocational school contest, electricity category.

Worked as apprentice electrician with Morgan Electric Company. In this capacity I wired the Smith Office Complex under the direction of Mr. James Morgan. He is available as a reference.

Received basic commercial electricity license in May 2005.

WORK EXPERIENCE: You can put other jobs held or tasks done that demonstrate your personal or occupational competence. Refer back to Unit One: Session 6: Skills Inventory.

EDUCATION AND TRAINING: List any courses taken or certificates received that are relevant to your job application.

PERSONAL INFORMATION: This may be added but is not necessary in a résumé.

COVER LETTER BASICS

Cover letters used to simply tell the employer where the applicant heard about the job and stated that a résumé was attached. Today's cover letter is used to provide additional information and to interest the employer in granting an interview.

The cover letter should include the following:

- the name of a person known to both the applicant and the employer, if possible
- why the applicant would like to have the job
- the applicant's knowledge of the organization (business, institution, etc.)
- additional information not included in the résumé
- mention of the skills, background, and strengths that match the job requirements
- any special circumstances that should be known
- a petition for an interview or other follow-up

The cover letter should be short and easy to read. Avoid long paragraphs and keep the lists short.



The more you prepare for an interview, the better you will do. There are two key steps: **find out about the employer** and **practice the interview**. Employers like applicants who take time to learn about the job and their company. You can learn about a company from:

- people you know who work for the company or who may know someone who works for the company;
- job postings;
- company publications; and
- references in library.

Appearance is important. Clothes should reflect those appropriate for the job. For example, if applying for a job as clerk in a sporting goods store, the job seeker might visit the store to see the kind of apparel commonly worn. The important thing is to be neat and clean.

Body language conveys who you are. Most people like a firm handshake with direct eye contact. Sit erect but relaxed. You should give the impression that you are confident of yourself and your work. Listen to the interviewer carefully and take cues from him/her.

An interview usually starts with a greeting and light conversation. If you were referred to this job by someone, this is a good time to bring up that connection.

Let the interviewer ask the questions. His/her time is valuable and you don't want to waste it with frivolous conversation. Here are some common interview questions:

1. Tell me about yourself.
2. Why are you interested in this job?
3. Tell me about any work you have done that would prepare you for this job. What are your strongest skills? How have you used them?
4. What would your teachers or employers say about you?
5. Describe your educational experiences.
6. What have you learned from the jobs you have had?
7. Why should I hire you for this job?

At the end of the interview, be sure to thank the interviewer and ask when you might hear from him/her.

After the interview, write a follow-up letter or make a phone call thanking the employer for his/her time. You may also use this opportunity to tell the employer something you might have forgotten to mention in the interview. Your follow-up gives the employer a reason to take another look at you.

RESOURCE SHEET

JOB APPLICATION



The job application is an important part of the job-seeking process. Often it serves as the first impression that the employer has of the applicant. Every job application makes 3 basic statements about the applicant:

- The ability to be prepared and think ahead. When applicants walk into the office, they should come prepared with pens and pencils, information about themselves (relevant dates, credentials, etc.), references, names and contact information, and a résumé to clip to the application.

Note: You should compile a list of references in advance. These should be people you have worked for and who can tell the employer about you. Teachers, former employers, and volunteer work supervisors can make excellent references. References from friends or family are not usually considered valid. Possible references should always be asked in advance if they are willing to have their names submitted to potential employers. If so, get their preferred mailing addresses and telephone numbers.

- The ability to follow instructions and to use accurate information. A vital part of any job is the ability to read and follow directions. Therefore, it is very important to fill out the application accurately. Follow these rules:
 - a. Read the entire application before you start to write. Make sure you understand the directions in each section.
 - b. Follow the directions exactly. If it says print, then print. Do not fill in sections marked for employer's use.
 - c. Be honest. Incorrect information on an application can cause you to be disqualified for or fired from the job.
- The ability to complete a document neatly and to follow through on a task. A messy application may be seen as a reflection of the kind of work that the applicant will produce. Do not use such terms as see résumé, because the résumé may not be available at that point. If the question does not apply to the applicant, the correct response is n/a (not applicable).

Activities (honors, clubs, sports):

References:

Name: _____ Address: _____

Phone: _____ Relationship (employer, teacher, etc.): _____

Name: _____ Address: _____

Phone: _____ Relationship (employer, teacher, etc.): _____

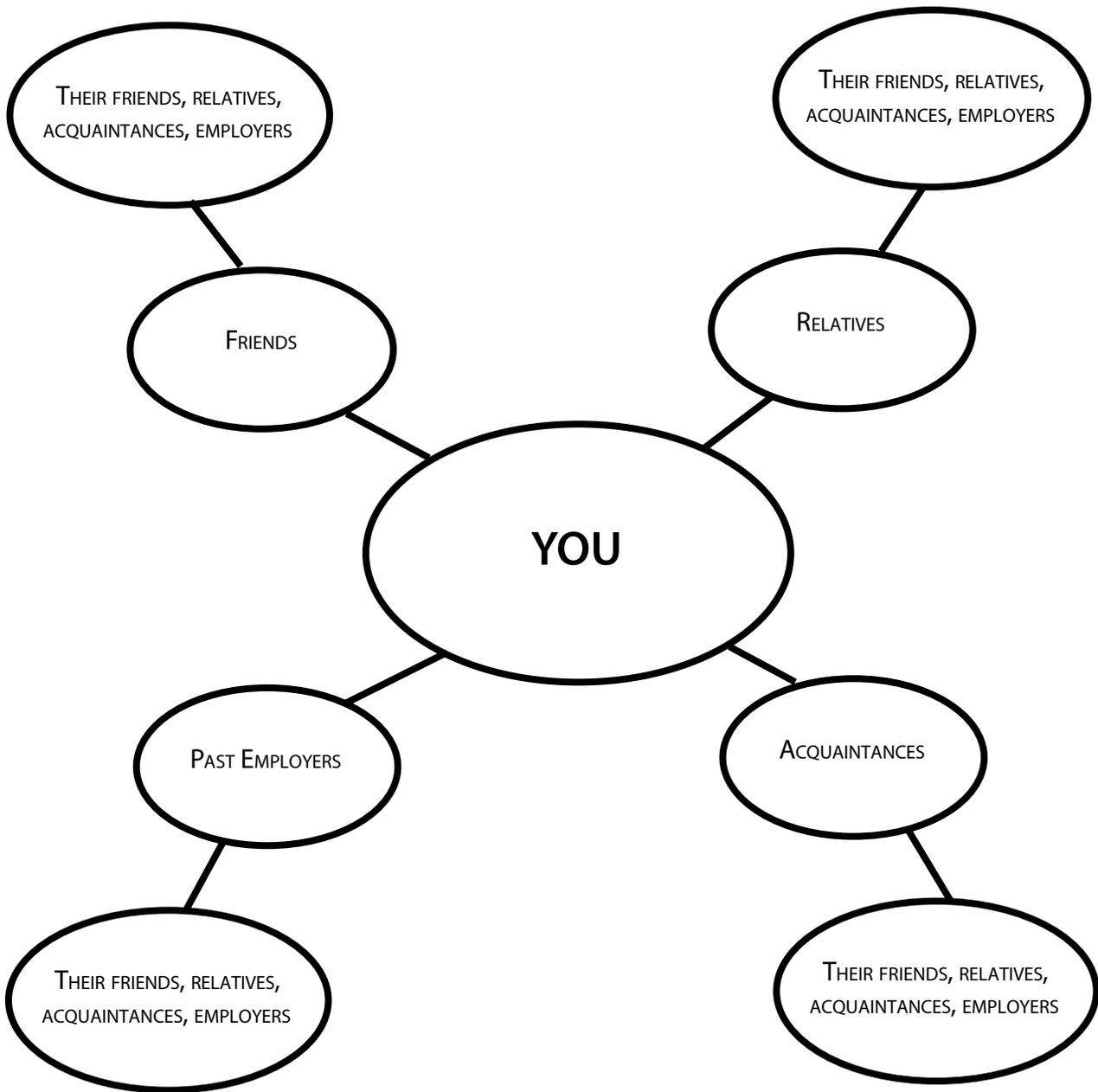
Name: _____ Address: _____

Phone: _____ Relationship (employer, teacher, etc.): _____

I attest that the information given on this application is accurate.

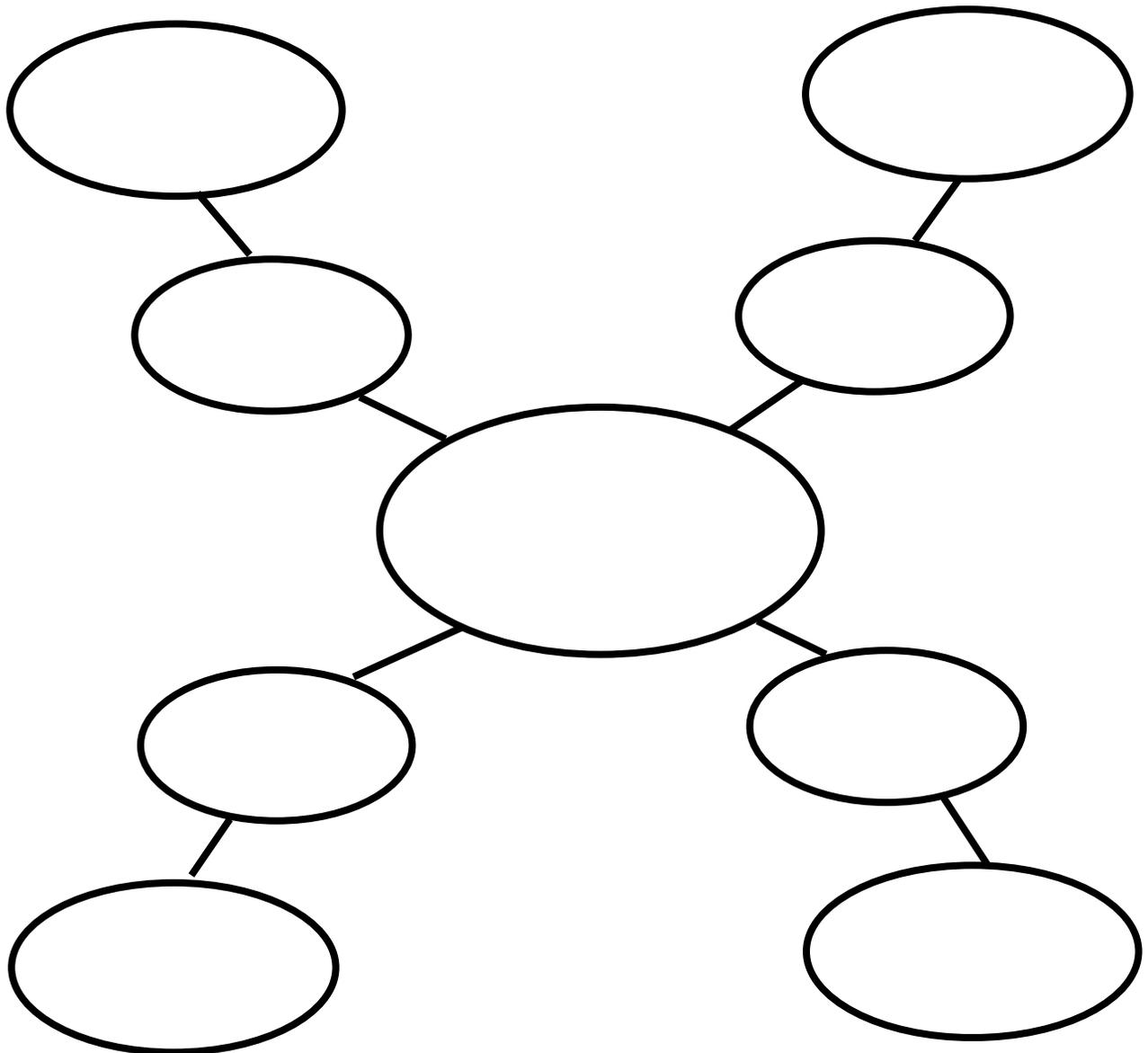
Signature: _____ Date: _____

NETWORKING DIAGRAM



MY NETWORK

You already know many people. The people you know also know many people. This can be your network to develop leads on interesting jobs. Chart your network by filling in names. Start with your family; then friends. Don't forget to ask former or current employers, teachers, people you have met in volunteer jobs, school organizations, etc., for help. As you talk to people about your career interests, ask if they know of anyone who might help you. Keep this chart and continue to expand it as you make new contacts.



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FOCUS ON MY FUTURE

Write your goal below. What are you going to do and when?

My Goal:

I have worked out a plan for how I will reach my goal. The basic steps, in the order I will take them, are the following:

STEP	WHEN
1.	
2.	
3.	
4.	
5.	
6.	
7.	

Once you have a plan, share it with someone else as a part of your commitment to carry out the steps. Find someone who will be supportive of your plans and who can encourage you as you go along.

I understand that this is my plan and that I have a responsibility to myself to complete it and to review and update it regularly.

Your signature: _____ Date: _____

I have shared this plan with _____ Date: _____

CAREER PLAN

PERSONAL INFORMATION

Name: _____

Address: _____

Phone: _____ Fax: _____ Date: _____

School: _____

Teacher: _____

SELF-KNOWLEDGE

The important things I need to remember about myself as I make career decisions are the following:

1. _____
2. _____
3. _____
4. _____
5. _____

WORK VALUES

My personal work values influencing my career goals are:

1. _____
2. _____
3. _____
4. _____

CAREER ASSESSMENT INFORMATION

Key information from inventories and achievements that influence my career decisions are the following:

1. _____
2. _____
3. _____
4. _____

CAREER EXPLORATION

I have discovered some of my likes and dislikes about career options as follows:

1. _____
2. _____
3. _____
4. _____
5. _____

CAREER OPTIONS

Career choices that interest me are these:

1. _____
2. _____
3. _____

CAREER DECISION

At this point in my life, I am interested in pursuing the following career options:

1. _____
2. _____
3. _____

The key factors in this decision are (interest, abilities, work values, lifestyle, earning potential, strengths, personal realities):

1. _____
2. _____
3. _____
4. _____
5. _____

CAREER PLAN

I have worked out a plan for how I will prepare for my future. The following are the basic steps:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

TRAINING OPTIONS

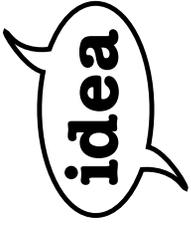
To obtain the training I need, I will:

1. _____
2. _____
3. _____

JOB-SEEKING CHECKLIST

When I am ready, I will do the following to help me obtain a job:

1. Ask teachers, employers, and other persons who know about my skills for letters of introduction and recommendation.
2. Update or prepare a new résumé.
3. Prepare a sample cover letter.
4. Prepare an application.
5. Register with a job placement agency.
6. Consider how I will get to interviews or job sites
7. Use my network to find out about job openings.
8. Contact potential employers.
9. Schedule job interviews.
10. Find out as much as I can about the employer/company.
11. Maintain a file for the employment inquiries that I have made.
12. Follow up all employment inquiries with thank-you letters or telephone contacts.



has successfully completed the
Career Development Curriculum
Focus on the Future

Teacher's Name

School

Date

COMPETENCY CHECKLIST FOR UNIT THREE

As a result of my participation in Unit Three, I . . .

(Check those items of which you feel you have attained competency.)

- _____ understand the decision-making process.
- _____ know how I make decisions.
- _____ can use the career decision-making model.
- _____ understand how change and growth can alter decisions.
- _____ know the requirements for entry into my selected occupation.
- _____ understand that there may be barriers to achieving my goal.
- _____ have the skills to problem-solve ways to get around personal barriers.
- _____ know how to construct an effective résumé.
- _____ understand the importance of a good cover letter and how to write one.
- _____ feel confident that I can participate in an interview.
- _____ know how to fill out an accurate and neat job application.
- _____ can name 3 ways to access the labor market.
- _____ can chart my personal network of friends, family, and acquaintances who can help in a job search.
- _____ can plan to achieve my career goal.
- _____ have committed to take action to achieve my goal.
- _____ can use the career development process that I have learned in the future as needed.