Student name: _____ **Date:** _____

Investigate career choices and conduct your own career search.

<u>Objectives</u>:

A. Determine what avenues of career exploration are available locally and via the Internet.
B. Develop a career path for a career of your choosing.

MODULE 2A: INFORMATION SHEET

<u>*TO THE STUDENT*</u>*: Read and study this information sheet and then complete the student activities at the end of this section.*

Read the following scenarios:

Mary is a 17 year old high school junior, she likes watching construction and particularly construction vehicles. She thinks she'd like working in construction and driving a bulldozer. She doesn't know much about this job and would like to learn more.

Jack is an 18 year old high school senior. He has earned first aid merit badge with the Boy Scouts and would really like to go into the medical profession. He thinks nursing is the best way for him to have hands on interaction with patients. He is concerned that the courses he is taking in high school won't help him get into nursing school.

Bobbie Sue is a 17 year old high school senior who is convinced she is the next Julia Roberts. She'll model and then get into acting. Her parents and counselors have tried telling her that the odds are not in her favor, but she is determined.

Billy Ray is a 16 year old sophomore in high school who doesn't have a clue as to his future. Should he go to college, should he go to the Tech Center, should he take Calculus, should he take accounting or should he just give up, maybe he'll just keep working at Taco Bell forever. He is so confused.

TEMPLE UNIVERSITY

All of the above are scenarios that take place in most high schools in America. Many young people are in need of solid information regarding careers and career pathways. If only they all had access to this module. Let's move on and see what information is available to find out more about careers and career planning.

Sources of Career Information

Sources of career information are many and can be books, websites or personal contact with people in the profession.

Books:

One good book is: "Exploring Careers-A Young Persons Guide to Over 300 Jobs" by JIST Works, Inc. This book is available in most libraries.

Internet sources:

O-Net http://online.onetcenter.org/ , this website allows you to find information about a career, use your skills and interests to help see what careers might be a good match.

The O*NET database includes information on skills, abilities, knowledges, work activities, and interests associated with occupations. This information can be used to facilitate career exploration, vocational counseling, and a variety of human resources functions, such as developing job orders and position descriptions and aligning training with current workplace needs.

Information in O*NET is available for over 950 occupations. Each occupational title and code is based on the most current version (2000) of the Standard Occupational Classification system.

O*NET is a unique, powerful source for continually updated occupational information and labor market research. By using a contemporary, interactive skills-based database and a common language to describe worker skills and attributes, O*NET transforms mountains of data into precise, focused occupational intelligence that anyone can understand easily and efficiently.

Businesses and human resources professionals use O*NET to:

- Develop effective job descriptions quickly and easily.
- Expand the pool of quality candidates for open positions.
- Define employee and/or job-specific success factors.
- Align organizational development with workplace needs.
- Refine recruitment and training goals.
- Design competitive compensation and promotion systems.

TEMPLE UNIVERSITY

Students and Job Seekers use O*NET to:

- Find out which jobs fit with their interests, skills, and experience.
- Explore growth career profiles using the latest available labor market data.
- Research what it takes to get their dream job.
- Maximize earning potential and job satisfaction.
- Know what it takes to be successful in their field and in related occupations.

O*NET OnLine Features

O*NET OnLine offers users the opportunity to:

- Find occupations to explore.
- Search for occupations that use your skills.
- Look at related occupations.
- View occupation summaries.
- View occupation details.
- Use crosswalks to find corresponding occupations in other classification systems.
- Connect to other on-line career information resources.
- Access comprehensive help information on line.

Bridges CX

Bridges CX is another on-line source-some schools are setup to use this software and you can access it thru the Career Center: http://cxinfo.bridges.com You can also try Bridges for a free trial period.

Bridges and O-Net are very similar in their form and function. O-Net is free, while Bridges (after a short trial period) requires a registration fee and is not individually accessible. The registration fee must be done class or school wide.

MODULE 2A: STUDENT ACTIVITIES

TO THE STUDENT: *After you have read the information sheet above, complete the following activities.*

Activity 1

We are going to go on-line and try out both services. Go to a computer that is Internet accessible. Go on-line and type in the following address: http://online.onetcenter.org/
You can see that this website can be used to research careers by clicking the button that says: Find Occupations. Try that button and look around at some jobs that may interest you. You may print out anything you find of interest. Now go back to the first screen, click on the button that says: Skills Search. This will allow you to search for a career that is compatible with your knowledge, skills, hobbies and interests. Follow the instructions on this page. Jobs will be listed that show some compatibility with the answers you gave. Look at the list of careers, you can find out more information by clicking on Summary and Details. This will provide a more in depth look at the job.

Now let's look at the other website – CX Bridges
Type in the following web address: http://cx.bridges.com/
Click on the button on the right of the screen that says Pennsylvania.
Click Free Trial and go thru the registration process this will allow you 30 days of free access. If your school is registered with Bridges, you may have a different sign in procedure. Your teacher will tell you for sure, how to do this. When you complete the sign in process you will be directed back to the screen where you first clicked Free Trial. Now click on Student. You are ready to browse thru the website. Click the button that says start here. This will give you a quick tour of all that is offered. The planning and career finder buttons are the ones you want to spend your time checking out. Use these links to begin to research a career you are interested in. Perhaps you were compatible with one of the careers you found on O-Net.

You will need to use the information from these websites or the old fashioned way by reading books in the library to fill out the following worksheet. The answer you give as to a career choice will help determine the guest speakers we will have in class. These people will be from your chosen professions and will be able to answer many questions you have.

Activity 2:

Looking at the situations at the beginning of this module, answer the following questions:

1. Which website would you recommend Mary use to find out more about bulldozer operators? _____.

   Why? _____

   _____

   _____

2. What is the career future for the nursing position Jack is considering?
   _____

   _____

   _____

   Which website helped you find this answer? _____

3. Which website will better help Billy Ray focus on a career path?

   Circle one: O-Net or CX Bridges

4. What career are you interested in:_____

5. What qualities can describe a person in this career? _____
   _____

6. What post high school training is needed for this career?

   _____

7. What high school courses should you be taking to continue on this career path?
   _____

   _____

8. What is the starting salary for this career?_____

9. Briefly describe the job outlook for this career. _____

    _____

    _____

10. On separate sheet of paper, write a 2 page, double spaced, essay describing a typical work day in the profession you chose. (Use 14 pt. Arial font)

    Attach your essay to this worksheet and turn in for credit.

MODULE 2A: STANDARDS ADDRESSED IN THIS MODULE

Pennsylvania's Academic Standards for Career Education and Work

13.1.11.   **Career Awareness and Preparation**

A. Analyze career options based on individual interests, abilities, aptitudes, achievements, and goals.

13.2.11.   **Career Acquisition (Getting a Job)**

B. Apply research skills in searching for a job.

- CareerLinks
- Internet (i.e. O-NET)
- Networking
- Newspapers
- Professional associations
- Resource books (i.e. Occupational Outlook Handbook, PA Career Guide)

Pennsylvania's Academic Standards for Reading, Writing, Speaking and Listening (RWSL)

1.1.11.   **Learning to Read Independently**

E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.

1.5.11.   **Quality of Writing**

A. Write with a sharp, distinct focus.
- Identify topic, task and audience.
- Establish and maintain a single point of view.

B. Write using well-developed content appropriate for the topic.
- Gather, determine validity and reliability of, analyze and organize information.
- Employ the most effective format for purpose and audience.
- Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus.

D. Edit writing using the conventions of language.
- Spell all words correctly.
- Use capital letters correctly.
- Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses).
- Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.
- Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).

1.8.11 Research

A. Select and refine a topic for research

B. Locate information using appropriate sources and strategies.
- Determine valid resources for researching the topic, including primary and secondary sources.
- Evaluate the importance and quality of the sources.
- Select sources appropriate to the breadth and depth of the research (e.g., dictionaries, thesauruses, other reference materials, interviews, observations, computer databases).
- Use tables of contents, indices, key words, cross-references and appendices.
- Use traditional and electronic search tools.

Student name: _____ **Date:** _____

Compare careers in relation to job tasks, work environment, job availability and educational requirements.

<u>Objectives:</u>

A. Define the terms "job tasks, work environment, and job availability."
B. Prepare a list of educational requirements for selected careers.
C. Research career information about licenses and permits.
D. Compare careers using educational requirements, job tasks, work environments and job availability.

MODULE 2B: INFORMATION SHEET

<u>TO THE STUDENT</u>: Read and study this information sheet and then complete the student activity at the end of this section.

What are job tasks?

A task is a single work assignment, which is independent of other actions and results in a valuable outcome. It must be observable, have a specific beginning and end, have several procedural steps and be able to be measured by its outcome. Once a set of tasks has been identified, the list becomes a basic tool used in work settings. The set of tasks a person performs makes up their "job" description.

The job description helps employers define duties and responsibilities. It can be used for hiring, training, performance evaluation and salary review. An example of a "job" is "Line Manager". This job has several duties, which are the responsibility within the job. Each duty can have several major responsibilities, which are tasks.

Some examples of job tasks are listed below;

Job: *Automotive Technician*
Duty: Tire and Wheel Alignment Diagnosis and Repair
Tasks:
_____Diagnose steering problems
_____Diagnose tire wear problems
_____Determine needed repairs

TEMPLE
UNIVERSITY

Job: *Dental Assistant*
Duty; Sterilization
Tasks:
 _____ Prepare ultrasonic for disinfection
 _____ Place instruments in ultrasonic unit
 _____ Prepare instruments for autoclave

What is the "Work Environment?

Work environment is used to define many aspects of the working conditions of a job. It can refer to the type of organization where the work takes place. Is it a small private company or a large organization? Work environment can also be used to describe the work hours, or the safety equipment used. The physical plant or surroundings also makes up the work environment. Is the job in a clean, pleasant setting or a dirty confined area? Is it indoors or outside? In many jobs people work 40 hours, usually Monday through Friday. There are other options available such as flexible work hours, or weekend and night shifts.

When selecting a job you should carefully examine the work environment to determine if it matches your expectations. It is necessary to find out if all safety standards set by the government are in place. If safety conditions are not met, steps should be taken to improve these conditions. Locating a job with a positive work environment is essential to job success. When you are happy with the working conditions, you will want to be at work, you will work harder and strive to help others achieve success.

The work environment should be safe and non-threatening. The employer should value employees and their contributions. They should be eager to enhance the quality of the workplace. Employers should also include definitive expectations and roles of each employee in the workplace.

Research is the key to finding a pleasant workplace environment. Determine what your expectations are and reach toward finding the work environment that suits you best.

Job Availability

Job availability refers to how many jobs will be open in each field based on current economic trends, political trends and technological changes. These trends are based on assumptions and no one can predict the availability of a job with certainty.

The job availability will determine how easy or hard will it be to get a job in your chosen field. It will also help to determine what geographic locations offer more job openings in the field selected.

TEMPLE
UNIVERSITY

One source that is frequently used to determine job outlook is the Occupational Outlook Handbook. This can be a useful guide to determine current trends.

Job availability is often described using the following terms:
- Grows much faster than average
- Grows faster than average
- Grow about as fast as the average
- Little change or grow more slowly than the average
- Decline

Educational Requirements

Each job requires a specific type of training or educational requirement. There are a variety of options you can choose from and a variety of methods to get the training needed.

Some jobs require very minimal educational requirements. A high school diploma or GED may not be needed. These jobs will probably be very low paying with little or no chance of advancement. Some jobs require high school, or postsecondary training. Other training options include postsecondary vocational schools, the Armed Forces, apprenticeship programs or on-the –job training. Generally, the more training or education a job requires, the greater benefits the job delivers.

Some of the educational categories are listed below:

High School Diploma or GED:
 The individual satisfied the entire necessary educational requirement to graduate with a diploma. Vocational training can occur at a high school level.

Associate Degree:
The individual successfully completed two years of training at a post-secondary level.

Baccalaureate degree:
The individual completed four years of post-secondary education at a college or university.

Doctoral degree:
The individual completed three or more years of education at college or   university beyond the baccalaureate degree.

Other types of educational requirements may include: certification, or licensure. These may include a set number of course hours and/ or examinations completed successfully. Many jobs require the certification or license be periodically updated to allow for current changes and trends in that field.

To explore occupational licenses and permits, go to:

http://www.state.pa.us

Select the Working in PA link.

Select Occupational licenses/permits.

Select Business Related Board.

MODULE 2B: STUDENT ACTIVITIES

<u>*TO THE STUDENT*</u>*: After reading the above information sheet, complete the following activities.*

<u>Activity 1</u>

Tasks of Your Job

There are many tasks in a job. Some are very important to your success.

In column 1 below, list the core tasks of your job. These should be the tasks that are absolutely necessary for you to master because they are important for your employer.

In column 2, list the result that is expected for each task.

Core Job Task   Results Expected

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

<u>Activity 2</u>

Work Environment

Select from the list below which are conditions of the work environment. Place an "X" next to those that are correct

1.____ The office is a small, one-floor space with work stations that have computers.

2.____ You are given two 15-minute breaks for coffee each day.

3.____ The workers don't invite you to lunch.

4.____ You are required to wear safety goggles and boots.

5.____ You have a high school diploma and several employees have college degrees.

6.____You are required to have a drug test.

Select one of the following careers and **circle** your choice. Next, list some factors for each of the work environment conditions.

1. Electrician   2. Nurse aide   3. Police officer   4. Roofers

A. **Working Hours**:

_____

_____

_____

B. **Physical Surroundings**:

_____

_____

C. **Physical Requirements**

_____

_____

_____

List three working conditions that exist on your job.

1._____

2._____

3._____

Activity 3:

Using the Occupational Outlook Handbook, place the correct job availability term next to that job. The terms are:

> A. Grows much faster than average
> B. Grows faster than average
> C. Grow about as fast as the average
> D. Little change or grow more slowly than the average
> E. Decline

1. Respiratory Therapists _____

2. Plumbers _____

3. Sheetmetal Workers _____

4. Truck Drivers _____

5. Chefs, Cooks _____

6. Teacher Aides_____

7. Automotive Body Repairers_____

8. Farm Operators_____

9. Radio and Television Announcers_____

10. Concrete Masons_____

<u>Activity 4</u>

Match the following jobs to the educational requirements needed:

A. Teacher   ____License

B. Veterinarian   ____Baccalaureate degree

C. Cosmetologist   ____ Associate degree

D. Medical Assistants   _____Certification

E. Engineering Technicians _____ Doctorate

F. ASE Auto Mechanic   _____ On-the-Job Training

Activity 5

Using the skills acquired in the module, please select two careers and compare them using the four criteria discussed in this module.

Career #1:	Career #2:
Job Tasks:	Job Tasks:
Work Environment:	Work Environment:
Job Availability:	Job Availability:
Educational Requirements:	Educational Requirements:

MODULE 2B: STANDARDS ADDRESSED IN THIS MODULE

Pennsylvania's Academic Standards for Career Education and Work

13.1.11.   **Career Awareness and Preparation**

      A. Analyze career options based on individual interests, abilities, aptitudes, achievements, and goals.

Pennsylvania's Academic Standards for Reading, Writing, Speaking and Listening (RWSL)

1.1.11. Learning to Read Independently

      E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.

Student name: _____ **Date:** _____

Construct a Profile of personal interests, aptitudes, abilities, and values.

<u>Objectives:</u>

A. Describe the importance of personal self-evaluation as it relates to career selection decision making.
B. Describe the four main components of personal assessment.
C. List Resources available for Self-Assessment.
D. Compile (through sample tests and links to more tests) a profile of personal interests, values, skills, and interests.

MODULE 2C: INFORMATION SHEET & STUDENT ACTIVITIES

<u>*TO THE STUDENT:*</u> *Read and study the following information sheet and complete the student activities through out the module.*

Many people unhappy at work!

Fewer than 45% of all workers are satisfied with their jobs. One in three feel they are at a dead end. Twenty one percent want to change careers. Only 20% of working persons feel passionate about their jobs. And the worst news is, the majority of unhappy employees are not people who have been working 30 years--younger employees are the least happy! The average worker spends 40 years working 7.6 hours a day. That is a lot of time to be unhappy!

So…what can **YOU** do about it as you enter the world of work? Find a job that fits you. Is that possible? Is there hope?

TEMPLE
UNIVERSITY

BifSniff.com

Edward's anxiety about wasting his life in a dead end job soon disappeared once his mind went numb.

The Good news is YES! By using Personal Assessment tools, constructing a list or profile for yourself, and applying the results to evaluate job possibilities and options, you can increase the probability that you will have job contentment.

Do you know what you want to do with your life? Where do you start? After all, looking at 40 years of doing something is, at best, overwhelming for some. A great way to start is to take an assessment of yourself. Assessments are tools to help you discover important things about yourself. They are based on your personality, skills and knowledge, values, etc. They help you think about careers that fit you by giving you lists of career types that fit your test results. And these tests are great because there are absolutely no wrong answers.

Are the tests magic? Will you know exactly what the right job is for you by looking at the compiled results? Absolutely not! But you can definitely increase the odds of choosing a profession where you will find satisfaction.

Parts of Self Assessment

There are 4 main pieces to self–assessment- **Values**, **Interests**, **Personality**, and **Skills**. As we look at each one, you will take a sample test so you get the feel for it, as well as compile a list or inventory for yourself of your own interests, values, etc. There are many tests available; you will be exposed to several different ones. They are very alike in some ways, and different in other ways--but they all have the same purpose. Just remember to be as honest about yourself as you can. Again there are absolutely no right or wrong answers. Have Fun!

VALUES

Value Assessments or Inventories measure how important different job-related principles are to you. These are things like issues related to the work itself and how important it is to society, as well as desirable work environment and amount of paycheck. Questions such as, "Is a high salary important to you?" and "Is it important that you work with different people every day?" might be asked. Below is one sample of a Personal Values Assessment.

TO THE STUDENT: Complete the following exercise.

Work-Related Values Assessment
(Public Domain: originally published by the US Dept of Labor)

Instructions: This checklist provides a variety of values that different people find to be important in finding work satisfaction.

Read each item carefully and put a checkmark next to those that are important to you, or that you feel would be important for you to have in a future job.

When you are done, go back over the list and put a double checkmark beside the items that you consider most important.

ACHIEVEMENT: Attaining mastery of a field, self-advancement, growth.

ADVENTURE: Working in a job that requires taking risks.

ALTRUISM: Devotion to the welfare of or service to others. Satisfaction garnered through pursuit of a greater good.

AUTHORITY: Working in a job in which you use your position to control others.

CHALLENGE: Handling difficult or complex work.

COMPETITION: Working in a job in which you compete with others.

CO-WORKERS: Contact with colleagues that promotes a sense of belonging.

CREATIVITY AND SELF-EXPRESSION: Working in a job in which you use your imagination to find new ways to do or say something.

FLEXIBLE WORK SCHEDULE: Working in a job where you choose the work hours.

HELPING OTHERS: Working in a job in which you provide direct services to persons with problems.

HIGH SALARY: Working in a job where many workers earn a large amount of money.

INDEPENDENCE: Working in a job in which you decide for yourself what work to do and how to do it.

INFLUENCING OTHERS: Working in a job in which you influence the opinions or decisions of others.

INTELLECTUAL STIMULATION: Working in a job which requires a considerable amount of thought and reasoning.

INTERPERSONAL RELATIONS: Being with other employees, colleagues.

LEADERSHIP: Working in a job in which you direct, manage, or supervise the activities of others.

MORAL VALUES: Behaving in a way consistent with some moral code.

OUTSIDE WORK: Working out-of doors.

PERSUADING: Working in a job in which you personally convince others to take certain actions.

PHYSICAL WORK: Working in a job which gives you status and respect in the community.

PRESTIGE: Working in a job which gives you status and respect in the community.

PUBLIC ATTENTION: Working in a job in which you have daily dealings with the public.

RECOGNITION: Working in a job in which you gain public notice.

RESEARCH WORK: Working in a job in which you follow established procedures requiring little change.

SEASONAL WORK: Working in a job where you are employed only at certain times of the year.

SECURITY: Work that is stable and relatively free from turnover.

SOCIAL WELFARE: Doing something that has meaning for others, working for society or another person's benefit.

SUPERVISORY RELATIONS: Work done under a fair, agreeable, and professionally nurturing boss.

TRAVEL: Working in a job in which you take frequent trips.

VARIETY: Working in a job in which your duties change frequently.

WORK WITH CHILDREN: Working in a job where you teach or otherwise care for children.

WORK WITH HANDS: Working in a job in which you use your hands or hand tools.

WORK WITH MACHINES OR EQUIPMENT: Working in a job in which you use machines or equipment.

WORK WITH NUMBERS: Working in a job in which you use mathematics or statistics.

My top work-related values

From the items that you double checked above, select the three values that seem most important for you to include in future jobs. When you have done this, write them out in the spaces below in their order of importance.

Work Value #1 _____

Work Value #2 _____

Work Value #3 _____

Now you have a starting point as you evaluate possible career choices- as you consider options, you have 3 very important things to investigate to help you evaluate various options.

INTERESTS

Interests are activities you enjoy doing, such as hanging out with friends, sitting at a computer, listening to music, working out, working on your car, etc. The reasoning behind this assessment tool is that people who share the same interests will enjoy the same type of work. Researchers like EK Strong and Dr. John Holland found that people in the same careers do have the same types of interests.

This sample test is taken from Minnesota Careers website- a longer more involved free computer version as well as other guidance can be found at http://www.mncareers.org/start_exploring.asp?pageid=se02

TEMPLE
UNIVERSITY

TO THE STUDENT: Complete the following exercise.

Below are some endings to the statement "I LIKE TO" if it describes you, fill in the circle on the same line:

	R	I	A	S	E	C
..do puzzles		O				
..work on cars	O					
..work by myself			O			
..work on a team				O		
..organize things						O
..set self goals					O	
..build things	O					
..read about art or music			O			
..have clear instructions to follow						O
..influence people					O	
..do experiments		O				
..teach or train people			O			
..help people solve problems			O			
..take care of animals	O					
..have a structured schedule					O	
..sell things					O	
..do creative writing			O			
..work on science projects		O				
..take on new responsibilities				O		
..heal people				O		

T TEMPLE
UNIVERSITY

	R	I	A	S	E	C
..figure out how things work		O				
..put together things	O					
..be creative			O			
..pay attention to details						O
..do filing or typing						O
..learn about other cultures				O		
..analyze things		O				
..play an instrument or sing			O			
..dream about starting a business					O	
..cook	O					
..act			O			
..think thoroughly before deciding	O					
..work with numbers or charts	O					
..discuss current events and politics			O			
..keep records of my work						O
..be a leader					O	
..work outdoors	O					
..work in an office						O
..work on math problems		O				
..help people				O		
..draw			O			
..give speeches					O	

Now, total your filled circles in each of the lettered columns and record below

R= Realistic   _____

I= Investigative   _____

A= Artistic   _____

S=Social   _____

E=Enterprising   _____

C=Conventional   _____

In this particular Assessment (based on Holland's Research), your interests give you a profile that matches one or more of 6 different general types. Based on your results you might be interested with the careers that appeal to people that are also these types. The highest scores from above would indicate that you should read about or consider those. Check and see.

R- Realistic people are often good working with their hands. They are often practical and good at problem solving. Some job interests might include- Agricultural and Environmental, Health Assistants, Computers, Construction, Engineering, Food & Hospitality, Fine and Performing Arts, Health technicians, Mechanical, Protective (e.g. police), Production, Therapists, Transportation

I- Investigative people tend to like to watch, learn, solve problems and analyze. They may be happy working independently. They may also be good at math and science. Careers include Caregivers, Computers, Engineering.

A- Artistic people like to use their creativity. They enjoy performing and coming up with new ideas. Communications, Education, and Fine and Performing Arts are careers to consider.

S-Social people would rather work with other people than things. They are helpful and like training and instructing. Health Assistants, Caregivers, Education, Law & Social Services, Personal and Protective, and Therapists all would be possibilities.

E- Enterprising people like to work with others, and persuade and influence. They like to be leaders and are assertive. Banking and Finance, Clerical, Food & Hospitality, Management, and Sales should be considered.

C- Conventional people are detail-oriented people that enjoy working with data. They like structure and organization and follow instructions well. Banking and Finance, Clerical, Health Technicians, Management, and Sales are matches.

Under each broad category are dozens of jobs. This brief sample is just to give you some ideas. If you had two or three letters that were equally high in filled circles, look at the career lists and see which ones fall in BOTH of your top categories.

There are tests in each of the 4 areas (skills, personality, values, and interests) that are centered around this R I A S E C evaluation so if you feel this method is valuable, try some of the tests that evaluate this way.

Which three types earned your highest score?

1. _____

2._____

3._____

PERSONALITY

TO THE STUDENT: Complete the following exercise.

We will look at an online test here. There are many available. Go to:

www.PersonalityType.com

Click on "Take our Quiz"

After you take the quiz and get your type, click on the link to "Find the Perfect Job" and you will get a list of career considerations that match your Personality type according to the Quiz results.

What is your Personality Type according to this tool?

_____

Did any of the job suggestions for your type sound interesting or appealing to you?

_____

SKILLS

A skill means you know how to do something well. The skills you develop through education and life can be broadly broken down into categories. One way of dividing up skills is separating them into Practical (e.g. using tools or equipment), Mental (e.g. you can solve problems, you speak French), Technical (you can handle information), and Social (e.g. you are a people person, you are very comfortable with lots of people).

Another way to assess skills is to look at them by dividing into only 2 categories. The first category is technical (or vocational) skills which include skills related to your area of training, manual and computing skills, and the second is generic or transferable skills, which are skills that are used across a range of occupations and situations. Examples of generic skills are leadership and communication skills.

Both these and any other methods you run across are valuable in their own ways. Remember, the assessment tools are there as a help, none are "right" or "wrong" or necessarily "better."

Skills assessments often help clarify what you are good at as well as what you enjoy doing. The tests often cover skills and interests. There is also another question to consider when you look at skills assessment. While your personality, interests, and values are pretty well set, skills can be changed, increased, learned. Be sure to take this into consideration and don't limit yourself to jobs appropriate to the skills you have right at this moment.

TO THE STUDENT: Complete the following exercise.

The Skill profile below is part of one was developed by the University of East London. It is a different kind of assessment tool.
http://www.uel.ac.uk/psychology/research/adapt/PaperB.htm

Read the instructions below before filling in your skills profile.
You need to think about the skills you have gained through your experience. This could include paid or voluntary work, home or community work, leisure activities or other interests.

Rate each skill by circling the number where:
0 = not yet developed 1 = developed a little 2 = quite developed 3 = very developed

Skills		Please rate by circling one of the following			
Responding to people	Giving answers to questions	0	1	2	3
	Listening carefully	0	1	2	3
	Following instructions	0	1	2	3
	Helping others	0	1	2	3
Explaining to people	Explaining facts	0	1	2	3
	Persuading	0	1	2	3
	Giving instructions	0	1	2	3
Handling information	Taking messages	0	1	2	3
	Keeping records up to date	0	1	2	3
	Writing something up	0	1	2	3
	Checking for accuracy	0	1	2	3
Working with others	Showing warmth and care	0	1	2	3
	Getting people to do things	0	1	2	3
	Team Working	0	1	2	3
Computer based information	Entering information on a data base	0	1	2	3
	Finding information on screen	0	1	2	3
	Keyboard skills	0	1	2	3
Technical information	Working with numbers	0	1	2	3
	Reading Maps (A – Z)	0	1	2	3
	Making sense of charts or diagrams	0	1	2	3
Planning	Meeting deadlines	0	1	2	3
	Working out what is important	0	1	2	3
	Solving difficulties	0	1	2	3
Practical	Repairing things	0	1	2	3
	Finding out how things work	0	1	2	3
Other skills (write own examples)					

After completing your skills profile, think about:

Your Top Skills:

SKILL:

SKILL:

SKILL:

Which of the skills would you be willing to improve or develop for a job?

What kind of jobs do you think would fit your skills at this point time?

TO THE STUDENT: Complete the following exercise.

Another sample of a Skill Assessment similar to that from Rutgers University is at the following link: tp://careerservices.rutgers.edu/OCAskillsassessment.html

> **Instructions:** For each ability listed below, rate the level of skill you think you have (0--very little to 5--I have a high level). Then add up the numbers for a total in each section.

Realistic

____ repair or set up machines and equipment

____ Athletic ability

____ Use tools to fix broken objects

____ constructing things

____ can grow and maintain plants

Total **R** Score ____

Investigative

____ analyze data and information

____ research in the library

____ study subject matter extensively to develop expertise

____ work independently to solve complicated problems

Total **I** score _____

Artistic

____Create new objects, ideas, and concepts

____ Perform on a musical instrument

_____ Design brochures, flyers, or posters

_____ Entertain

Total **A** Score _____

Social

_____ teach a friend how to do something

_____ counsel, coach, or guide individuals

_____ work with groups of people on a project

_____ Plan social, recreational, or other events

Total **S** score _____

Enterprising

_____ Speak in Public

_____ Lead people to complete a project

_____ selling

_____ Convince your friends to change their minds

Total **E** Score _____

Conventional

_____Follow directions thoroughly to accomplish a goal

_____ Work in a highly structured environment with strict rules

_____ Complete a process step by step in an orderly way

_____ Compute, Calculate, and Record numbers

Your **C** Score _____

Look at your top areas. Then go back to the Interest Section to refresh your memory on what each Heading means.

Which Areas have ranked the highest?

1.

2.

3.

Are your results similar to the section on Interests?

Things to remember:

You have now completed some samples of tests available to you. You have lists of information about yourself in the areas of Personality, Skills, Interests, and Values. There are some major things to remember when you are exploring career possibilities through Self Assessment.

#1 **No one test is perfect for everyone**. No test will give you all the information you will need, and as you probably found out, you will like some tests better than others. Just as your friends and you have different opinions on what toppings make a great burger, you will differ on which Assessment tools are the most useful. No Personal Assessment tool is magic.

#2 **You should take several tests in each area.**

#3 **Be totally honest on the test**s- there is no right or wrong, and the more honest you are, the more helpful the results

#4 **Reading results is not the end**. You need to think about the information you have learned about yourself.

#5 **Don't let the Tests and Tools Take Over.** The results are meant as a guide to get you thinking- they will give things to consider. Even though a tool may "label" you or indicate that you are a certain "type" don't let it replace your own feelings, thoughts, and intuition about yourself. At the same time, consider it a definite possibility that assessments just might suggest to you some career ideas and directions that you never thought of that just might be worth exploring.

Additional Resources for Personal Assessment

http://www.quintcareers.com/online_assessment_review.html
A top-notch source with a listing of assessment tests that are on-line and are $30 or under, many are free. There is also a rating of each tool set.

http://careerplanning.about.com/od/careertests/
From ABOUT.COM- links to several free on-line Assesment

http://career.missouri.edu/showtitles.php?&articles=177
An excellent game-like with lots of information and suggestions

http://online.onetcenter.org/skills/
has a free comprehensive skill search as well as job descriptions

Your Guidance Office or Counselor

The Library

Internet Search Engines such as Google
  Suggested Searches:
        Self Assessment
        Assessment Test
        Career Assessment Tests

PLEASE NOTE:

When using online Assessment tests, be sure they are free. There are many free ones available to investigate. If you find one that has a charge make sure you take or see a sample before you spend money.

MODULE 2C: STANDARDS ADDRESSED IN THIS MODULE

Pennsylvania's Academic Standards for Reading, Writing, Speaking and Listening (RWSL)

1.1.11. Learning to Read Independently

      E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.

Pennsylvania's Academic Standards for Career Education and Work

13.1.11.   Career Awareness and Preparation

      A. Analyze career options based on individual interests, abilities, aptitudes, achievements, and goals.