

Student Name: _____ Date: _____

Describe the impact of technological change in the workplace.

Objectives:

- A. Describe advantages and disadvantages of technology.
- B. Evaluate the relationship between lifelong learning and transferable skills.
- C. Predict what the future job market will look like.

MODULE 12A: INFORMATION SHEET

TO THE STUDENT: Read the following information and complete all activities.

Introduction

Your life is enriched by technology on a daily basis. New discoveries are helping individuals to live long, comfortable lives. You probably look forward to new items that will make life easier and faster. Yet, products that help you may also complicate your life.

- New products mean additional purchases and individuals can find themselves financially stretched.
- Technology can make things too easy. ATM cards mean fast cash. One can spend more money than planned simply because cash is readily accessible. Fast food surrounds us and many find it much easier to purchase a meal on the run rather than plan and prepare a nutritious meal.
- Technology can damage the environment. New chemicals and products that are not easily disposed of create waste management problems.
- Technology can be intrusive. How many recorded phone messages did you and your family receive this week?
- Technology can have negative impacts on families. Teens have many forms of entertainment that draw them away from family activities. For example, cell phones and computers can connect you to the world, but isolate you from your family.

Technology brings the world closer on a daily basis and technology seems to change on a daily basis. How can one prepare for a successful and profitable career if change continues to accelerate? This module will review technological changes in the workplace and provide information on lifelong learning and transferable skills. You'll be challenged to review workplace skills and list places

in your community where you can learn and update those skills. You will also have the opportunity to apply what you learn about technology and make some predictions about jobs for the future.

The Problem and Its Consequences

The global economy has created new markets as well as tough competition for U.S. businesses and industries. Legislators are challenged to create laws enabling the U.S. to successfully market products and services in other countries as well as receive goods that will allow for consumer choice and business profit. This balance is difficult to achieve and negotiations take place throughout the world in industrialized nations as well as third world countries.

Future employment for citizens in all counties will vary greatly as technology changes. Some jobs will disappear and others will be created. Students are challenged to develop an awareness of the global economy. This can be done by listening to and reading world news, following legislative sessions focusing on international trade agreements, becoming aware of local industry/business closings and openings, researching careers, and talking to people about opportunities in their field. Awareness will enable you to prepare and plan for change.

Individuals failing to keep abreast with technological change and the impact on business and industry may find themselves resistant to change and forced to change careers or accept jobs that are not to their liking.

Today's Workplace

Think about your community. Do you find an international presence? Consider restaurants, the foods in your local grocery store, the car that you drive, the clothing that you wear, the books on the library shelves and the languages spoken. Also consider local businesses and manufacturers. Do any have international clientele? Do any use imported products? Have any closed because of foreign competition? All of us are impacted by the global economy and the changing world of work.

Changing Technology

Changes in technology have greatly impacted our society. As a teenager your parents never used a cell phone. Today, most teens choose not to live without one! As a teenager your parents and their classmates may have considered a career in manufacturing. Today, many of those jobs don't even exist. The United States is rapidly moving from manufacturing to service industries. These service industries were created due to changes in society such as females entering the workforce and the need for instant gratification. Consider Internet shopping, fast food, catering, house cleaning, home maintenance, banking, telephones and digital photography. Individuals employed in each of these fields have experienced a number of changes in recent years.

The changes are not only production and product changes, but financial changes as well. The truth is that service jobs do not pay as well as manufacturing jobs. Individual and family incomes are lower than they were in the past. Individuals are no longer able to purchase items they once hoped to secure. First time homeowners may not be able to afford all the appliances, furniture and gadgets that they grew accustomed to while living with their parents. Lifestyles will change as budgeting and saving funds to acquire the latest technology continue to be a challenge for most individuals and families.

Lifelong Learning and Transferable Skills

No matter how well you prepare, change can be difficult. Losing a job due to changing technology is one change that impacts individuals, families and communities. As an individual you can develop skills, which will be useful in a number of jobs; thus, making a job change somewhat easier. Basic academic skills such as reading, writing, listening, speaking, and math are used in most workplaces. Also utilized are technical reading and writing skill. In addition, personal skills such as leadership, people management, self-management, honesty, integrity, the ability to accept supervision, motivation, teaching, time-management and diversity awareness are useful in most jobs. Technical skills such as computer skills are used worldwide. With some minor adjustments, all of these skills can transfer to a number of career fields.

In addition to developing transferable skills you will be challenged to learn new technical skills on a regular basis. Don't be satisfied with just enough technical skill to get by on the job. You will need to remain open and adaptable to new trends and changes.

Technology also demands life long learning. Few, if any, individuals will work in a static job. Your ability to accept and adapt to change quickly will increase your value as an employee. Your employer may provide and pay for additional training, but you will also have to develop a personal plan for lifelong learning. You should consider informal learning through the media, informal training and learning through volunteer experience and community education programs as well as formal classroom instruction at conferences, technical schools and community colleges.

Activity 1: Explore and Summarize Technology Changes

Directions: Ask your parents or an older adult to assist you in completing the following chart. Summarize and describe the industry as it appeared in 1980, as it appears today and make predictions as to jobs that will be eliminated or created within that industry in the future.

Industry	As it appeared in 1980	As it appears today	Future Predictions
Communications: TV, Radio, Phone, Newspaper, etc.			
Manufacturing			
Finance/Banking			
Apparel Industry			
Transportation			

Consider changes that you have observed in your community. What are three jobs you feel may disappear during your lifetime? Why?

1.

2.

3.

Activity 2: Transferability of skills

Directions: Consider the transferability of the skills listed below and complete the chart by listing jobs that utilize each skill. In the last column, list where in your community you might learn more about this skill 5 years from now.

Skill	Job	Job	Job	Lifelong Plan
Technical Writing				
Time-Management				
Problem Solving				
Computer Skills				
Decision Making				
Leadership				

MODULE 12A: STANDARDS ADDRESSED IN THIS MODULE

Pennsylvania’s Academic Standards for Career Education and Work**13.2.11. Career Acquisition (Getting a Job)**

- E. Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to:
- Commitment
 - Communication
 - Dependability
 - Health/safety
 - Laws and regulations (i.e. Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets)
 - Personal initiative
 - Scheduling/time management
 - Team building
 - Technical literacy
 - Technology

13.3.11. Career Retention and Advancement

- F. Evaluate strategies for career retention and advancement in response to the changing global workplace.
- G. Evaluate the impact of life long learning on career retention and advancement.

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: _____

List the occupational opportunities at your present skill level.

Objectives:

- A. Describe the three types of skills.
- B. Explain the difference between skills and duties.
- C. Reason how identifying your skills can help you get promoted or hired at another job .
- D. Rationalize how a job description can help you to identify your skills.

MODULE 12B: INFORMATION SHEET

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

The basics of skills

What are skills? Webster's *New World Dictionary* defines a skill as "a great ability or proficiency, expertness that comes from training, practice, etc." Employers do not just want to know where you have been and what your job titles were. They want to know what you can do. If you were planning to purchase a product that would cost thousands of dollars annually, you would want to know what it could do. The average person has between 500 and 800 skills! You need to identify at least five to ten skills that are the most attractive to your new boss. Many people have a hard time identifying their skills. It's this simple, a skill is anything you can do right now!

Why do you need to know your current skill level? Skills identification is essential to a successful job search or quest for a promotion. Employers want to know what it is you can do for them, not just what you have done for someone else. Knowledge of your unique skills is needed to successfully complete an application, write a resume, or answer interview questions. Skills identification is the first step towards a promotion or new employment.

Everyone has skills, hundreds of skills, many of which employers are looking for in an employee. Yet most people can only identify a few skills and are generally unable to describe them to an employer. Employers need to hear what you can do. If you were looking to purchase a product that would cost you thousands of dollars a year for many years, you would also want to know what it could do. The more skills you have identified, the easier it will be to convince a potential employer that you have what it takes to do the job.

The categories of skills

Job content skills. Job content skills are those skills used, when working at a specific job or occupation. For example an administrative assistant is skilled in typing, word processing, answering telephones, company correspondence, and filing. Job content skills are important to employers because they are the specific skills they are looking for in a candidate in order to accomplish the duties of the job. Job skills do not always come from employment. Along with the skills you used in previous jobs, you may have developed job skills through education, hobbies, community activities, and life experiences. Common activities, such as; shopping, managing finances, balancing a bank account, hosting a party, and teaching a child, all contain potential job skills.

Self-management skills or adaptive skills are sometimes called "personality traits". Self-management skills are the skills you use day-by-day to get along with others and to survive. They are the skills that make you unique. Sincerity, reliability, tactfulness, patience, flexibility, timeliness, and tolerance are examples of self-management skills. Employers look for these skills in candidates as evidence of how they will fit into the organization. How a person will "fit in" is an important consideration to employers.

Transferable skills. These are skills that can transfer from one job or occupation to another. They may be either self-management or job content skills, and may or may not have been developed through previous employment. To completely understand what skills someone has to offer to an employer, the prospective employee should carefully evaluate how their skills transfer into other employment opportunities. It is also important to look for ways to express this transferability to a prospective employer.

Job skills verses duties

Duties are the basic functions of an activity. Skills are tools to accomplish those functions. Duties or functions are a part of any organized activity, whether it is employment, volunteer work, or hobbies. A simple example is the management of a lemonade stand. The basic duties of a lemonade stand owner might be to manage lemonade operations including production, marketing, distribution, and finances. There are many skills needed to accomplish these functions including: mixing, measuring, planning, sales, customer service, writing, cash handling, record keeping, maintenance, timeliness, dependability, accuracy, and motivation. A complete list of skills would be very long.

Beginning to identify your skills

Writing out the duties or functions of an activity first can be a useful way to begin identifying skills. When presenting your skills to an employer, it is best to tie them to specific activities in which they were used. It is not enough to tell the employer your skills; you need to be prepared to tell them where, when, and how you used those skills.

Writing Your Skills Identifying, listing, and describing your skills is not an easy task. However, it is critical to an individual's career progression and plenty of time should be taken to insure all of the skills are identified. Listed below is an outline for skills identification that has been successfully used by many job seekers:

- List by title a job you have held. Start with your most recent employment and work backwards.
- Write a detailed description of four to five major duties.
- Think of the skills needed to accomplish each duty you have listed. Write those skills down on a piece of paper. Remember to look for both job content and self-management skills. Be sure to include tools used, machines operated, knowledge applied, etc.
- Repeat the above steps for each activity you anticipate describing to an employer either on an application, in your resume, or in an interview. Use this same process for other work-related activities including hobbies, volunteer work, and community experience.

Once you have completed this process you should have a long list of skills. The list should be too long to be of value to an employer. Go through the list and select those skills that match your job goal(s). These are the skills you will use when seeking your new position or job.

Skills and tasks

Tasks. Combinations of skills are used together to accomplish a task. We accomplish many tasks each day. Combinations of tasks make up an activity. Activities may be part of a job, volunteer work, hobbies, recreation, or daily life. Think of an activity as describing a major area of responsibility that requires a set of tasks. Some tasks are related to employment. A secretary writes a letter. A computer programmer proofreads computer codes. A cook prepares vegetables. Other tasks are accomplished in the course of our daily lives. Balancing a checking account, shopping, driving, and mowing the lawn are all examples of tasks. Tasks are part of our recreation, hobbies, and volunteer work. (See the chart on the next page).

Activity	Task	Potential Skills
Shopping	Shopping List	Planning and organizational skills Budgeting Time management Product evaluation Determining nutrition, etc.
Yard Work	Lawn Care	Physical endurance and coordination Equipment maintenance Safety operations Chemical applications, etc.

Examples of types of skills

Communication Skills: Listening, writing, or speaking. As a result of their academic work, Sarah Lawrence's students have been long recognized for their strong writing, speaking, and research skills, which will provide them with an edge over the competition.

Problem-Solving or Critical Thinking Skills: Analytical thinking, thinking abstractly, and identifying several solutions to the same problem.

Human Relations Skills: Advising, helping, cooperating, and teaching.

Organizational Skills: Assessing needs, planning, coordinating, and arranging, delegating.

Research Skills: Searching computerized databases and published reference materials, identifying themes, investigating problems, and analyzing data.

Job descriptions

A great tip: If you are seeking a promotion or a new job, ask for a copy of the job description for the position that you are seeking. The job description describes the nature and level of work that is performed in that job. The job description explains the job duties and responsibilities that are essential or major job functions, are regularly performed, and cover at least 90% of a position's job duties.

Job description example:**Administrative Services Aide**

Work Schedule: Part-Time / Monday through Friday, 1 to 5 p.m.

Pay/Salary: \$8.44 to \$10.55 per hour

Summary Responsible for assisting various offices of the administrative services division to supplement the staffing requirement during peak times and to provide substitute coverage when necessary.

Essential Duties and Responsibilities:

- Performs general secretarial duties including; word processing, filing, database functions, and operation of office equipment.
- Maintains confidentiality of materials.
- Opens resumes, sorts, copies, and sends acknowledgments to all candidates responding to employment notices via regular mail, faxes, and e-mail.
- Operates the switchboard and receives visitors to the college.
- Sorts and distributes mail, faxes, and interoffice memorandums.
- Performs other duties as assigned.

Qualifications: High school degree or equivalent required. Typing, filing, and office skills necessary. Computer literate with ability to use Microsoft Office software. Good communications skills. Ability to work under pressure.

What is included in a well-written job description:

1. The primary purpose of the job.
2. The essential duties and responsibilities of the person doing the job, which should include all-important aspects of the job.
3. Any supervisory responsibilities. Are there subordinate supervisors reporting to this job? If yes, how many?
4. Education and/or experience that are needed to successfully accomplish the essential duties of the job.
5. Licenses, certificates or registrations that are required.

How job descriptions relate to skills

If you are seeking a new position or a promotion, obtaining a copy of the job description will help you to identify the skills employers identified as essential (Important). You can then compare your skills the skills the employer listed on the job description. If you have most of the skills that the employer is seeking, apply for the position. Understand that you do not need to have all of the skills listed in the job description. If you have most of them, you will be able to do the job effectively. The skills that you do not have will tell you where you are weak. You must be able to explain to the employer what you will do to obtain the skills, so you will be completely qualified to do the job as soon as possible.

MODULE 12B: STUDENT ACTIVITIES

TO THE STUDENT: After reading and studying the information sheet, complete the following activities.

Activity 1: Skills development methods exercise

- Step 1** Write the title of two employment-related activities that you feel would be most impressive to employers. Remember, some of the activities can come from skills you gained while working for community organizations, volunteer activities, and employment.
- Step 2** List the tasks involved in performing this activity. Tasks are the basic functions of an activity.
- Step 3** List the skills involved in accomplishing each task. Be sure to include job, self-management, and transferable skills.

Activity Title	Task	Skills-- job, self-management, transferable

Activity 2: Skills identification exercise

The following exercise can be used to identify your strongest adaptive and transferable skills. These are the skills you will market to employers during interviews and throughout your job search. To complete the exercise, check whether or not you use the skills usually or sometimes. Then indicate whether or not you enjoy using the skill and if you do it well.

SKILL	Use Frequently	Use Sometimes	Enjoy	Do Well
ADAPTIVE SKILLS				
Accept supervision				
Get along with co-workers				
Work productively				
Get things done on time				
Maintain good attendance				
Honest				
Punctual				
Ambitious				
Assertive				
Capable				
Cheerful				
Competent				
Conscientious				
Dependable				
Intelligent				
Motivated				
Persistent				
Imaginative				
Helpful				
Humble				
Strong (physically)				
Practical				
Reliable				
Resourceful				
Confident				
Problem solver				

SKILL	Use Frequently	Use Sometimes	Enjoy	Do Well
Tactful				
Tenacious				
Trustworthy				
TRANSFERABLE SKILLS				
Interpret data				
Assemble/organize information				
Manage finances				
Check for accuracy				
Classify information				
Compare data and information				
Compile data				
Check for detail				
Investigate error				
Observe/inspect				
Research information				
Take inventory				
Working with People				
Instruct others				
Negotiate conflict				
Meet the public				
Administer policy				
Care for others				
Confront others				
Counsel others				
Demonstrate new ideas				
Maintain diplomacy				
Listen well				
Supervise others				
Teach others				
Trust people				
Understand others				
Using Words and Ideas				

SKILL	Use Frequently	Use Sometimes	Enjoy	Do Well
Write effectively				
Speak publicly				
Communicate verbally				
Conceive projects/proposals				
Present new ideas				
Edit written material				
Leadership Skills				
Make decisions (decisive)				
Influence others				
Explain things to others				
Motivate people				
Manage or direct				
Solve problems				
Run meetings				
Creative				
Have artistic tendencies				
Perform or act				
Conceive new ideas				
Draw and/or paint				
Invent				
Design				

After completing the exercise, please indicate your top three-adaptive/transferable skills.

1. _____
2. _____
3. _____

Now that you've begun to gauge your adaptive and transferable skills, list three skills that are job specific. Examples include: handling blood samples, performing accounts payables, creating designs using AutoCAD.

1. _____
2. _____
3. _____

Next, identify the titles of the positions of a position that you may wish to pursue in the future. Researching the labor market to assess what job titles are used to refer to the positions you're interested in will help you identify your top three job titles. Check classified job listings under the industry/position category in which you are interested to identify the titles employers use for the type of job you are pursuing. Take a few minutes to list related job titles. Examples include: administrative assistant, medical laboratory technician, restaurant manager.

1. _____
2. _____
3. _____

Activity 3: Identifying duties and rating skills

Instructions:

1. Select a duty that is a part of your job.
2. Write a brief description of how the duty is performed.
3. List the skills used to perform the duty under the skills section of the chart below.
4. Honestly rate your skill level by checking beginner, advanced or expert in the box to the right of the skill you just listed on the chart.
5. Look at the chart and see where you need improvement. Remember, your goal should be to become an expert in all the skills, which you need to perform while doing your job.

Duty: _____

Description: _____

Skill	Beginner	Advanced	Expert

Skill	Beginner	Advanced	Expert

MODULE 12B: 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.

13.3.11. Career Retention and Advancement

- A. Evaluate personal attitudes and work habits that support career retention and advancement.

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

- F. 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

- 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: _____

Establish short-term and long-term goals.*

Objectives:

- A. Explore and list short-term goals,
- B. Explore values that will develop meaningful long-term goals.
- C. Provide information that will help to set individual long-term goals.
- D. Establish long-term goals and objectives for reaching these goals.

MODULE 12C: INFORMATION SHEET

TO THE STUDENT: Read and study this information sheet and then complete the student activities at the end of this module.

What is a goal?

A wish is simply a desire or a dream while a goal is the end to which effort is directed. Sometimes people confuse their goals with their wishes. A wish can become a goal if a person actively works toward reaching it. By having your goals clearly in mind, you can decide how important each is to you. When you do this, you are prioritizing your goals.

Some students feel they cannot control the shape of their future. Others feel the future is all a matter of chance. Through effort and determination, a student can control what is going to happen, when it will happen, and how it will happen.

Short-term goals are of various types: work, non-work, personal relationships and learning. Trying to achieve one goal might help or hinder reaching another.

By thinking about what you would enjoy about reaching your goals, you can make decisions and write down lists of goals. Finally, you can rate your goals in order of importance to you and begin to develop strategies to reach them.

**(This is also CAPS Modules 35 and 36, used with permission.)*

For example:

Goal: Improve my English grade this marking period.

Strategies: Make a study plan and do all homework.
Get a study partner.
Check with my English teacher every two weeks to see how I'm doing.

What is long-term goal setting?

Before you can achieve any long-term goals in life, you have to set them. The purpose of this module is to help you examine your personal values in order to set some realistic long-term goals.

Some of your possessions and activities are more important than others, and you will find the same to be true as you grow older. Your personal values may place extra importance on possessions, religion, friendship, marriage, work or any number of other things. Until you have a clear sense of what is important to you, it will be difficult to attain any long-term goal.

"Nothing is really work unless you would rather be doing something else."

James M. Barrie, Author of Peter Pan

There is really no right or wrong value system to determine goal setting; however, you need to be sure that the values are "yours" and not those of a friend or the star of your favorite television show.

Activity 1 contains an exercise that will help you to recognize where your priorities are now. By taking a good, honest look at these, it may help you to work toward long-term goals in the future.

What is a goal setting objective?

Have you ever stopped to wonder what makes people successful? Talents and abilities are certainly important, but an equally important aspect of success is "knowing" what you want. When you do, you can choose actions that will lead toward your goal.

Most business and industrial people define what they want and where they are going by setting long-range goals. Their plans for meeting these goals are called "objectives." Objectives, in other words, are the measurable steps you will need to reach your long-range goals.

The more specific you can be in stating a goal and the steps for reaching it, the better your chance for success. General long-range goals ("I want to be happy" or "I want to be successful") need to be broken down into smaller attainable parts. This process is called goal objectives.

"The harder you work, the luckier you get."

Gary Player, professional golfer

An example of a specific goal may be to save \$100,000 by the time you are 30 years old. With this goal, objectives could be:

1. Open a savings account while you are on your co-op job.
2. Start a systematic habit of saving at least \$5 of each paycheck.
3. By graduation time, research continued education through community college or post-high school trade schools.
4. Research investment options that you could afford upon graduation.

MODULE 12C: STUDENT ACTIVITIES

TO THE STUDENT: After reading the Information Sheet above, complete the following questions.

SHORT-TERM GOALS

Activity 1: Use the word bank below to complete the statements.

chance	learning	importance	regular reviews	help
goal	prioritize	controlling	compare	

1. In order to achieve what they want in the future, students should begin to _____ their goals.
2. A _____ is the end to which effort is directed.
3. By setting goals, we take an important step in _____ our future.
4. Goals should be listed for work, _____, personal and non-work (leisure) areas.
5. To prioritize your goals means to list them in their order of _____ in your lives.
6. By writing down your goals, you will be able to _____ them so you can be aware of conflicts between them.
7. Determination to reach short-term goals requires _____ of the progress made toward them.
8. To gamble on reaching your goals is to leave your future to _____.
9. Working toward one goal might actually _____ you to reach another.

Activity 2: Fill in five of your short-term goals in each section.

A. Work Goals

Think about what specific kind of work you want to do within your field or company. What level of that kind of work do you want to do? With whom do you want to work with?

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

B. Personal Relationship Goals

Think about what kind of relationships you want to have with friends or family.

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

C. Non-Work Goals

What leisure activities and level of skills do you want?

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

D. Learning Goals

What grades do you want to improve? What new skills do you want to learn?

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

Now, rate your short-term goals. List the five most important starting with number one as the most important, number two next, etc.

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

LONG-TERM GOALS

Activity 3: What do I enjoy doing?

List ten things you enjoy doing. Take some time to think about each activity. You may consider such things as bike riding, skiing, hobbies, working your co-op job, etc.

(*see instructions below)

ACTIVITIES	1	2	3	4	5	6	7	8	9
1. _____	___	___	___	___	___	___	___	___	___
2. _____	___	___	___	___	___	___	___	___	___
3. _____	___	___	___	___	___	___	___	___	___
4. _____	___	___	___	___	___	___	___	___	___
5. _____	___	___	___	___	___	___	___	___	___
6. _____	___	___	___	___	___	___	___	___	___
7. _____	___	___	___	___	___	___	___	___	___
8. _____	___	___	___	___	___	___	___	___	___
9. _____	___	___	___	___	___	___	___	___	___
10. _____	___	___	___	___	___	___	___	___	___

* To the right of each activity:

In column 1: Write a P if the activity is usually done with people.
Write an A if it is usually done alone.

In column 2: Write a \$ if the activity costs more than \$5.

In column 3: Write an O if the activity is usually done outdoors.
Write an I if it is usually done indoors.

In column 4: Write an F or M if your father or mother would probably have the activity on his/her list.

In column 5: Write a W or H if it is very important that a future wife/husband include this activity on her/his list.

- In column 6: Write an O if you now do this activity often.
Write an ST if you do it sometimes.
Write an R if it is done rarely.
- In column 7: Write a 2 if you would have listed the activity two years ago.
- In column 8: Write an A if the activity requires you to be physically active.
Write a P if the activity is physically passive.
- In column 9: Rank the 5 activities you like best in the order of importance from 1 to 5 (1 = most important; 5 = least important).

Applying the Value Categories

Now that you have completed the value survey, let's look at your profile.

If column number 1 shows you are more "people" oriented, you may want to plan long-term goals that involve "others" as opposed to goals that are more self-centered. The opposite may be true if this column contains a majority of A's.

If column number 2 contains more than \$5 in each category, it may require you to start a systematic savings plan. We will cover more on this later in our objectives exercise.

If column number 3 indicates that you are a more "outdoor" person, your long-term goals may center around such occupations as an athlete, flight attendant, mail carrier, carpenter, etc. On the other hand, if this column shows your values are more "indoor" oriented, you may consider such occupations as teacher, cook, secretary, artist, printer, etc.

If column number 4 indicates your father or mother may have these values on his/her lists, it would be a positive step in your direction to set long-term goals. Either or both parents could help you to attain your goals.

By now you have the idea and can analyze the remainder of the column responses. Continue studying your responses.

Activity 4: Writing goals and objectives

After reviewing the objectives on the preceding page, you should be able to project some long-term goals and their objectives. You may want to use a couple of those top five value categories that you completed on page 4, column 9.

1. Write one long-term goal and two objectives that relate to your achieving success in some area of your life.

Goal:

Objective:

Objective:

2. Write one long-term goal and two objectives that involve a learning or educational plan.

Goal:

Objective:

Objective:

3. Write one goal and two objectives for a long-term financial plan.

Goal:

Objective:

Objective:

MODULE 12C: 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: _____

Identify different types of professional development

Objectives:

- A. Define professional development.
- B. Describe different types of professional development.
- C. Identify the benefits of professional development to an employer.

MODULE 12D: INFORMATION SHEET

TO THE STUDENT: Read and study the following information and complete the student activities at the end.

What is Professional Development?

Professional Development is a series of ongoing, focused activities meant to further your education and training in your career choice. These are activities designed to nurture and develop individual growth in a particular field. Professional Development develops and delivers programs and services that enable professionals to be more effective, productive, and competitive. Professional Development Programs should enhance the skills of individuals.

What is the importance of Professional Development?

The importance of professional development is to develop new skills and refine existing ones. This should be ways that offer insight into career-enhancing behavior. Companies should plan in their budget for professional development.

Here are four reasons why continuing professional development is important now:

1. Business growth is dependent on investment in focused employee training and development.
2. Employers are increasingly required to assist their staff in developing professional skills.
3. Employees are encouraged to gain academic credit for different forms of learning in the workplace.

4. Individuals who show evidence of continuing professional development are considered as desirable employees.

Different types of Professional Development

There are many types of professional development opportunities available to workers. Most of the activities that will improve job performance and have the approval of the program director will count as professional development.

Some options include:

- Workshops
- Conferences
- Institutes
- Focus Groups
- Peer Mentoring
- Presenting/Facilitating
- College Courses
- Seminars
- Continuing Education

What are the benefits of professional development to an employer?

- Better trained and more highly skilled staff with increased potential for improved job performance.
- Recognition of in-company courses and training programs.
- Opportunities to accumulate credit from a range of learning activities towards a university degree.
- Improving potential through demonstration of a commitment to learning and personal development.
- Motivates staff to work towards recognized qualifications.

MODULE 12D: STUDENT ACTIVITIES

TO THE STUDENT: After reading and studying the information sheet, complete the following activities.

Activity 1: Answer the following questions.

1. Define “professional development” in your own words.

2. Why do you think professional development is important?

3. Give three (3) reasons why continuing professional development is important.

4. List five (5) examples of different types of professional development.

5. How does professional development benefit an employer?

Activity 2: Examples of professional development conferences or seminars

Go on the internet and find at least three examples of professional development conferences or seminars that will be held at this time. List date, time, place and a brief explanation of conference or seminar.

Name of conference or seminar: _____

Date: _____ Time: _____ Place: _____

Brief Explanation: _____

Name of conference or seminar: _____

Date: _____ Time: _____ Place: _____

Brief Explanation: _____

Name of conference or seminar: _____

Date: _____ Time: _____ Place: _____

Brief Explanation: _____

Activity 3: College or Continuing Education

Using the Internet or college catalogues name two colleges or other post-secondary institutions that you could attend to further your education in the career of your choice.

College Name _____

Location _____

College Name _____

Location _____

MODULE 12D: STANDARDS ADDRESSED IN THIS MODULE

Pennsylvania’s Academic Standards for Career Education and Work

13.3.11. Career Retention and Advancement

- F. Evaluate strategies for career retention and advancement in response to the changing global workplace.
- G. Evaluate the impact of life long learning on career retention and advancement.

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: _____

Discuss changes in your job/career.

Objectives:

- A. Identify attitudes about change situations.
- B. Identify changes could be made in the workplace.
- C. Discuss opportunities for change while participating in a brainstorming session with a team.

MODULE 12E: INFORMATION SHEET

TO THE STUDENT: Read and study the following information sheet then complete the student activities at the end of this module.

Introduction

CHANGE! Just that simple word causes many of us to cringe. We want the status quo. We are used to things just the way they are. We get “comfortable” in doing things a certain way and when someone suggests we have to change the way we have been doing things, we may get upset. We certainly are creatures of habit. Life throws us enough curves that we don’t need any more, especially at work.

Well, whether we like it or not, life is all about change. The seasons change. We grow older and we change. Our situations (as a son or daughter, parent, brother or sister, friend, husband or wife) change throughout life. This is true with our jobs. There might be a change in what we do on the job or how we do it, or even a total change of jobs! We are being told today the today’s teenagers can expect to change their jobs at least “SEVEN TIMES” in their lifetime! Gone are the days when you started working for one company and stayed there until you retired. Oh sure, it can happen, but it is not as likely today as it was a few generations ago.

Changing workplace trends

We’ve already talked about the changing workplace trends. The growing need for people with associate degree technical education and less need for people with a four year liberal arts college degree. We talked about the SCANS Report and what their expectations were for young workers, such as the rapid technological changes in the workplace and the need for workers in these technologies. We talked about how there are “Other Ways To Win” in securing a rewarding career other than thinking four years of college will guarantee you that good job. We

have heard about “diversity issues” in the workplace and we need to understand what that means for us.

The need for more “teamwork” and “flexibility” from workers today is another area of change. The tendency toward looking at “Total Quality” is another change in the workplace that involves looking for the involvement of everyone at the workplace to participate in a continuous system of improvement to raise the quality of workforce production and products.

At work, employers are always willing to bring about change if it means things like improving the quality of their product or service, improving productivity (cutting costs), providing more jobs, capturing more markets (improving profits). Sometimes, your participation may involve being introduced to new concepts and ways of doing things.

Participating in brainstorming

You may be involved in sessions where workers are asked to **brainstorm** ideas to investigate alternative approaches. Brainstorming allows you to let go of being super critical of suggestions and just let the creative juices flow out. You don't judge the suggestions yet, you just list them all, no matter how wild and wacky they may seem at first. Sometimes a wild, unconventional, “outside the box” idea may work the best. Sometimes we need to begin to freely think with new rules and not be confined by old ways of thinking through a problem. We may have to change our paradigm (i.e. the way we view a situation or the world)! After all the choices or alternatives are listed, then you sit down and go through the pros and cons of each one and evaluate them. One of the greatest changes we will evaluate is whether to accept a **NEW JOB OPPORTUNITY**. We will need to **BRAINSTORM** all the issues and factors before we start to evaluate them.

MODULE 12E: STUDENT ACTIVITIES

TO THE STUDENT: After reading the information sheet, complete the following activities.

Activity 1: Match the following words and definitions

- | | |
|---------------------------------|---|
| ___ 1. Change | A. Helps prepare workers to better accept the individual differences of others and not let those differences hinder work productivity. |
| ___ 2. Total Quality | B. Allowing many suggestions flow from a person or group of person, and you reserve discussion and judgment until all options are listed. |
| ___ 3. Diversity training | C. To keep things the same. |
| ___ 4. Comfort Zone | D. The way we view a situation or the world. |
| ___ 5. Brainstorming | E. This means we have to come up with a new way to look at a situation. Don't limit yourself by past practice. |
| ___ 6. SCANS Report | F. This refers to the new educational school of thought that says you need to look at another way to be successful in a career path besides locking into just the 4 yrs of college. |
| ___ 7. Other Ways To Win | G. You are very reluctant to leave this place of security. You feel safe if you don't change. |
| ___ 8. Paradigm | H. Presidential Educational Commission of the 1990s that assessed the work- place readiness of our youth. |
| ___ 9. Status Quo | I. Sometimes good, sometimes not so good. You can always count on it happening. You need to adjust to it. |
| ___ 10. Think "out of the box." | J. Everyone working together to improve the process, the services and product. |

Activity 2: Answer the following questions in complete sentences.

1. When YOU think of change, is it a positive or negative reaction to you and WHY?

2. Describe two changes you would like to see at your high school.

3. Describe two changes you would like to see at your worksite.

Activity 3: As a team, read the following case study and discuss the choices Bill Walters is facing. Then write a team response to the question, “What would be your decision and why?” Share your response with the class.

CONSIDERING A JOB CHANGE What Would You Decide?

PROFILE: Bill Walters, 29, lives in Tunkhannock with his wife Sally, 28, and three children, Bill Jr, 8, Alice, 6, and Kevin, 2. Since the untimely death of his parents a few years ago, Bill also cares for his youngest brother, Adam, who is 15. Their large, old farmhouse is located in a rural area just outside of town. Sally’s mom and dad are still living and reside in Wyalusing. Most of their other family members (4 siblings/in-laws) live within an hour from them.

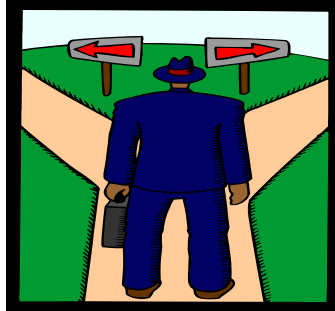
Bill is an assistant manager at Wal*Mart in Tunkhannock. He works 35-40 hours per week. During the Christmas season, he works 38-45 hours. He has worked his way up to that position over the last eight years with the company. He has an Associate Degree in Business Management from Lackawanna College. He has been an assistant manager for the last two years. He makes \$40,000 a year, has two weeks paid vacation, and has FULL health benefits through Wal*Mart (He pays 25%, the company pays 75%). Also included is dental coverage, but **not** optical coverage. He enjoys his job.

Sally is very active in the local church choir. Bill Jr. attends Tunkhannock Area Elementary School and brother Adam is a sophomore at the high school. He is president of the Sophomore Class and on the football and basketball teams. Bill and his brother Adam love to hunt and fish.

OPPORTUNITY: A friend of Bill’s Dad, Harold Stevens, is a very successful businessman. He recently purchased a large family business (REDMOND’S BAKERY) in Philadelphia. That business was a family bakery that had run into financial troubles and sold out to Mr. Stevens. Mr. Stevens has plans to bring the business back strong in the Philadelphia metropolitan area. Because he wants to help Bill financially, and he knows Bill has experience in hiring and managing employees, Mr. Stevens has offered Bill a job as the “Route Sales Manager/Trainer” to hire and work with the many drivers who deliver the company’s baked goods to stores though out the area. Mr. Stevens hopes Bill can help with the heavy turnover with these route drivers. The drivers get between \$18,000 and \$24,000 per year and can get a 25% of their basic health coverage paid for after 6 months on the job. Until then, they can purchase the insurance program at group rates, but they pay 100% of the coverage. The drivers have a 48 hour work week. Bill’s job offer includes \$53,000 salary, FULL health benefits paid TOTALLY by the company that includes dental and optical coverage. He will also get a 2% incentive bonus on any amount ABOVE THE GROSS QUOTA SALES TARGET (up to \$1,000 per month maximum). He will also get three weeks paid vacation. WHAT SHOULD BILL DO?

**CONSIDERING A JOB CHANGE
What Would You Decide?**

C - A - S - H - B - I - L



Bill Walters and His Job Change Checklist

WAL*MART JOB

REDMOND'S BAKERY

Contentment
+ -

Contentment
+ -

Advancement
+ -

Advancement
+ -

Security
+ -

Security
+ -

Hours
+ -

Hours
+ -

Benefits

+ -

Benefits

+ -

Income

+ -

Income

+ -

Location

+ -

Location

+ -

As a team, discuss what would be your decision and why. Write your response below and share with the class.

MODULE 12E: 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.

1.5.11. Quality of Writing

- F. 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).

1.6.11 Speaking and Listening

- A. Listen to others.
- Ask clarifying questions.
 - Synthesize information, ideas and opinions to determine relevancy.
 - Take notes.
- D. Contribute to discussions.
- Ask relevant, clarifying questions.
 - Respond with relevant information or opinions to questions asked.
 - Listen to and acknowledge the contributions of others.
 - Adjust tone and involvement to encourage equitable participation.
 - Facilitate total group participation.
 - Introduce relevant, facilitating information, ideas and opinions to enrich the discussion.
 - Paraphrase and summarize as needed.