

Transition to Work and Self Sufficiency Video Series

Instructor's Guide for ***The Right Job for You***

Overview

If you are looking for work, odds are you are willing to take just about any job as long as it pays well. But truthfully we are all looking for the *right* job. The job that will help us to become self-sufficient and will lead us down a pathway to success. The job that matches our interests and uses our skills. The job that will help us to achieve our dreams.

A job is more than just a paycheck. It is a means to accomplishing one's personal and life goals. It also can be a rewarding experience in and of itself, outside of the income it provides. A job is simply a next step—a career is where that next step takes you. Because of this, it is important to plan your career *before* you open the want ads or mail out a resume.

The video helps students learn how to research occupations and plan their careers. Along the way they will learn how to set both short- and long-term goals, to research job objectives that fit their interests and skills, and to use this information to map out a clear career path to help them achieve their goals. The video tracks the progress of four job seekers—Tanya, Jack, Karen, and Anthony—as they move through these steps, and students should be encouraged to share their own goals, interests, skills, and plans as well. Feel free to pause the video for activities and discussion as your own schedule dictates.

Presentation Suggestions

Begin by asking students *why* they work? This may seem like a simple question with one obvious answer, but encourage students to think beyond the need for a paycheck. If students start with income, encourage them to consider what they expect that income to *do* for them. What goals do they hope to reach? Then ask them what other needs work can fill *outside* of income. What other personal and life goals can the right job help them to accomplish? Are these goals that can be achieved this month? In the next six months? Or are they long-term career goals taking years to achieve?

Point out part of finding a job is discovering which job is best for you. That means having clear goals and preferences in mind and researching occupations to narrow down the jobs

that will help you reach those goals, meet your needs, and find satisfaction. Students may consider such long-term planning a waste of time, so be sure to encourage them to take the time to consider the impact their current choices will have on their future direction.

When you feel students have begun thinking about these issues, give them the **Anticipation Quiz** to complete prior to watching the video. If you wish, allow the students to state their answers and discuss them.

Show the video. Encourage students to take notes or to make changes to the answers they put down for the Anticipation Quiz while watching the video.

At the conclusion of the video, ask students to discuss any changes they made to their answers on the Anticipation Quiz as a result of information they learned. Follow up this discussion with the **Activities**.

Use the **Discussion Questions** to request oral or written responses from students or assign the questions as homework essays.

Give the **Quick Quiz** at the conclusion of class and correct the quizzes as a group. Assign the **Homework Option**, if desired.

Anticipation Quiz

Directions: Answer these questions as completely as possible. You may revise your answers as you watch the video.

1. What role does your interests play in your job search?
2. What are some examples of short-term career goals?
3. Why bother to set long-term goals when they are likely to change?
4. What factors should you consider when looking for a job?

Answer Key

1. Knowing your interests can help you to both discover potential jobs that you might enjoy and be good at and to narrow down the kinds of jobs you would like to pursue.
2. Answers will vary. Possibilities include, researching job titles, writing a resume, filling out an application, or signing up for an online course.
3. You should consider your long-term goals when making decisions and taking action in the short-term. Decisions you make now will affect the opportunities you have for the future.
4. Income, outlook, requirements, working conditions, amount of responsibility, nature of the work, benefits (answers may vary).

Activities

Activity #1

Title: Setting Goals

Format: Individual

Time: 20-30 minutes

Materials: Worksheet, pen

Procedure:

1. Use the worksheet provided with this guide to help students set both short-term and long-term career goals. Remind students that short-term goals are often simple but that they build up to long-term goals.
2. When they are finished, instruct students to go back through their list of goals. Do the short-term goals lead up to the long-term ones? If not, are there additional steps (short-term goals) required to reach the long-term goals?
3. Provide students with another blank copy of the worksheet and encourage them to try this exercise again next week. Have them consider how one's goals change with time.

Activity #2

Title: Taking an Interest

Format: Individual

Time: 20-30 minutes

Materials: Worksheet, pen

Procedure:

1. Use the worksheet included with this guide to get students thinking about how their interests relate to career clusters. Have them rank career clusters from 1 to 16 based on how much interest they have in each.
2. Have students choose the career cluster they are most interested in exploring further. Then have them list three jobs associated with that cluster that they would like to research in more depth.
3. If there is time, provide the class with several career information resources, such as the *Occupational Outlook Handbook*, so that they can begin to research the job titles that they've chosen.

Discussion Questions

1. Is money the most important factor to consider when looking for a job? Why or why not?
2. What factors should you consider when researching jobs? Which of the following are most important to you in your work: working conditions, education and training required, job outlook, average earnings, nature of the work, amount of responsibility, the people you work with, the potential for advancement? Why?

3. What is the difference between a job and a career? How does our choice of jobs affect our long-term career plans? Why is it important to look down the road and make a career map?

Quick Quiz

Note: You may read these questions out loud, allowing time for students to respond, or copy and hand this out as a written exercise.

Directions: Indicate whether each statement is true or false, according to the video.

1. Income is the only factor to consider when looking for jobs.
2. A short-term goal is one that can be accomplished within the next five years.
3. The *Occupational Outlook Handbook* offers job descriptions for hundreds of jobs covering 90 percent of the workforce.
4. You should consider all possible jobs when looking for work.
5. Your long-term goals are your blueprint for the future.
6. Most occupational information is available for free online.
7. Researching the kind of job you want can actually help you during the job search itself.
8. Your career direction is decided for you by circumstances beyond your control.

Answer Key

- | | |
|----------|----------|
| 1. False | 5. True |
| 2. False | 6. True |
| 3. True | 7. True |
| 4. False | 8. False |

Homework Option

Have students visit www.bls.gov/oco and research five job titles that interest them. Instruct them to take note of the working conditions, education and training required, job outlook, number of openings, average earnings, nature of the work, skills required, and potential for advancement. Have them come to class prepared to present on one of the jobs they researched.

Goal Setting Worksheet

In the spaces below, write down what you would like to accomplish in the timeframe given. Be sure your goals are realistic but positive.

Today's Goals

Tomorrow's Goals

This Week's Goals

This Month's Goals

This Year's Goals

Five-Year Goals

Matching Interests to Career Clusters

| Cluster | Description | Activities | Ranking |
|---|--|---|---------|
| Agriculture, Food, and Natural Resources | An interest in working with plants, animals, forests, or mineral resources for agriculture, horticulture, conservation and other purposes. | <ul style="list-style-type: none"> • Study soil samples • Raise animals • Grow flowers or trees | |
| Architecture and Construction | An interest in designing, assembling, and maintaining buildings and other structures. | <ul style="list-style-type: none"> • Design buildings • Install electricity • Operate heavy equipment | |
| Arts, Audio/Video Technology and Communications | An interest in creatively expressing feelings or ideas, in communicating news or information, or in performing. | <ul style="list-style-type: none"> • Write magazine articles • Take photographs • Perform in a play | |
| Business, Management, and Administration | An interest in making an organization run smoothly. | <ul style="list-style-type: none"> • Manage others • Keep accurate records • Show leadership ability | |
| Education and Training | An interest in helping people learn. | <ul style="list-style-type: none"> • Grade tests • Prepare course objectives • Plan group activities | |
| Finance | An interest in helping people and businesses secure their financial future. | <ul style="list-style-type: none"> • Predict financial trends • Analyze stocks • Prepare a budget | |
| Government and Public Administration | An interest in helping a government agency serve the needs of the public. | <ul style="list-style-type: none"> • Investigate fraud • Be a court clerk • Plan public programs | |
| Health Science | An interest in helping people and animals be healthy. | <ul style="list-style-type: none"> • Volunteer in a hospital • Research cures • Care for the infirm | |
| Hospitality and Tourism | An interest in providing others with a clean environment, good food and drink, comfortable accommodations, and recreation. | <ul style="list-style-type: none"> • Cut hair • Cook or bake for people • Plan a trip for others | |
| Human Services | An interest in improving people's social, mental, emotional, or spiritual well-being. | <ul style="list-style-type: none"> • Do social work • Counsel others • Interview people | |
| Information Technology | An interest in designing, developing, managing, and supporting information systems. | <ul style="list-style-type: none"> • Write computer programs • Maintain network security • Develop Web sites | |
| Law, Public Safety, Corrections and Security | An interest in upholding people's rights or in protecting people and property. | <ul style="list-style-type: none"> • Guard property • Fight fires • Investigate crimes | |
| Manufacturing | An interest in processing materials into products or repairing products using machines or hand tools. | <ul style="list-style-type: none"> • Inspect products • Install auto parts • Repair electrical systems | |
| Marketing, Sales, and Service | An interest in persuading others to buy something or adopt your point of view. | <ul style="list-style-type: none"> • Promote an idea • Sell products by phone • Raise money for a cause | |
| Science, Technology, Engineering and Mathematics | An interest in discovering, collecting, and analyzing information about the natural world, life sciences, and human behavior. | <ul style="list-style-type: none"> • Conduct experiments • Research • Solve math problems | |
| Transportation, Distribution and Logistics | An interest in operations that move people or materials. | <ul style="list-style-type: none"> • Drive long distances • Pilot an airplane • Operate a boat | |