

# Instructor's Guide for GETTING THE JOB YOU REALLY WANT VIDEO SERIES

## Getting to Know Your Job Objective

### Overview

This program helps students gain a better understanding of how their skills, values, interests, personality, and experience translate directly to the job market. It stresses that the first step in getting the job they really want is knowing exactly *what* they want and what is out there. It also suggests that students be aware and take advantage of trends in the job market and to set priorities in their career planning.

The video emphasizes the need for job seekers to both engage in self-evaluation and research career possibilities. In order to get the most out of this topic, you should encourage students to do both in class, if possible. You can give students assessments to help them identify interests, skills, and values. If you have access to a computer lab, students can use the Internet to research job titles and match them to their work preferences. If you don't have Internet access, consider bringing print resources to class and giving students time to research careers and industries that interest them. The following resources mentioned in the video can be especially useful.

- *Occupational Outlook Handbook (OOH)* published by the U.S. Department of Labor. This publication lists major occupations, pay, projected growth, and more. Also available at [www.bls.gov/oco](http://www.bls.gov/oco).
- O\*NET database from the U.S. Department of Labor at [www.onetonline.org](http://www.onetonline.org). This database lists more than 1,000 jobs. The *O\*NET Dictionary of Occupational Titles* is a convenient print version of the database and includes additional information.

Be sure to stress that the video is not designed to change students' minds about their career paths, only to help them focus their job objective so that they know exactly what they are looking for when they go to find job leads. For many, the exercises and information in this video will only reinforce what they already know about themselves. Be prepared, however, for students who suddenly find new possibilities in their career planning and need more information and guidance.

### Presentation Suggestions

Begin by asking students to describe their ideal job on paper. What would they be doing? Who would they be working with? Would they be indoors or outdoors? Would they be working day or night shifts? Would the work be easy or challenging? Would it

involve a lot of contact with others or almost none? What interests would it satisfy? What needs would it meet? Have students consider every aspect of the job, from working conditions to the potential for promotion to the kinds of personal values that the job would fulfill. If there is time, have students share their descriptions with each other.

When you feel the students have begun to think about their preferences, give them the **Anticipation Quiz** to complete prior to viewing the video. If you wish, allow the students to state their answers and discuss them.

Show the video. Encourage students 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.

Follow up the 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. Finally, you can 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 are some of the things you should consider when choosing a career?
2. Is money usually the most important factor for job satisfaction?
3. True or false: There are jobs out there that will match up with all of your preferences.
4. Name one resource for researching occupations.

## Answer Key

1. Answers vary but may include interests, values, needs, skills, longevity, mobility, earnings, industry trends, and personality.
2. No. Studies have shown that many other factors besides earnings are greater indicators of job satisfaction.
3. False. No job will match *every* personal preference, but some will come much closer than others and lead to more job satisfaction.
4. *Occupational Outlook Handbook, O\*NET Dictionary of Occupational Titles, New Guide for Occupational Exploration, the Internet.*

## Activities

### **Activity #1: My Career Preferences**

**Format:** Individual

**Time:** 20–30 minutes

**Materials:** Worksheet, pen

**Procedure:**

1. This activity mirrors many of the exercises prompted by the video. Give each student a copy of the **My Career Preferences** worksheet included in this guide. Then, based on what they learned in the video, have them list and then rank their career preferences.
2. When students have finished listing their preferences, have students pass their sheets around to other members of the class. Each person that gets the sheet should suggest one possible job that might match that student's preferences. Make sure the right worksheets get back to the right students. You can use this exercise as a precursor to the one that follows.

### **Activity #2: Group Research**

**Format:** Small group

**Time:** 20–40 minutes

**Materials:** 3 x 5 index cards, pens

**Procedure:**

1. Organize the class into groups of three.
2. Give each group a set of set of three index cards with one job title written on them; provide a different job for each group (for example, doctor, nurse, accountant, lawyer, waiter, teacher, mechanic, carpenter, etc.).
3. Using resources you provide, have students research the jobs on their cards. Be sure they research the job activities, work environment, earnings, outlook, and education required. If you'd like, you can use copies of the **Job Summary Sheet** included with this guide instead.
4. Go around the room and have each student pick one job that their group researched and say one interesting or useful thing they discovered about that job.

## Discussion Questions

1. What is the most important factor to consider when choosing your job objective? Why?
2. Why is it important to prioritize your preferences? Which of your preferences would you be willing to sacrifice if the job met all of your other needs and wants?

3. How can clarifying your job objective help you to be more successful in finding a job? How will it impact your long-term career planning and success?

## 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. If you read the quiz, write responses on the board or overhead.

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

1. Money is the leading predictor of job satisfaction.
2. You should consider current trends in the job market when choosing your job objective.
3. There are no easy ways to connect your interests to jobs.
4. Our personal values should have no impact on our choice of careers.
5. Three keys to finding satisfying work are fit, passion, and demand.
6. The *Occupational Outlook Handbook* describes jobs covering ninety percent of the workforce.
7. Focusing your job objective today can help you in your long-term career planning as well.
8. You should never compromise and take a job that doesn't satisfy all your preferences.

## Answer Key

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

## Homework Option

Based on the work they've done so far in class, have students choose three jobs that they would like to research further at the library or at home. Feel free to use the **Job Summary Sheet** included with this guide. Each student should come to the next session prepared to talk for two minutes about one of the jobs they researched.

# My Career Preferences

Fill in the following blanks:

The career cluster that interests me most: \_\_\_\_\_

Two things I value most in my work:

\_\_\_\_\_

Two skills I would like to use in my job:

\_\_\_\_\_

**Now go through all of the preferences listed below and circle the 10 that are most important to you. When you have finished, go back and rank those 10 in order of importance from most (1) to least (10).**

Matches my interests (listed above)	Independence
Matches my values (listed above)	Fast or slow pace
Uses my skills (listed above)	Chance to be creative
Challenging work	Contact with the public
Job security	Recognition
Lots of openings	Advancement potential
Good benefits	Allows for more free time
Varied work	Flexible schedule
Work that helps others	Good pay
Comfortable work environment	Work I am qualified for (requires no additional education)
Liking my coworkers	

**Use these preferences when defining your job objective and doing career research.**

# Job Summary Sheet

Job title \_\_\_\_\_

Skills needed for the job

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Nature of the work

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Working conditions

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Training, other qualifications, advancement

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Job outlook

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Earnings \_\_\_\_\_

Related occupations

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Sources of additional information

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Why did you select this job?

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