

**Senior 12<sup>th</sup>**

**Grade**

**Business Class**

**Packets**

**#11-16**

# 1. Job-Related Preferences Checklist

**Directions:** Place a mark (✓ or X) by the job preference descriptions that fit with your idea of yourself in your dream job once you complete your education or job training. When you are done, circle the three most important ones.

### My dream job...

- \_\_\_\_\_ is close to where I live.
- \_\_\_\_\_ pays a lot of money.
- \_\_\_\_\_ allows me to get promoted to have a higher paying position with more money.
- \_\_\_\_\_ has a health insurance plan.
- \_\_\_\_\_ has paid vacation.
- \_\_\_\_\_ has paid sick days.
- \_\_\_\_\_ will impress people.
- \_\_\_\_\_ allows me to learn new skills and improve myself.
- \_\_\_\_\_ is a place to meet new people.
- \_\_\_\_\_ makes me proud to work there.
- \_\_\_\_\_ is in a setting that is clean and neat.
- \_\_\_\_\_ is in a quiet place.
- \_\_\_\_\_ allows me to sit to do my work.
- \_\_\_\_\_ is outdoors.
- \_\_\_\_\_ is a permanent job, if I do good work and want to stay there.
- \_\_\_\_\_ allows me to work around other people.
- \_\_\_\_\_ allows me to work by myself most of the time.
- \_\_\_\_\_ allows me to help people.
- \_\_\_\_\_ allows me to move around while I work.
- \_\_\_\_\_ allows me to make important decisions.
- \_\_\_\_\_ allows me to work at something I really enjoy.

### Final questions:

What kind of setting(s) do you want to work in when you get a job? Check up to three settings, if you want to.

- |  |                                   |                                     |                                      |                                   |  |
|--|-----------------------------------|-------------------------------------|--------------------------------------|-----------------------------------|--|
| <input type="checkbox"/> health care   | <input type="checkbox"/> outdoors | <input type="checkbox"/> stock room | <input type="checkbox"/> animal care | <input type="checkbox"/> home     | <input type="checkbox"/> small store     |
| <input type="checkbox"/> farm or ranch | <input type="checkbox"/> hotel    | <input type="checkbox"/> office     | <input type="checkbox"/> mining      | <input type="checkbox"/> military | <input type="checkbox"/> law enforcement |
| <input type="checkbox"/> shopping mall | <input type="checkbox"/> factory  | <input type="checkbox"/> airport    | <input type="checkbox"/> warehouse   | <input type="checkbox"/> school   |  |
| <input type="checkbox"/> other _____   |                                   |                                     |                                      |                                   |  |

Is there anything else you are looking for in a job?

## 2. Job Search Analysis

Choose an occupation or job that you are interested in right now. Then, thinking about that job, identify job requirements, job skills, and job demands. **The type of job I am most interested in is** \_\_\_\_\_.

- JOB REQUIREMENTS:** What do I need for this type of work?  check the box
- High school diploma
  - GED
  - College degree: \_\_\_\_\_ 2 years of college \_\_\_\_\_ 4 years of college \_\_\_\_\_ 5 or more years of college
  - Career-technical certificate

- JOB SKILLS:** What basic skills do I need for this type of work?  check the box
- |  |   |   |  |
|--|---|---|--|
| <input type="checkbox"/> Surfing Internet                          | <input type="checkbox"/> Answering phone    | <input type="checkbox"/> Organizational skills  | <input type="checkbox"/> Mechanical skills               |
| <input type="checkbox"/> Familiar with PC                          | <input type="checkbox"/> Filing             | <input type="checkbox"/> Sorting skills         | <input type="checkbox"/> Welding skills                  |
| <input type="checkbox"/> Familiar with Mac                         | <input type="checkbox"/> Typing/keyboarding | <input type="checkbox"/> Math skills            | <input type="checkbox"/> Ability to use electrical tools |
| <input type="checkbox"/> Microsoft PowerPoint                      | <input type="checkbox"/> Social skills      | <input type="checkbox"/> Writing skills         | <input type="checkbox"/> Forklift operation              |
| <input type="checkbox"/> Microsoft Office (Word, Excel, Publisher) | <input type="checkbox"/> Cleaning skills    | <input type="checkbox"/> Reading skills         | <input type="checkbox"/> Carpentry skills                |
| <input type="checkbox"/> Facebook, Twitter                         | <input type="checkbox"/> Cooking skills     | <input type="checkbox"/> Problem-solving skills | <input type="checkbox"/> Painting skills                 |
| <input type="checkbox"/> Other: _____                              | <input type="checkbox"/> Child-care skills  | <input type="checkbox"/> Other: _____           | <input type="checkbox"/> Plumbing skills                 |
|  | <input type="checkbox"/> Customer service   |   | <input type="checkbox"/> Other: _____                    |
|  | <input type="checkbox"/> Other: _____       |   |  |

- JOB DEMANDS:** What does this job require me to do?  check the box
- |  |  |   |  |
|--|--|---|--|
| <b>Physical demands</b>                                    | <b>Dress code</b>                          | <b>Work environment</b>                     | <b>Communication</b>                                 |
| <input type="checkbox"/> Heavy lifting                     | <input type="checkbox"/> Uniform           | <input type="checkbox"/> Cold               | <input type="checkbox"/> Work alone                  |
| <input type="checkbox"/> Sitting                           | <input type="checkbox"/> Jeans & a t-shirt | <input type="checkbox"/> Hot                | <input type="checkbox"/> Work with a partner         |
| <input type="checkbox"/> Bending                           | <input type="checkbox"/> Suit and tie      | <input type="checkbox"/> Wet or damp        | <input type="checkbox"/> Work in a group             |
| <input type="checkbox"/> Standing                          | <input type="checkbox"/> Casual pants      | <input type="checkbox"/> Dry                | <input type="checkbox"/> A lot of talking            |
| <input type="checkbox"/> Walking                           | <input type="checkbox"/> Dress or skirt    | <input type="checkbox"/> In water           | <input type="checkbox"/> Very little talking         |
| <input type="checkbox"/> Other: _____                      | <input type="checkbox"/> Shirt with collar | <input type="checkbox"/> In the air/heights | <input type="checkbox"/> Listening to others         |
|  | <input type="checkbox"/> Boots             | <input type="checkbox"/> Indoors            | <input type="checkbox"/> Standard English (no slang) |
| <b>Academic Demands</b>                                    | <input type="checkbox"/> Tennis shoes      | <input type="checkbox"/> Outdoors           | <input type="checkbox"/> Other: _____                |
| <input type="checkbox"/> A lot of writing                  | <input type="checkbox"/> Other: _____      | <input type="checkbox"/> Mold/fumes         |  |
| <input type="checkbox"/> Accurate spelling                 |  | <input type="checkbox"/> Other: _____       |  |
| <input type="checkbox"/> Using a calculator                |  |   |  |
| <input type="checkbox"/> A lot of reading                  |  |   |  |
| <input type="checkbox"/> Following step-by-step directions |  |   |  |
| <input type="checkbox"/> Alphabetizing                     |  |   |  |

Note. From *Job Search Analysis*, by T. Nix, 2011, Lawrence: University of Kansas. Copyright 2011 by T. Nix. Adapted with permission.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### 3. Job Interview: Are You Ready to Answer Questions?

Think about answers to each of the following questions. Put a mark (✓ or X) in the box next to the questions you are ready to answer. When you feel confident that you can answer all of the questions, ask your teacher to interview you using questions from this list.

#### Personal Background (Identification)

- 1. Tell me about yourself.
- 2. How old are you?
- 3. In what civic or community activities have you participated?
- 4. Do you like people?
- 5. What do you do with your spare time?
- 6. What things do you do best?
- 7. Are there things that you do not like to do?

#### Education

- 1. What school do you attend?
- 2. Did you get any special training in high school?
- 3. What courses are your favorites? What courses do you dislike the most?
- 4. Do you participate in any extracurricular activities?
- 5. Are you frequently absent from school? If so, why?

#### Skill Training

- 1. What vocational skills do you possess?
- 2. What machinery can you operate?
- 3. How would you describe your computer skills?
- 4. Have you had any on-the-job training?
- 5. Did you receive any vocational training in high school?
- 6. Have you developed any vocational skills from your hobbies?
- 7. What are your qualifications for this job?

#### Work Experience and Preferences

- 1. Have you held any part-time or full-time jobs?
- 2. What duties did you perform on your job?
- 3. What did you like most about that job? What did you like least?
- 4. Why did you leave that job?
- 5. Did you and your employer get along well?
- 6. How much do you expect to be paid for this job?
- 7. Do you believe that you can perform the duties required for this job?
- 8. Where did you learn about this job opening?
- 9. What are your best and worst qualities?
- 10. Do you prefer to work alone or with other people?
- 11. What kind of an immediate supervisor do you prefer?

#### Vocational Interests

- 1. What type of work do you want to do? What job tasks do you least like to do?
- 2. How can you benefit our company?
- 3. How did you become interested in this type of work?
- 4. What do you know about our company?
- 5. What would you do if you could have any job at our company?
- 6. What are your long-range vocational plans?

Note. From *Job Interview: Questions Which Are Often Asked* (Road to Success Curriculum, Unit 3, p. 43), by D. R. Johnson, C. Ledford, and A. S. Gaumer Erickson, 2009, Lawrence: University of Kansas Center for Research on Learning. Copyright 2009 by D. R. Johnson, C. Ledford, and A. S. Gaumer Erickson. Adapted with permission.

## 5. Matching Your Strengths, Preferences, and Interests With a Specific Occupation

Do your strengths, preferences, and interests match the job you're interested in? Find out by first listing the job title: \_\_\_\_\_. Complete all columns by placing a mark (✓ or X) by the side of each statement when it applies. The "I Can Do This" column should only be completed by you. The "This Fits the Job" column should be completed by you, a school representative, or an employer. To complete this column, you may use an interview with an employer or conduct an Internet search, or you can ask an employer to complete it. Place a mark in the box for all matches in the "This Is a Match!" column.

Occupation or Job Requirements/Demands	I Can Do This	This Fits the Job	This Is a Match!
<b>Physical Demands:</b>			
Requires sitting (5-6+ hours per day)			
Requires standing/walking (5-6+ hours per day)			
Requires lifting/handling (30-60 pounds)			
Requires good use of hands/eye-hand coordination			
Requires normal vision (with or without correction)			
Requires normal hearing (with or without correction)			
Requires working a full 8-hour day			
<b>Physical Working Conditions:</b>			
Requires inside work (6+ hours per day)			
Requires outside work (6+ hours per day)			
Conditions include exposure to fumes, dust, or odors			
Requires use of hazardous mechanical equipment or materials			
May involve hazardous or dangerous activity			
Requires workers to be exposed to extreme noise			
Conditions involve extreme changes in temperature			
Conditions involve extreme changes in humidity			
Requires exposure to dirt, waste materials, or toxic materials			
Requires working with extreme heights or below ground level			
<b>Educational Requirements:</b>			
Requires completion of a high school education or higher			
Requires the understanding and use of written information			
Requires the use of a specialized job-related vocabulary			
Requires math computations or the use of calculators			
Requires computer skills			
Requires a fast typing speed			
Requires the use of specialized equipment or materials			
<b>Social Interaction Demands:</b>			
Requires frequent interaction with other workers/supervisors			
Requires frequent contact with customers, clients, or patients			
Requires supervision from more than one supervisor			
Requires workers to accept and use constructive criticism			
Requires knowledge of how and when to ask for assistance			
Requires group work or team work			

*Note.* From *Functional Assessment in Transition and Rehabilitation for Adolescents and Adults With Learning Disabilities* (pp. 59-62), by M. Bullis and C. Davis (Eds.), Austin, TX: PRO-ED. Copyright 1999 by PRO-ED. Adapted with permission.

## 7. Work Preferences and Values Inventory

Please place a mark (✓ or X) next to the choice that seems to be the most like you.

- 1. \_\_\_\_\_ work indoors  
\_\_\_\_\_ work outdoors
- 2. \_\_\_\_\_ work alone  
\_\_\_\_\_ work with other people
- 3. \_\_\_\_\_ work with your hands  
\_\_\_\_\_ work with your mind
- 4. \_\_\_\_\_ work in the daytime  
\_\_\_\_\_ work at night
- 5. \_\_\_\_\_ work for a boss  
\_\_\_\_\_ be a boss yourself
- 6. \_\_\_\_\_ create or build something  
\_\_\_\_\_ use plans someone else has made
- 7. \_\_\_\_\_ work in a city  
\_\_\_\_\_ work in the country
- 8. \_\_\_\_\_ make a lot of money at a job you don't like  
\_\_\_\_\_ enjoy your job but not make a lot of money
- 9. \_\_\_\_\_ have a job you can get when you finish high school  
\_\_\_\_\_ have a job that requires college
- 10. \_\_\_\_\_ have a job where you travel  
\_\_\_\_\_ have a job where you stay in one place
- 11. \_\_\_\_\_ work in your own home  
\_\_\_\_\_ work outside your home
- 12. \_\_\_\_\_ be famous  
\_\_\_\_\_ be known only to your friends and family
- 13. \_\_\_\_\_ have a job where you help other people  
\_\_\_\_\_ have a job where you work more with machines, papers, and other things

Look carefully at the choices you have made. List three jobs you might one day have that would interest you most.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

*Note. From Connections: A Transition Curriculum for Grades 3 Through 6 (p. 35), by Jefferson County Public Schools, n.d., Denver, CO: Jefferson County Public Schools. Copyright by Jefferson County Public Schools. Adapted with permission.*

## 9. Personal Strengths

**Directions:** Place a mark (✓ or X) next to any sentence that describes you. Then write additional strengths at the bottom of the page. When you've finished, put a star next to the three sentences that best describe you.

- \_\_\_\_\_ I'm reliable.
- \_\_\_\_\_ I'm friendly.
- \_\_\_\_\_ I'm easy to get along with.
- \_\_\_\_\_ I try to follow instructions.
- \_\_\_\_\_ I like to do things with others.
- \_\_\_\_\_ I like to do things on my own.
- \_\_\_\_\_ I like to help other people.
- \_\_\_\_\_ I like to keep things neat and organized.
- \_\_\_\_\_ I like to have a good time.
- \_\_\_\_\_ I don't brag too much.
- \_\_\_\_\_ I stick with things until they get done.
- \_\_\_\_\_ I can work out my problems on my own.
- \_\_\_\_\_ I ask others for help when I need it.
- \_\_\_\_\_ I can help others work out their problems.
- \_\_\_\_\_ I'm good with mechanical things.
- \_\_\_\_\_ I have common sense.
- \_\_\_\_\_ I'm energetic.
- \_\_\_\_\_ I'm a good listener.
- \_\_\_\_\_ I'm polite.
- \_\_\_\_\_ I'm honest.
- \_\_\_\_\_ I'm hardworking.
- \_\_\_\_\_ I'm usually on time.
- \_\_\_\_\_ I'm serious.
- \_\_\_\_\_ I'm generous.
- \_\_\_\_\_ I'm proud of myself.
- \_\_\_\_\_ I can keep a secret.
- \_\_\_\_\_ I'm a good friend.
- \_\_\_\_\_ I'm a good student.
- \_\_\_\_\_ I'm musical.
- \_\_\_\_\_ I'm artistic.
- \_\_\_\_\_ I'm creative.
- \_\_\_\_\_ I'm good with words.
- \_\_\_\_\_ I can "get to the heart of things."
- \_\_\_\_\_ I'm good with my hands.

Use this space to write down your other strengths:

*Note.* From *Speak Up for Yourself and Your Future*, by K. F. Furney, N. Carlson, D. Lisi, S. Yuan, and L. Cravedl-Cheng, 1993, Burlington: University of Vermont. Copyright 1993 by University of Vermont. Adapted with permission.