

Career Path Selection

Unit. World of Work Skills

Problem Area. Map Career Paths

Lesson. Career Path Selection

- **Student Learning Objectives.** Instruction in this lesson should result in students achieving the following objectives:

- 1 Define three types of information that can help make a satisfying career choice.**
- 2 Complete an interest survey and list three career clusters of interest.**
- 3 Describe student's #1 career cluster based on interests.**

- **List of Resources.** The following resources may be useful in teaching this lesson:

Bailey, Bailey. *Working: Career Success for the 21st Century*. United States: Thomson/Southwestern, 2003.

Illinois Department of Employment Security. <<http://www.ilworkinfo.com>>.

Occupational Outlook Handbook. <<http://www.bls.gov/oco/>>.



■ List of Equipment, Tools, Supplies, and Facilities

- ✓ Overhead or PowerPoint projector
- ✓ Visual(s) from accompanying master(s)
- ✓ Copies of sample test, lab sheet(s), and/or other items designed for duplication
- ✓ Materials listed on duplicated items
- ✓ Computers with Internet access
- ✓ Classroom resource and reference materials

■ Terms. The following terms are presented in this lesson:

- ▶ achievement
- ▶ altruism
- ▶ aptitudes
- ▶ clerical speed and accuracy
- ▶ creativity
- ▶ financial success
- ▶ independence
- ▶ interests
- ▶ manual dexterity
- ▶ mechanical reasoning
- ▶ numerical aptitude
- ▶ security
- ▶ spatial visualization
- ▶ surroundings
- ▶ variety
- ▶ verbal aptitude
- ▶ work values

■ Interest Approach. Use an interest approach that will prepare the students for the lesson. Teachers often develop approaches for their unique class and student situation. A possible approach is included here.

Discuss the following questions with your students. How many of you have thought about your future career choice? How much thought did you put into that choice of occupation?

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1: Define three types of information that can help make a satisfying career choice.

Anticipated Problem: What types of information can help make a satisfying career choice?

- I. Knowing oneself can help determine a career choice that will be satisfying. There are three types of information to exam to aid in this choice.
 - A. **Aptitudes** are natural abilities/skills. Certain aptitudes can help people complete certain tasks or jobs easier and more efficiently.
 1. The six most common aptitudes:
 - a. **Verbal aptitude** involves using spoken and/or written words well.
 - b. **Numerical aptitude** involves being able to do math quickly and accurately.
 - c. **Clerical speed and accuracy** involves being able to pick out letters or words quickly and arrange number/letter combinations in order.
 - d. **Manual dexterity** involves being able to move hands and/or feet quickly and accurately.
 - e. **Mechanical reasoning** involves being able to understand how things work.
 - f. **Spatial visualization** involves being able to form mental pictures of shapes, size, and/or the position of objects.
 2. Aptitudes can be determined by a test or even by examining one’s grades. One tends to enjoy and receive good grades in subjects in which he or she excels.
 - B. **Interests** are things that one likes to do.
 1. For example, I like to _____. I could use this in _____ career.
 - C. **Work values** are feelings about the importance of an activity or occupation.
 1. The following are nine examples of things one may value and can achieve through work.
 - a. **Altruism** involves helping others.
 - b. **Creativity** involves designing, inventing, and creating new ideas or things.
 - c. **Achievement** involves a feeling of accomplishment or a job well done.
 - d. **Independence** involves being able to and or wanting to work alone or in a specific way.
 - e. **Financial success** involves earning enough to buy what one wants.
 - f. **Security** involves having a steady job.
 - g. **Surroundings** involve the type of work environment.
 - h. **Variety** involves being able to do a variety of tasks.

Many techniques can be used to help students master this objective. As an example, students could use Chapter 13 in *Working: Career Success for the 21st Century*. Use VM–A to illustrate the terminology associated with choosing a career.

Objective 2: Complete an interest survey and list three career clusters of interest.

Anticipated Problem: What are the interest and career clusters best suited for each student?

- II. After explaining the various types of information one can gather to assist in making a career choice, explain that various tests or surveys that can be used to determine work values, interests, and aptitudes.
 - A. Distribute LS–A and assist students with finding the appropriate Web site and completing Part A.

Many techniques can be used to help students master this objective. As an example, students could use Chapter 13 in *Working: Career Success for the 21st Century*. Use LS–A to assist students with finding suitable career clusters for their interests.

Objective 3: Describe student’s #1 career cluster based on interests.

Anticipated Problem: What is an overview of the #1 career cluster best suited for each student?

- III. After the students have completed the interest survey and Part A of LS–A, explain Part B.
 - A. Assist students with completion of Part B.

Many techniques can be used to help students master this objective. As an example, students could use Chapter 13 in *Working: Career Success for the 21st Century*. Use LS–A Part B to assist students with composing their summaries.

■ **Review/Summary.** Use the student learning objectives to summarize the lesson. Have students explain the content associated with each objective. Student responses can be used in determining which objectives need to be reviewed or taught from a different angle. Questions at the ends of chapters in the textbook may also be used in the review/summary.

■ **Application.** Use the included visual master(s) and lab sheet(s) to apply the information presented in the lesson.

- **Evaluation.** Evaluation should focus on student achievement of the objectives for the lesson. Various techniques can be used, such as student performance on the application activities. A sample written test is provided.

- **Answers to Sample Test:**

Part One: Define

1. Aptitudes are natural skills/abilities.
2. Interests are things that one likes to do.
3. Work values are feelings about the importance of an activity or occupation.

Part Two: Short Answer

1. Students should have two of the following:
 - ◆ verbal aptitude—using spoken and/or written words well
 - ◆ numerical aptitude—being able to do math quickly and accurately
 - ◆ clerical speed and accuracy—being able to pick out letters or words quickly and arrange number/letter combinations in order
 - ◆ manual dexterity—being able to move hands and/or feet quickly and accurately
 - ◆ mechanical reasoning—being able to understand how things work
 - ◆ spatial visualization—being able to form mental pictures of shapes, size, and/or position of objects
2. Students should have three of the following:
 - ◆ altruism—helping others
 - ◆ creativity—designing, inventing, creating new ideas, or things
 - ◆ achievement—feeling of accomplishment or a job well done
 - ◆ independence—being able to and/or wanting to work alone or in a certain way
 - ◆ financial success—earning enough to buy what one wants
 - ◆ security—having a steady job
 - ◆ surroundings—type of work environment
 - ◆ variety—being able to perform a variety of tasks

Career Path Selection

► Part One: Define

Instructions: Define the following terms in complete sentences.

1. aptitudes
2. interests
3. work values

► Part Two: Short Answer

Instructions: Complete the following.

1. List and explain two of the six most common aptitudes.
2. List and explain three of the eight work values discussed in this lesson.



SELECT A CAREER AND VARIOUS PATHS

There are three types of information one can exam to aid in this choice.

- A. Aptitudes are natural skills or abilities.
1. The six most common aptitudes are as follows:
 - a. Verbal aptitude involves using spoken and/or written words well.
 - b. Numerical aptitude involves being able to do math quickly and accurately.
 - c. Clerical speed and accuracy involves being able to pick out letters or words quickly and arrange number/letter combinations in order.
 - d. Manual dexterity involves being able to move hands and/or feet quickly and accurately.
 - e. Mechanical reasoning involves being able to understand how things work.
 - f. Spatial visualization involves being able to form mental pictures of shapes, size, and/or position of objects.
 2. Aptitudes can be determined by a test or even by examining grades. One tends to like and excel in subjects in which he or she has an aptitude.



- B. Interests are things that one likes to do.
1. For example, I like to _____. I could use this in _____ career.
- C. Work values are feelings about the importance of an activity or occupation.
1. The following are nine examples of things one may value and can achieve through work.
 - a. Altruism is helping others.
 - b. Creativity is designing, inventing, creating new ideas or things.
 - c. Achievement is a feeling of accomplishment or a job well done.
 - d. Independence is being able to and/or wanting to work alone or in one's way.
 - e. Financial success is earning enough to buy what one wants.
 - f. Security is having a steady job.
 - g. Surroundings involve the type of work environment.
 - h. Variety is being able to perform a variety of tasks.

Adapted from: Working: Career Success for the 21st Century.

Select Careers and Various Paths

Purpose

The purpose of this lab sheet is to help students survey their interest and research career paths.

Objectives

1. Discover interests that may relate to a career.
2. Select career paths and careers based on interest survey.

Materials

- ◆ lab sheet
- ◆ writing utensil
- ◆ computer with Internet access

Procedure

1. After working through VM-A, explain that LS-A will help students survey their own personal interests.
2. Take students to a computer lab and have them complete LS-A.
3. Grade LS-A.

Select Careers and Various Paths

Part A:

Directions: Use the Illinois Department of Employment Security Web site to take an interest survey and choose a career path. Go to www.ilworkinfo.com. Take the Interest Survey by following the links: “Career Resources,” “Countdown,” and “Interest Survey.”

The interest survey has 70 questions. For each number, make a choice of *like very much*, *like*, *dislike*, or *not sure*. For each, if you are not sure what the job entails, click on the “Explain” button and a box will pop up with further explanation to help you make your choice. Close the box when you are finished reading. Once you have completed the survey, print your results. Then analyze your results by completing the following.

What are the names of your top three career clusters and the scores?

Career Cluster	Your Score
1.	
2.	
3.	

Now that you know the career clusters that best suit your interests, go back to the Countdown main page and click on the “Career Clusters” link.

Read the overview for each of the above listed career clusters. Rank the three areas in order of what sounds most enjoyable to you.

Career Cluster
1.
2.
3.



Part B:

Complete the following on a separate paper.

Career Cluster Overview Summary

Directions:

1. Write or type a brief summary about your #1 ranked career cluster (one or two paragraphs).
2. Write or type a paragraph explaining how you feel you fit into this particular career cluster. Be sure to give the logic behind your thoughts.
3. Include at the top of your summary page the name of your #1 ranked career cluster.
4. Attach a copy of your interest survey results.