



I like working by myself—are there jobs for me?

Workplaces and Conditions

SUMMARY Students describe characteristics for several different jobs and identify their own preferred work characteristics.

OBJECTIVES *Students will . . .*

- Discuss what it means to have work experiences.
- Identify job characteristics that are important to them.
- Discuss the ideas of work characteristics and personal job satisfaction.

PREPARATION Review CIS *Occupation Sort* for ideas on other job characteristics. Decide whether students will participate in a Job Shadow as described in Variation 1. If so, there are many issues to consider (see *Job Shadow Guidelines*). Placements may take up to a month to arrange. Consider how the job shadow time can fit into your curriculum. Ask your school-to-work or career teacher/counselor for information, local contacts, and other assistance. Plan with the staff and/or parent volunteers to arrange Job Shadow placements for students and for follow-up activities.

MATERIALS *Workplaces and Conditions* worksheet and overhead
Optional: *Job Shadow Guidelines* instructional note (Variation 1)
Working Conditions Survey worksheet (Variation 1)
Work Importance Locator Quick Start guide (Variation 2)

COMPUTER USE Optional: O*NET Work Importance Locator (Variation 2)

SUBJECT AREAS Careers, Business, Social Studies, Health, Family Consumer Sciences

TIME REQUIRED 90 minutes. The variation involving a Job Shadow experience requires students to complete their workplace visits before class discussion.

GROUP SIZE Class, group, individual

STEPS

1. Discuss work experiences with students. Be sure to include their likes and dislikes in the discussion. (Work experience may be paid or unpaid.) Often students have volunteered at the hospital or their church, completed a project through 4H or scouting, worked at home, or helped a neighbor or relative. They may not have thought of these services as work, but they are. Discuss work hours, conditions of work, employers' attitudes, and job satisfaction. (*Gaining Work Experience* activity covers these topics.)

continued

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2. Discuss with students the concept that school can also be seen as a workplace, providing a range of structures, environments and opportunities to enable students to work in ways they like best.
3. Show the *Work Places and Conditions* overhead and have students discuss each of the listed work characteristics. Mention that every job can be described by these work characteristics and that an individual's interests and personality traits should be compatible with the work characteristics of one's job for work satisfaction. Students may have already completed one or more of the related activities *Interest Card Sort*, *Follow My Heart*, and *Work, Study, and Leisure*.
4. Distribute the *Work Places and Conditions* worksheets and ask students to complete them by marking their personal choices for each of the 11 characteristics. Point out to the students that the 11 characteristics are critical to most jobs but there are other considerations. Extend learning by having students develop additional characteristics (for example, irregular hours, split shifts, working nights).
5. Discuss job satisfaction with the students. Explain that there are few jobs that will satisfy all their personal choices and that people decide, either directly or indirectly, what gives them satisfaction on the job. These personal choices change over time. Ask students to identify personal choices that they would be willing to compromise. (*Note: It could be helpful for students to identify personal choices by rating the value of each personal choice on a scale of one to three.*)

VARIATIONS

1. Students participate in a job shadow and conduct a survey of working conditions during it. Ask students to investigate the working conditions of the occupation that they will shadow, before their visit, by using the CIS Occupations file. Students use the *Working Conditions Survey* worksheet as a prompt for questions during their job shadow experience. Ask them to complete one copy of the sheet from their investigations and complete a second copy of the *Working Conditions Survey* worksheet for the answers obtained during their job shadow. During class discussion, ask students to compare their CIS information with the responses to the survey by the person they shadowed. Ask students to thank the people involved in their job shadow experience. (*See Job Shadow Guidelines* instructional note.)
2. Additional Preparation: familiarize yourself with the O*NET Work Importance Locator (WIL). Make copies of the *Work Importance Locator Quick Start* guide, one per student. Arrange for a computer lab with Internet access.

Follow the steps 1-2 and 5 of the original lesson. Replace steps 3 and 4 with the steps below.

3. Discuss work values with students or those work characteristics that are very important to them such as having high job security, or being respected at work. Inform students that research shows individuals that are employed in occupations that match their personal values tend to be more satisfied at work, and have less turn over or absenteeism. Inform students they will be taking an assessment called the O*NET Work Importance Locator (WIL), that will help them identify their most important work values. The WIL is a work values assessment that helps students identify important work values and matches their results to occupations that have those values.
4. Demonstrate how to navigate the WIL in CIS. Pass out the WIL Quick Start for students to reference (optional). Have the students use the WIL in CIS.

Work through step 5.

6. Have students pick two occupations from their WIL results to research further. Assign a one page summary of both occupations detailing important characteristics about the occupations and if they think they would like to be employed in this occupation. Students can also do a compare and contrast between the two occupations.

ALLIED ACTIVITIES

A Day in the Life of . . .
Follow My Heart
Gaining Work Experience
Home Manager
Industries
Interest Card Sort
Job Search
Juggling My Career Options
Learning Style Survey
Occupation Odyssey
Ten Things I Love to Do
The Law at Work
Using CIS Occupation Sort
What is Work?
Where Am I Going?
Work, Study, and Leisure

ASSESSMENT STRATEGIES

Students will:

- Complete the *Workplaces and Conditions* worksheet

INSTRUCTIONAL NOTE

Job Shadow Guidelines

STUDENT WORKSHEETS

Workplaces and Conditions

Optional: *Working Conditions Survey*
Work Importance Locator Quick Start

OVERHEAD

Workplaces and Conditions

PORTFOLIO

Workplaces and Conditions worksheet

SORTING

- ▶ **Subject:** Advisor/Advisee, Career-Related Learning
- ▶ **Grade Levels:** 7, 8, 9, 10
- ▶ **CIS Components:** Occupations, Work Importance Locator (Variation 2)

STANDARDS

Career-Related Learning Standards:

Employment Foundations, Career Development

SCANS:

Resources, Information, Personal Qualities

NCDG:

Skills to make decisions, Understanding the interrelationship of life roles

ASCA:

Academic Development, Career Development, Personal and Social Development

EDUCATIONAL GOALS

Bloom's Taxonomy: Application

Intellectual Operation: Reiteration, Summarization

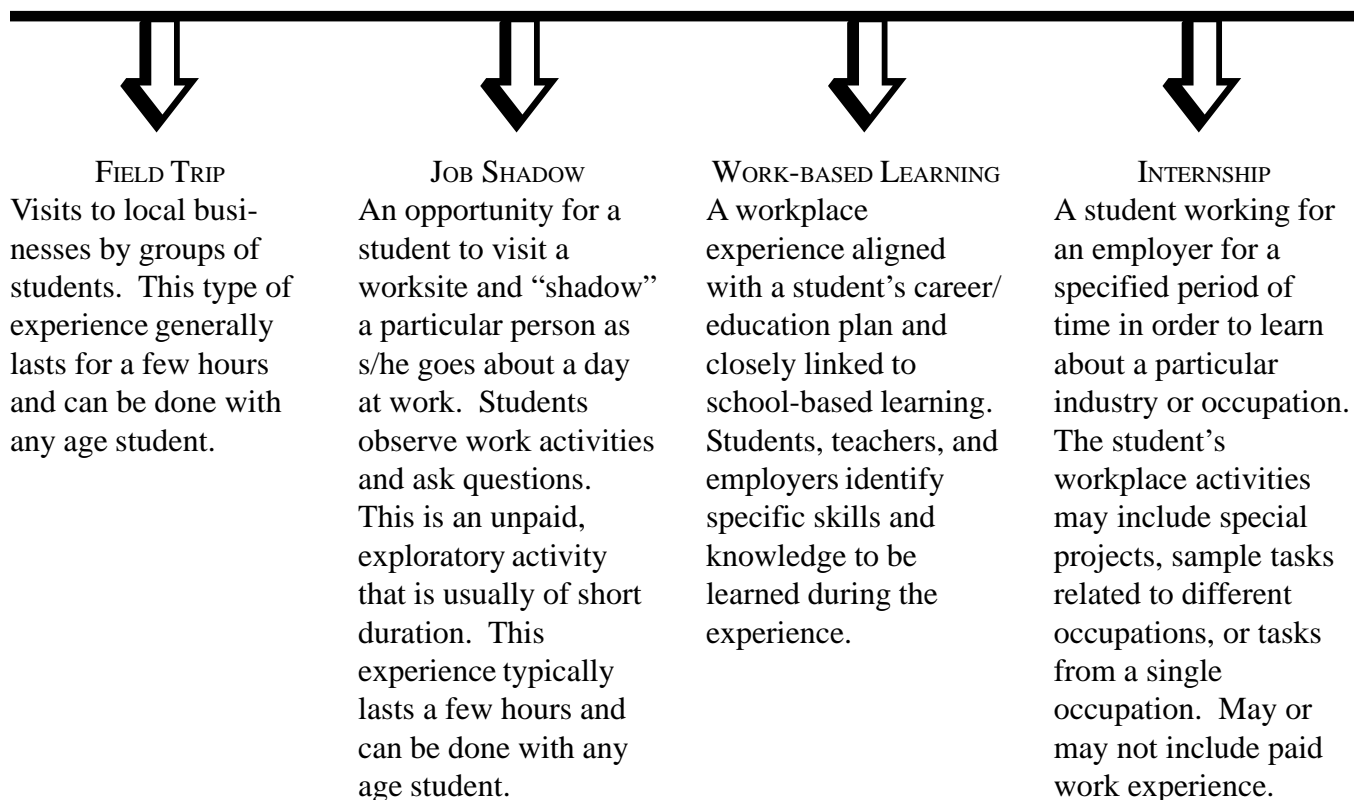
JOB SHADOW GUIDELINES



In a job shadow, students spend a few hours to a full day with a worker, observing the different aspects of his or her job.

Teacher, students, and hosts must be clear about the purpose of the job shadow (see diagram below). Job shadows provide a brief exposure to a particular career area so the student can learn as much as possible from observing and talking to a person working in that career field. It is not work experience in which students are expected to participate in some of the tasks of the job. However, students learn by doing, and it helps the student understand when some simple tasks are included. It is also helpful to provide brochures or promotional materials about the organization or worksite for background information.

Career-Related Learning Continuum



Plan Carefully for...

- Student choice of occupation and pre-visit preparation including contact with parents.
- Contact with host employers and workers.
- Dates and times for students to be out of school
- School-to-work, volunteer, and other assistance
- Follow-up activities, including evaluation and letters of thanks.

Involve students as much as possible in the process of planning their job shadow. It is preferable for the students to shadow someone they do not already know.

continued

Workplaces and Conditions

Checklists for Job Shadows

Students

- Choose occupation to shadow.
- Research about the occupation.
- Learn about job shadow process and follow-up requirements.
- Be involved in host contact as much as possible.
- Finalize shadow details: host name, address, time.
- Complete job shadow worksheet or assignment sheets.
- Demonstrate etiquette of job shadow: punctuality, introductions workplace safety, attitude and questions, use of rest rooms, what to do if delayed, cannot find site, or host mixes up the date/time.
- Complete evaluation.
- Write letter(s) of thanks.

Parents

- Receive information about job shadow purpose and date.
- Request volunteer/parent assistance as escorts, drivers, and possibly for assistance with student placement.
- Fill out and return parental permission slips.
- Complete feedback about the job shadow.

Hosts

- Receive initial request and explanation of purpose of job shadow.
- Be briefed about their role in the shadow.
- Confirm information on student, date, time.
- Evaluate student while on job shadow.

Teacher

- Define purpose and time frames.
- Obtain administrative consent and be aware of school regulations for off-site activities.
- Help students identify occupations and research them.
- Identify potential hosts; work with other teachers or volunteers. Involve students if possible.
- Contact parents and volunteers.
- Prepare student worksheets or assignments.
- Brief students on process, worksheets or assignments, etiquette.
- Arrange details of placement including transport, escorts etc.
- Obtain parental permission.
- Visit some students on their placements if possible.
- Discuss experiences with students.
- Ensure students complete their worksheets or assignments.
- Arrange for students to write letter(s) of thanks to hosts and volunteers.
- Ask students to evaluate the experience and arrange for them to keep their job shadow documents in personal portfolio.
- Provide parents, volunteers and hosts with some feedback.
- Write your own letters of thanks. Evaluate the job shadows and share with administrators.

Workplaces and Conditions

Workplaces and Conditions



Name _____ Date _____

Work characteristics describe common features of a job. For example, jobs may involve working with people, things (tools, machines), information and ideas, or some combination of these. Some jobs have more of one of these characteristics than another. For example, carpenters may work more with their hands and machines than with people. On the other hand, librarians may work with information (books, card catalog) and people more than with machines.

Which characteristics do you prefer?

Circle one selection from each pair:

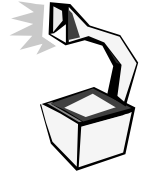
- Lead or Follow others
- Work alone or Work with others
- Do the same tasks each day or Have a variety of tasks to do
- Heavy physical labor or Light or no physical labor
- Work inside or Work outside
- Work set hours or Work varied hours
- Noisy setting or Quiet setting
- City or Country
- Stay clean or Get dirty
- Travel or Stay in one place

Consider these three aspects and circle your preferences:

Work with things Work with people Work with information

Below, add any other characteristics that you can think of that are important when considering an occupation.

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- | | | |
|----------------------------|----|-------------------------------|
| Lead | or | Follow others |
| Work alone | or | Work with others |
| Do the same tasks each day | or | Have a variety of tasks to do |
| Heavy physical labor | or | Light or no physical labor |
| Work inside | or | Work outside |
| Work set hours | or | Work varied hours |
| Noisy setting | or | Quiet setting |
| City | or | Country |
| Stay clean | or | Get dirty |
| Travel | or | Stay in one place |

Consider these three aspects and circle your preferences:

Work with things

Work with people

Work with information

Working Conditions Survey



Name _____ Date _____

On your job, how much do you...

follow directions exactly to the letter?	Always	Usually	Sometimes	Never
work by yourself?	Always	Usually	Sometimes	Never
work with others?	Always	Usually	Sometimes	Never
do tasks exactly the same way each time?	Always	Usually	Sometimes	Never
do accurate written work?	Always	Usually	Sometimes	Never
work outdoors?	Always	Usually	Sometimes	Never
work indoors?	Always	Usually	Sometimes	Never
work with the same people every day?	Always	Usually	Sometimes	Never
meet new people every day?	Always	Usually	Sometimes	Never
work with your hands?	Always	Usually	Sometimes	Never
work with equipment?	Always	Usually	Sometimes	Never
travel during the work day?	Always	Usually	Sometimes	Never
be on the job at a certain time?	Always	Usually	Sometimes	Never
do accurate work with numbers?	Always	Usually	Sometimes	Never
speak to groups of people?	Always	Usually	Sometimes	Never
instruct others?	Always	Usually	Sometimes	Never
help others?	Always	Usually	Sometimes	Never
think independently?	Always	Usually	Sometimes	Never
operate machinery?	Always	Usually	Sometimes	Never
handle money?	Always	Usually	Sometimes	Never
convince others to do something?	Always	Usually	Sometimes	Never
spend time on research?	Always	Usually	Sometimes	Never
take additional training to advance?	Always	Usually	Sometimes	Never
work at a desk with little movement during the day?	Always	Usually	Sometimes	Never