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**ABSTRACT**

A basic overview of experiential education is provided in this fact sheet. Topics covered include: (1) a definition of experiential education; (2) learners' needs and educational goals that can be met through experiential education; (3) descriptions of six types of experiential education programs; (4) guidelines for 10 key areas to consider when planning programs; and (5) a list of areas in which staff development may be needed. A bibliography of three references and 15 additional resources on experiential education, most of which are available from the Educational Resources Information Center (ERIC) system, is included. (DC)

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Experiential Education.  
OVERVIEW: ERIC File Sheet No. 1.

by  
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ERIC Clearinghouse on Adult,  
Career, and Vocational Education

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TO THE EDUCATIONAL RESOURCES  
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This file sheet gives a basic *overview of experiential education*. It is designed to help you understand what experiential education programs are, how they can help students, and how they can be developed. In addition to this basic information, resources, principally from the Educational Resources Information Center (ERIC) system, are listed at the end of this file sheet. These resources provide more complete information, which can help you plan, implement, and evaluate experiential education programs.

- develop an understanding of the importance of appropriate work attitudes;
- earn income to continue education;
- develop new skills that will help in the upgrading of employability skills;
- explore mid-life occupational options before making decisions related to career changes.

### WHAT EDUCATIONAL GOALS CAN BE MET THROUGH EXPERIENTIAL EDUCATION?

Experiential education programs can help learners achieve a variety of educational and life goals. The goals that become the focus for any particular program will depend on the specific needs and characteristics of learners in the program. Experiential programs can help learners —

- explore various career areas to learn more about the types of workers in the area, the work environment, and the activities involved in the occupation;
- examine career-related interests, values, attitudes, and skills;
- understand the relationship between work and school and develop specific educational plans;
- make decisions about occupational areas to enter;
- develop skills for specific occupational areas through on-the-job experience;
- apply basic skills and academic subject matter in work situations;
- learn general work skills and behaviors (e.g., how to talk to a supervisor) that will be successful in any work situation;
- strengthen interpersonal skills with people in various age groups.

### WHAT IS EXPERIENTIAL EDUCATION?

Experiential education means learning by doing. It refers to all programs that are designed to expand the setting of learning experiences beyond the traditional school environment to occupational and community settings. These programs use planned experiences, which are individually designed to help learners acquire the attitudes, skills, and knowledge important to work and other life roles. Thus, experiential education promotes cooperation between traditional educational institutions and business, industry, labor, government, and community groups to support learning. Some examples of experiential education are cooperative education, apprenticeship programs, internships, field experience programs, and work experience programs.

### WHAT LEARNERS' NEEDS CAN BE MET THROUGH EXPERIENTIAL EDUCATION?

Experiential education lets learners, both young and old, apply their interests, skills, abilities, and knowledge to real-life situations. The experiences support the learners' need to —

- understand the application of basic educational skills to adult life (family, leisure, consumer, and occupational roles);
- become aware of a variety of occupational options;
- test occupational choices before investing time in training programs.

### WHERE ARE EXPERIENTIAL PROGRAMS BEING USED?

In the past, experiential components have been used in vocational education programs, in cooperative education programs, and in on-the-job training programs. More recently, however, experiential education has been applied to educational programs of all types for all levels of learners. Some of these applications include the following:

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- **Vocational education** continues to use experiential components that provide work experience for learners in jobs related to their training area. These programs combine work experience activities with classroom instruction.
- **Academic programs** are also using experiential education components. Activities within these components provide learners with the opportunity (1) to observe and talk with employers in their fields of study, (2) to understand the application of formal education to occupational activities, and (3) to evaluate the feasibility of specific occupations for themselves.
- Experiential education has been used widely as a method for delivering **career education** programs to learners at all age levels, including elementary students. In these programs, experiential activities are used to support career exploration and to help students achieve individual learning objectives. When exploration is the goal, students are assigned to several different work sites, thus providing an opportunity to gain first-hand information about a variety of occupational areas. When experiential activities are used to support learning, the program is coordinated by a learning manager, who helps students achieve individual learning objectives.
- Experiential education programs have also been used successfully to help **special needs students** develop basic personal-social and employability skills. Originally, these programs were used in vocational rehabilitation sheltered workshop situations where disabled individuals combined work with the development of these skills. Now, the application of experiential education can help all handicapped youth and adults develop and use skills in gainful employment.
- **Youth employment programs**, currently a major national focus, are designed to meet the special needs of out-of-school youth—the need for immediate income, for developing entry-level skills required to obtain stable employment, and for educational settings other than the traditional learning environment where they may have a history of failure. Experiential education programs are one of the more promising types of programs for meeting the needs of these youth.
- **Postsecondary education** has also used experiential education to allow learners to test their career decisions before investing a long period of time in professional preparations; develop a work experience history prior to graduation; acquire specific occupational knowledge and behavior; and earn money to support their college education.

## GUIDELINES FOR DEVELOPING PROGRAMS

As with all educational programs, the success of experiential education programs depends upon careful planning and management. Here are some key areas to consider when developing these programs.

- **Access for All Learners** Experiential education should be available to all learners, with program experiences based on assessed individual needs and provided at the time learners can best benefit from the experiences.

- **Learner Objectives** Since these programs are intended to help students meet individualized learning objectives, it is important to state these objectives clearly so that learners, program staff, and personnel at the experiential learning site have a clear understanding of the purpose of the learning experience.
- **Site Selection** The sites used for experiential learning programs should be selected in response to the needs of the learners. Learners need the proper setting to develop individual, personal, social, educational, and career development competencies.
- **Program Development** Because experiential education programs require coordination between the school and a variety of other organizations, programs will be more effective if they are started on a small-scale basis and expanded gradually. This provides time to develop procedures, train staff, and build sustained cooperation with the organization that will provide the sites for the experiential program.
- **Personnel Preparation** Experiential education programs involve educational program staff and experiential site personnel. Site personnel need to understand the goals of the program, their role in supporting the training process, and their relationship to the education program staff.
- **Structure for Learning** Learning activities in the experiential education setting must be designed to accommodate individuals with different learning needs. Furthermore, learners need not only learning activities but also time to reflect upon and interpret the meaning of these activities.
- **Diversity of Experience** Experiential education programs should involve the learners in a diversity of learning and work experiences that provide motivation, interest, and an understanding of various ways in which skills can be applied. Activities should reflect all employment levels rather than only entry levels.
- **Policy Issues** There is a cluster of policy issues that needs to be addressed when developing experiential education programs. These include the following: How can workers at the experiential education site be guaranteed that the learners will not displace them from their jobs? How can the program ensure its compliance with labor laws and regulations? If learners will be paid, how can these salaries be cooperatively determined in the context of related labor regulations and collective bargaining agreements? What are the criteria for granting academic credit for experiential education learning activities? Will labor and management recognize experiential education programs as providing valid work experience?
- **Affirmative Action** Experiential education has a role in supporting affirmative action programs. This role includes encouraging learners to examine their own stereotypes and to explore nontraditional career areas. Additionally, program staff need to encourage minority students to participate in the program and help personnel at the experiential education site understand the needs of these students.
- **Evaluation** The program needs to develop an ongoing process to evaluate learners' progress in achieving their

individual learning objectives. The assessment should also suggest ways in which the experiential education component can be improved or modified.

## WHAT COMPETENCIES DO PROGRAM STAFF NEED?

A final but important consideration in setting up experiential education programs is that of teacher and counselor training. These programs require staff to use competencies not necessarily part of their traditional role as educators. Therefore, program staff need additional preparation in the following competency areas:

- Planning, organizing, and developing goals and objectives for an experiential education program
- Communicating and promoting experiential education with a variety of agencies, groups, and individuals.
- Implementing career development, guidance, and counseling theory and practices
- Meeting individual needs of students
- Facilitating, designing, arranging, and providing learning activities that enable student participants to integrate school and work experiences
- Establishing, developing, coordinating, and monitoring experiences in work settings
- Evaluating program and student achievement

## FOR FURTHER INFORMATION ...

This file sheet has provided a basic OVERVIEW of experiential education. The documents listed in the bibliography will provide you with more comprehensive information to help you start an experiential program or improve an existing one. Further, you can always find additional and related information from documents contained in the ERIC system under the following DESCRIPTORS. (The ones most directly related to experiential education are designated by asterisks.)

Apprenticeships	* Internship Programs
Clinical Experience	On-the-Job Training
* Cooperative Education	* Practicums
Cooperative Programs	Work Experience
* Experiential Learning	* Work Experience
* Field Experience Programs	Programs

If you need further help in finding these or other materials, contact the User Services Coordinator, ERIC Clearinghouse on Adult, Career, and Vocational Education, the National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210. (Phone 800-848-4815 or 614-486-3655.)

Materials published by the National Center for Research in Vocational Education may be purchased from National Center Publications at the same National Center address and phone numbers as the ERIC Clearinghouse.

Single copies of this File Sheet are obtainable free from the Clearinghouse's User Services Coordinator.

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# ASSESSMENT

## TESTS AND INVENTORIES

These are results of the assessments I have taken.

<u>Date</u>	<u>Test/Inventory</u>	<u>What I Learned</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

# EXPLORING JOBS

## CHOOSING JOBS

These are the jobs that I would like to learn about to see if they are compatible with my values, skills, interests, and abilities.

## JOB ACTIVITY LOG

These activities have helped me to understand better the jobs I am interested in.

<u>Date</u>	<u>Activity</u>	<u>Job Explored</u>	<u>Where</u>
_____	visited career library	_____	_____
_____	visited a job site	_____	_____
_____	visited a training site	_____	_____
_____	examined ESA	_____	_____
_____	_____	_____	_____

# SETTING GOALS

## PUTTING IT ALTOGETHER

After exploring various jobs, I've decided I'm interested in a job in \_\_\_\_\_

I think I'll like this job for these reasons: \_\_\_\_\_

I've talked to these people who actually work in this job:

\_\_\_\_\_ (name) \_\_\_\_\_ (date) \_\_\_\_\_ (name) \_\_\_\_\_ (date)

I plan to get training for this job at: \_\_\_\_\_

\_\_\_\_\_ (name and address of training school)

It will take me \_\_\_\_\_ minutes to get to the training site from my home using the transportation that I have: \_\_\_\_\_ (kind of transportation)

I will \_\_\_\_\_ will not \_\_\_\_\_ need to brush up on my academic skills at \_\_\_\_\_, for the training that I want to enter. (BSBU Center)

## BARRIER IDENTIFICATION

Here are the barriers that I have to overcome:

<u>Barrier</u>	<u>Plan</u>	<u>Overcome by?</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

## MY GOALS AFTER CETA

My job plan immediately after CETA training is \_\_\_\_\_

Two years from now I hope to be \_\_\_\_\_



**CETA**  
**JOB PLANNING**  
**MANUAL**

# IDENTIFYING VALUES

## Activities

1. Coat of Arms
2. Fifteen Things I Enjoy Doing
3. Graphic Interviews
4. Name Tag Exercise
5. Lifeline

6. \_\_\_\_\_

7. \_\_\_\_\_

## Other Resources

1. \_\_\_\_\_

2. \_\_\_\_\_

COAT OF ARMS

Purpose: By sharing a little of themselves with others, clients will learn about their values. This will enable them to make better job choices. This activity is appropriate to use at the beginning of group counseling because clients get to know each other and become more comfortable in the group.

Materials: Coat of Arms worksheet; colored pens or pencils, large sheet of paper or a chalkboard.

Time: Approximately forty-five minutes..

- Procedure:
1. Discuss with clients what a coat of arms is. *In olden times, many people had their own coats of arms which reflected their background, beliefs, and dreams. This is an opportunity for clients to create their own coats of arms.*
  2. Give each client a copy of the Coat of Arms worksheet. Explain that they will be filling in the shield mostly with pictures and not with words. Emphasize to them that this is not an art contest - as long as the client knows what the drawings mean, that's all that is important. To demonstrate this, do an example of one of the sections on a chalkboard or large sheet of paper so that the whole group can see. *Use stick figures in the sample drawing to indicate to clients that any type of artwork is accepted.*
  3. At this point, break the group into pairs. Explain that they are to interview each other and draw the other person's answers on the worksheet. Clients will draw their partner's coat of arms--not their own. Ask them to encourage their partners to give specific answers and to draw them out as a person would do if he/she were interviewing someone for a job. *This exercise gives clients an opportunity to practice responding to interviewing questions.*

4. After the Coat of Arms worksheets are completed, bring the group back together again and have partners sit together. Explain that clients will introduce their partners to the whole group by sharing the coat of arms which they drew for them. Their partners can help them if they forgot what they drew or if they need help explaining.

Follow-up: 1. Discuss with clients what their reactions were to the exercise:

- Did you enjoy the exercise?
- What did you learn from this exercise?
- Do you feel you know members of your group better?
- What are some words that told you a lot about a group member?

2. This exercise is a good introduction to the job exploration process because it has clients identify some of their values (Sections 2, 4, 5, 6), some skills (Section 1), and a job to explore (Section 2). After this exercise, clients are ready to examine these areas in more detail.

Variations: 1. Instead of doing the activity in pairs, have the clients do their own. After completing the exercise, each client will introduce him/herself to the group.

2. After the exercise, have clients post their coats of arms on the walls or a bulletin board. Clients can walk past them and ask individual questions of the artist.

# COAT of ARMS

Without concern for artistic results, fill in the six areas of the drawing below to make your own personal "coat of arms".

1. Draw two things you do well.

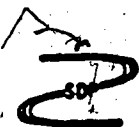
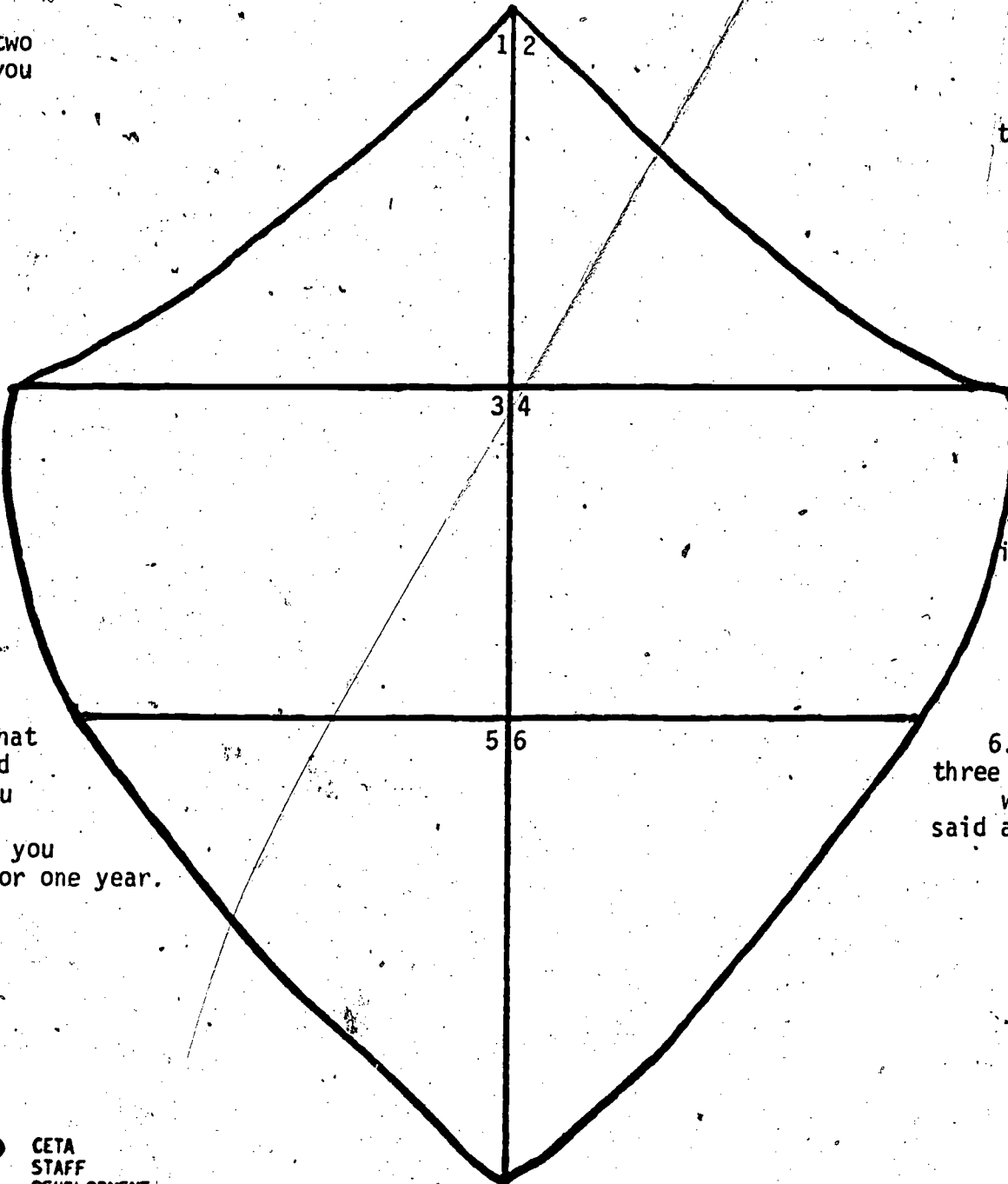
2. Draw the job you would like to work at.

3. Draw your greatest success in life.

4. Draw the three people most influential in your life.

5. Draw what you would do if you could do anything you wanted for one year.

6. Write the three words you would like said about you.



CETA  
STAFF  
DEVELOPMENT

FIFTEEN THINGS I ENJOY DOING

Purpose: Values are those beliefs and attitudes on which people base their opinions, decisions and action. By making value judgments about activities they enjoy doing, clients will become aware of their personal values and how the values effect their behaviors and their job choices.

Materials: 8½"x11" paper and pencil for each client.

Time: Approximately twenty minutes.

- Procedure:
1. Have clients write the numbers "1" to "15" down the middle of an 8½"x11" piece of paper. In the space to the right of the numbers have each client make a list of 15 things he/she enjoys doing. Give clients about five minutes to complete their lists. *Offer an example or two of your own to get them started. It is all right if a person has fewer than fifteen or more than fifteen items on the list.*
  2. When the lists are completed, instruct the clients to use the lefthand side of their papers to code their lists in the following ways: *(Note - any more than 5 or 6 codings at one sitting is generally too much.)*
    - a. Place "\$" by any item that costs more than \$5 each time you do it.
    - b. Place "P" next to each item you prefer doing with PEOPLE. Place "A" next to items which you prefer doing ALONE.
    - c. Place "D" next to those activities which involve DATA. *For example, reading a book.*
    - d. Place "T" next to those activities which involve working with THINGS. *For example, fixing cars, sewing, cooking, etc.*
    - e. Place "1" through "5" beside the five activities you enjoy the most. The most enjoyed activity should be numbered "1"; the second, "2"; etc.



Follow-up:

1. After completing the exercise, ask clients - "What did you learn about yourself?" This question may be asked of the whole group or in groups of two where clients share their answers with a partner.
2. Have the clients examine their lists:
  - How many of your activities cost over \$5, especially those in your top five choices? These findings may be important to them in selecting an occupation--if many of their activities cost money, then they should choose a job that will pay enough to cover the costs.
  - How many of your activities involve Data, People, or Things? Have the clients compare this information with the D.O.T. codes of the jobs they are interested in.
3. Ask clients "What is a value?" Explain to clients that it is necessary to identify and clarify values because personal values and behaviors effect the choices of life style and jobs that a person selects.

Variations: Other ideas may be added to the coding system. Here are some codes that may be used:

1. Go through your list and indicate the date you did it last.
2. Place "PL" next to those items which require PLANNING.
3. Place "MT" next to those items that you want to devote MORE TIME to in the years to come.
4. Place "AB" next to each item which requires PHYSICAL ABILITIES.
5. Place "F" next to the items on your list you think your FATHER might have had on his list if he had been asked to make one at your age. Place "M" next to those your MOTHER might have chosen.

### GRAPHIC INTERVIEWS

Purpose: This is an exercise to be used early in the group counseling process because it gets clients talking together about job-related concerns and builds a sense of shared purpose for future workshops. It helps clients develop interviewing skills. Because this exercise is done primarily with words and pictures it is especially effective with learners who have poor writing skills.

Materials: Large sheets of paper for each client, colored pens or crayons and *Questions for Graphic Interviews* worksheet.

Time: Approximately one and one-half hours.

- Procedure:
1. Have clients introduce themselves to the group and tell what they would like to get out of participation in the group. It helps and causes some humor if you have clients repeat the names of those who have introduced themselves before them, e.g. "I'm Mary, that's John, Joe, and Susan". Clients start interacting with each other and begin to feel more comfortable in the group.
  2. Explain that you will be doing an exercise involving interviews. Ask clients for their ideas of what an interview is.
  3. Give a dictionary definition of "interview", such as Webster's "a meeting of people face to face, as for evaluating a job applicant". Stress the literal idea of two parties looking at each other (inter-view).
  4. Ask for a volunteer to demonstrate with you the process of the graphic interview. Write the volunteer's name at the top of a large piece of paper and, with a colored pen, sketch answers to the following questions:  
(See example.)
    - a) What activities do you enjoy most?
    - b) What are some strengths/qualities you can brag about?
    - c) What about yourself would you like to improve?

- d) For what reasons do you want a job?
  - e) Describe your ideal job.
  - f) If you were doing a survey, what three jobs would you like to explore?
  - g) What are you doing now that you want to continue doing five years from now?
5. Have clients pair off. Give them each a sheet of paper, colored pens, and the worksheet *Questions for Graphic Interviews*. Have them write their partner's name in the upper right hand corner and "Interviewed by" with their name underneath. Give each partner fifteen minutes to interview the other. Circulate while interviews are going on to help clients conceptualize and symbolize each other's statements. If they can't think of how to draw abstract ideas such as dependable and responsible, ask them to think of specific situations in which they demonstrated the quality, e.g. in a volunteer job, with friends, in a training program, etc. *You may have to decrease the number of questions depending on the time allowed.*
  6. Have clients meet as a whole group. Each partner will introduce his/her partner to the rest of the group by explaining the pictures they have drawn in response to the questions they have asked. *The pairs should work as a team, helping introduce each other to the group.*

Follow-up: Ask for feedback of client's reactions to the exercise.

- Did you think of yourself in new ways?
- Did you enjoy it?
- How did you feel as an interviewer? As an interviewee?
- Do you feel you know the members of your group better?

GRAPHIC INTERVIEW \*

Mary Lopez  
by Jack Collins

1) Activities enjoy most  
 Garden of Mary

2) Strengths  
 Common ♀

3) Want to improve  
 Too nice sometimes

4) Why want job  
 HELP PEOPLE

5) Ideal Job  
 John Q. Public

6) Minimal of Money for job  
 \$600/mo  
 Rightly people

7) Job survey  
 Hospital  
 Ward Clerk  
 Personnel Clerk  
 messenger clerk

8) Continue 5 years from now  
 School  
 Raising family  
 Growing

Discontinue  
 Putting self down

9) Helpful in past  
 Mother  
 Mr. Aber (English teacher)

10) Helpful Now  
 Myself  
 Counselor  
 Friend Jane

\*From ACE Counseling Manual, L. M. Kurtz, 1977

## QUESTIONS for GRAPHIC INTERVIEWS

1. What activities do you enjoy most?
2. What are some strengths/qualities you can brag about?
3. What about yourself do you want to improve?
4. For what reasons do you want a job?
5. Describe your ideal job.
6. If you were doing a job survey, what 3 jobs would you like to research?
7. What are you doing now that you want to continue doing 5 years from now?



CETA  
STAFF  
DEVELOPMENT

### NAME-TAG EXERCISE

Purpose: A brief introductory exercise which focuses on identifying values and making decisions.

Materials: 3"x5" index card for each participant, straight pins, pens or pencils, and a large sheet of paper or chalkboard.

Time: Approximately fifteen minutes.

Procedure: 1. Have clients fill in the information on their index cards as indicated on the next page. Draw a rectangle on a large sheet of paper or a chalkboard to represent the 3"x5" index card. Using this card, indicate where the clients are to write their responses as each question is asked. Allow only 45 seconds to one minute for participants to record their responses to each of the following questions. *This is meant to be a short exercise during which clients put down the first responses which come to mind.*

1. Write your name as you like to be called.
  2. What is your most important possession?
  3. Who is a person you admire?
  4. What is your ideal job?
  5. Where would you live for one year if all your expenses were paid?
  6. Write a logo or draw a picture of how you feel today.
2. Have clients pin their cards on themselves and wear them for the rest of the day's session.
  3. Give clients five minutes to walk around and see how others responded to the questions. This process will allow the group members to introduce themselves and learn more about one another.



(2) My most important possession.

(3) A person I admire.

(1) Name

(6) Logo or picture of how you feel today.

(5) Where I would live for one year with all expenses paid.

(4) My ideal job.

Follow-up: Discuss with clients what their reactions were to the exercise.

- How did you feel about the exercise?
- How did you feel about having to make decisions in a very short period of time?
- Do you feel you know someone in the group a little better as a result of this exercise?

LIFELINEPurpose:

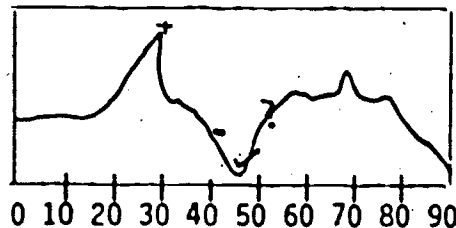
Goal setting and the accomplishment of those goals is an important concept for CETA participants to understand. This exercise will have the clients look at their whole life span --past, present and future--and the critical decisions they have made in it.

The emphasis of the exercise is on the personal responsibility clients have in influencing, or not influencing, their lives and the importance of goal setting to their future.

Materials: Lifeline worksheet and pencils.

Time: Approximately thirty minutes.

- Procedure:
1. Introduce the concept of lifelines as a graphic representation of decisions that clients have made during their lives and the goals they hope to achieve. Reassure the clients that there are no right or wrong approaches to charting their lives. It is important to remind clients that they should respond honestly so that the exercise will be significant to them.
  2. Have clients complete the *Lifeline* worksheet, charting their lives from beginning to end using a line to represent highs and lows. Draw a sample business progress chart to show clients how to draw their lifelines. Have clients indicate year segments on the bottom line of the box (see example). Avoid telling clients how to draw their lifelines or when they should end. These are decisions that each client has to make.



3. After drawing their lifelines, have the clients code the worksheet to indicate critical decisions in their lives.
4. When they have completed their lifelines, have them respond to the statement, "My lifeline looks like this because . . . ."

Follow-up:

1. After clients have shared their drawings and responses, bring them back together and lead a discussion with the whole group. Discussion questions may include:
  - What have you discovered about yourself? Recurring answers to this question reflect the recognition by clients that although they are unique individuals, there are many similarities of personal major events among group members.
  - Why is it important to set goals throughout our life? Our goals determine our actions in life. The emphasis of this discussion should be on the personal responsibility one has for influencing, or not influencing, the major events of one's life. With this recognition, comes an awareness of the importance of goal setting to ensure control over one's future.
2. After completing this exercise, clients should understand the importance of setting goals while they are CETA participants and their personal responsibility to accomplish those goals.

## LIFELINE

A lifeline is a graphic representation of decisions, events and actions that influence one's life. Most lifelines differ from one person to another because we are each shaped by different events and decisions.

1. In the lifeline chart below, let the left edge of the box represent the beginning of your life, and the right edge represent the end of your life. Using the pattern of a business progress chart, draw a line in the box that represents your past, present, and future.



2. After you have drawn the line:

Place ( ✓ ) to indicate where you are now.

Place ( + ) at the point of the best decision you made.

Place ( - ) at the point of the worst decision you made.

Place ( ? ) where you see an important decision coming up in the future.

3. Now that you have a graphic representation of your life, write a response to the following statement:

*My lifeline looks like this because . . . . .*



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# IDENTIFYING JOB VALUES

## Activities

1. Work Values Checklist
2. What Do You Look For In a Job?
3. Work Situation Checklist
4. \_\_\_\_\_
5. \_\_\_\_\_

## Other Resources

1. \_\_\_\_\_
2. \_\_\_\_\_

### WORK VALUES CHECKLIST

Purpose: Our work values greatly influence our job preferences. This activity helps clients to determine their work value preferences. By examining these work values, clients will be able to be more selective about choosing jobs that are compatible with their values.

Materials: Work Values Checklist.

Time: Approximately thirty minutes.

- Procedure:
1. Discuss with clients what is meant by "work values".  
*These are values that one desires on a job and feels are needed for one to be happy and satisfied at work.*
  2. Have clients complete the *Work Values Checklist*. Emphasize to them that they are to do it as they feel now, not as they will feel at sometime in the future.
  3. At the bottom of the worksheet, have them prioritize the three most important situations they would look for on a job.

- Follow-up:
1. Share with clients the idea that they should consider their values when making a job choice, even though they may never find a job that meets all their work values.
  2. Discuss with clients the information gained from completing the worksheet.
    - Why is it important to consider your work values when selecting a job?
    - What did you learn about yourself?
    - Do the jobs that you are considering have the work values that you prefer? *If clients are unsure, have them visit a job site, speak with a worker on the job or visit a training site and talk with an instructor.*
  3. Have clients list jobs consistent with their work values. Example: Helping others - nurse aide, policeman, dental assistant, etc.

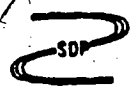


## WORK VALUES CHECKLIST

Very Important	Important	So-So	Not Too Important	Not At All Important	
					<p><u>Directions:</u> To the left of each value listed below, place an "X" in the box which shows the importance of the value to you. Answer as you feel now, not as you think you should feel or will feel at some time in the future.</p>
					1. Working with people I like
					2. Being my own boss
					3. Having a steady job
					4. Making decisions and supervising others
					5. Being well paid
					6. Helping others
					7. Doing exciting things, sometimes involving risks or danger
					8. Working in pleasant surroundings
					9. Working alone most of the time
					10. Accepting heavy responsibility
					11. Influencing and convincing others
					12. Having people look up to me
					13. Inventing, designing or developing new ideas and things
					14. Having time for my family
					15. Receiving a sense of well being from doing a job well done
					16. Having other people around
					17. Doing work that I enjoy, that is interesting to me
					18. Working in a job that offers a chance for promotion
					19.

List the THREE most important values you would look for in a job.

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



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### WHAT DO YOU LOOK FOR IN A JOB?

Purpose: The factors that we look for in a job influence our choices. This activity enables clients to determine their work values and work situation preferences and prioritize those they desire most. By examining these, clients will have a better basis for making job choices that are compatible with their needs.

Materials: *What Do You Look For in a Job?* worksheet.

Time: Approximately forty minutes.

- Procedure:
1. Discuss the concept of work values with clients. *These are values that one desires on a job and feels are needed for one to be happy and satisfied at work.*
  2. Have clients complete the *What Do You Look For in a Job?* worksheet. Explain to them that if there are values or situations which are important to them and not on the list they can be added.
  3. At the bottom of the worksheet, have the clients fill in the five most important things that they look for in a job.

Follow-up: After clients complete the worksheet, discuss the following questions with them:

- Why is it important to consider those work values and situations that are important to you when selecting a job?
- Is it possible to find a job that satisfies all your desires? *Clients should understand that few jobs satisfy all one's desires.*
- Do the jobs that you are interested in have the working conditions that you prefer? *If the client does not know what they are for the job they are interested in, have them read about the job in the Occupational Outlook Handbook or a similar career resource, visit an actual job site, and/or visit the training site and talk with the instructor.*

Why might some people endure unpleasant working environments rather than change jobs? Clients should understand that sometimes people sacrifice one value for another in certain situations. For example, a person who values working close to home, may be willing to accept a lower salary for a conveniently located job.

2

WHAT DO YOU LOOK FOR IN A JOB?

the things that you want on a job in the appropriate column according to whether you always want them, sometimes want them, or never want them on a job.

	always	sometimes	never		always	sometimes
lot of money	_____	_____	_____	being well known	_____	_____
to be alone	_____	_____	_____	clean place to work	_____	_____
ty	_____	_____	_____	do many different things	_____	_____
things	_____	_____	_____	set your own hours	_____	_____
work	_____	_____	_____	eight to five work	_____	_____
or work	_____	_____	_____	meet many new people	_____	_____
writing	_____	_____	_____	feel you are helping people	_____	_____
math	_____	_____	_____	chance to move up	_____	_____
g	_____	_____	_____	make beautiful products	_____	_____
work	_____	_____	_____	work with your hands	_____	_____
ols	_____	_____	_____	same duties every day	_____	_____
your own boss	_____	_____	_____	work with your mind	_____	_____
place to work	_____	_____	_____	sit down to do your work	_____	_____
ng others	_____	_____	_____	having to come up with new ideas	_____	_____
t your own pace	_____	_____	_____	to be told what to do	_____	_____
g dressy clothes	_____	_____	_____	work involving risks or danger	_____	_____
al work	_____	_____	_____	commute more than 30 minutes	_____	_____

ome of your own: \_\_\_\_\_

the FIVE most important things that you look for in a job.

2. \_\_\_\_\_ 3. \_\_\_\_\_  
 5. \_\_\_\_\_

### WORK SITUATION CHECKLIST

Purpose: Few people have the ideal job that offers all the work situations that they desire. However, some jobs have more to offer than others. This activity helps clients to examine their preferences regarding work situations. By recognizing these personal preferences, clients will be in a better position to make job choices.

Materials: Work Situation Checklist worksheet.

Time: Approximately thirty minutes.

- Procedure:
1. Discuss what is meant by work situations or working conditions. *Work situations and working conditions are the environment and surroundings in which one works.*
  2. Have clients complete the *Work Situation Checklist*. Emphasize that they are to answer as they feel now, not as they think they should feel or as they may feel at sometime in the future.
  3. At the bottom of the sheet, have them prioritize the three most important situations they would like in a job.

- Follow-up:
1. Discuss with clients the information generated from this worksheet. *Although they will probably never find a job with all the work situations they desire, they still should know what they are as they consider job choices.*
    - Why is it important to consider the situations that you will work in/on a job?
    - Do the jobs that you are interested in have the working conditions that you prefer? *If clients do not know what the working conditions are for the job they are interested in, have them read about it in the Occupational Outlook Handbook or a similar career source, visit a job site, or visit the training site and talk with the instructor.*

- Why might some people endure unpleasant working conditions rather than change jobs? Clients should understand that sometimes people sacrifice one value for another in certain situations. For example, a person who values a well paid job may be willing to commute an hour to work for a high salary.
2. Have clients list jobs which are likely to occur in the work situation they prefer. For example, sitting often at a desk or machine--typist, drill press operator, factory worker, keypunch operator.



## WORK SITUATION CHECKLIST

**Directions.** To the left of each situation listed below, place an X in the box which describes your feelings about each situation. Answer as you feel now, not as you think you should feel or will feel at some time in the future.

A situation I would like to work in	Could adapt to the situation	Am not sure about the situation	Would be difficult to adapt to the situation	A situation I would like to avoid
				1. Working in noise and confusion
				2. Meeting new people frequently
				3. Doing detail work with care
				4. Planning ahead carefully
				5. Sitting at a desk or machine
				6. Following an established routine
				7. Meeting new problems and situations daily
				8. Working under pressure
				9. Working at own pace
				10. Working in extremes of heat or cold
				11. Wearing dressy clothes
				12. Performing a variety of tasks
				13. Doing mostly physical work
				14. Concentrating on a single task
				15. Doing mostly mental work
				16. Working weekends and/or split shifts
				17. Commuting more than 30 minutes to work
				18. Working for a small company
				19. Working for a large company
				20.

List the THREE situations you would prefer:

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



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# IDENTIFYING SKILLS

## Activities

1. Nine Dots
2. Skills Identification
3. Identifying My Skills (Brief)
4. Vocabulary Building
5. \_\_\_\_\_
6. \_\_\_\_\_

## Other Resources

1. \_\_\_\_\_
2. \_\_\_\_\_

NINE DOTS

Purpose: As clients begin the skills identification process, they need to accept that transferable skills are different from job-specific skills. This quick, fun, warm-up exercise encourages clients to think creatively to solve problems.

Materials: *Nine Dots* worksheet, *Cake* worksheet, chalkboard or large sheet of paper.

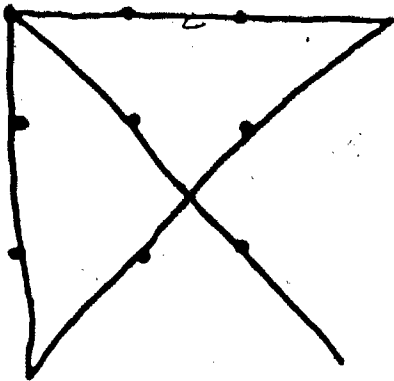
Time: Approximately fifteen minutes.

- Procedure:
1. Distribute copies of the *Nine Dots* worksheet to clients. After reinforcing the instructions on the worksheet, have clients complete the exercise. Give them only a few minutes to work the exercise to prevent frustration.
  2. Ask if anyone solved it. If someone did, have them show the rest of the group how they did it. If no one solved the problem, illustrate to the group on a chalkboard or large sheet of paper how to solve it (see answer on next page).
  3. Give clients a copy of the *Cake* worksheet and allow them a short period of time to work on it.
  4. Again ask if anyone solved the problem. If someone did, have them draw the answer on a chalkboard or large sheet of paper for the whole group. If not, supply the answer (see answer on next page). Usually someone in the group will solve this problem after observing the answer to the *Nine Dots* exercise.

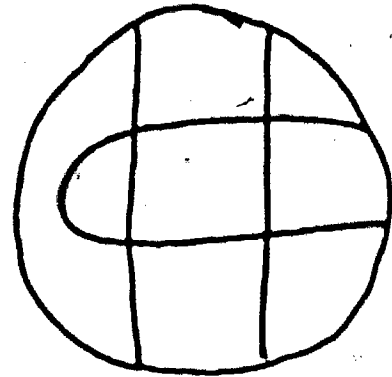
- Follow-up:
1. Discuss with clients what blocked them from solving the problem. Clients will often respond with, "I didn't know I could draw lines outside the dots", "I didn't think of doing that", or "I always cut cakes in straight lines". Most people usually do not think creatively.

2. Introduce the idea that when we identify our skills we also need to think creatively and unconventionally. After this exercise, it is appropriate to begin the process of skills identification, emphasizing that all our skills should be included.

Answers



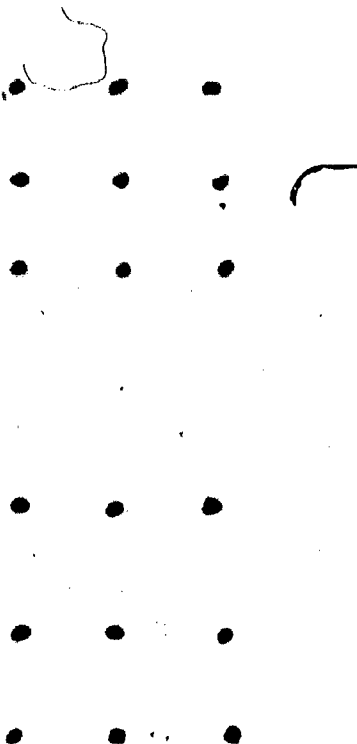
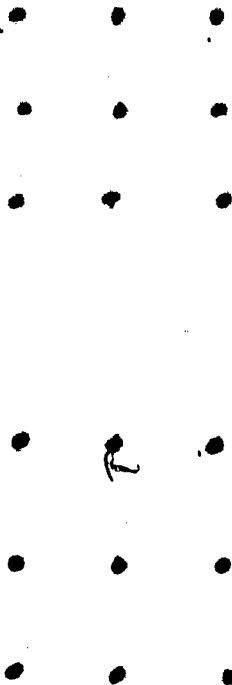
NINE DOTS EXERCISE



CAKE EXERCISE

# NINE DOTS EXERCISE

Without lifting your pencil from the paper, draw four straight, connected lines (or fewer, if you can) which will go through all nine dots, but through each dot only once. After you have tried two different ways, ask yourself what restrictions you have set up for yourself in solving this problem.



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# CAKE EXERCISE

In the space below draw a circle to represent a cake. Then show at least one way you could, by making only three cuts, get at least eight pieces. (Better leave yourself room to draw more than one cake!)

A hand-drawn scribble consisting of a wavy line that starts on the left, loops back to the right, and then continues as a wavy line to the right.

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## SKILLS IDENTIFICATION

Purpose: We all develop skills throughout our lives. This activity will demonstrate that point to clients. It will teach them a process for identifying and categorizing skills so that appropriate jobs and environments can be targeted. It will also enable clients to enhance their self-esteem by focusing enthusiastically on what they can do.

Materials: Five Accomplishments worksheet, pencils, large sheet of paper or a chalkboard.

Time: Approximately one hour and forty-five minutes.

- Procedure:
1. Often clients do not realize that they have developed marketable skills in leisure or non-paid settings. These are important skills to identify. Often clients do not realize that they have developed marketable skills which are transferable across jobs. These are also important to identify.  
Define the words "skill", "job-specific skill", and "transferable skill" with clients. Let the group generate them rather than defining the words yourself.
  2. Have clients list examples of job-specific skills and transferable skills.
  3. Client are now ready to begin identifying the skills they possess. Ask clients to think of something that they really enjoyed doing. It can be anything and it could have happened yesterday or five years ago. At this point, ask someone in the group to share a story, or if no one volunteers, provide a story yourself. Write on paper or chalkboard the steps described in the activity. The example will indicate to clients that they are to be very detailed when writing down their story (see example).
  4. Ask the group to identify the skills they heard demonstrated in the activity. List the skills on a sheet of paper or chalkboard

5. Explain to the clients that they will go through their own process like the one just demonstrated. Have them recall five accomplishments they really enjoyed doing and write them down.
6. Have clients choose one accomplishment from their list that they would like to describe in detail to other group members.
7. Have clients meet in groups of three. Explain that one person will relate his/her accomplishment while the other two will write down the skills they hear used. When the describer finishes, he/she will tell what skills he/she believed were used and the listeners will relate what skills they heard. They will then switch roles so that each person has the opportunity to read a description of an accomplishment and to listen for skills used. Circulate while clients are doing this activity to help them identify the skills used in the accomplishment stories.
8. Bring the group back together and distribute the *Five Accomplishments* worksheet.
9. Have clients write a short, descriptive name for their story at the top of the worksheet next to number one. Under that column have them check off in the appropriate boxes all the skills they used in their accomplishment story. *Multiple checkmarks in a box are allowable and hopefully will occur since that will indicate to the client where his/her strengths are.*
10. Encourage clients to work on this process at home using their other accomplishments. Have friends or family help them identify the skills used. More stories increase the number of skills checked on the worksheet and validate the client's strengths.

Follow-up: Now that clients have listed their skills they are ready to begin identifying jobs that they would like to explore. At this point it is appropriate also to have them identify the work values and work environments that they desire on a job. This information, added to the knowledge that they have of their skills, should help them better define jobs in which they would like to work. *Clients should feel good about themselves after completing this exercise because it has shown to them that they do possess skills and, if needed, they have the ability to learn new ones. Thus, they should be excited about beginning the process of job exploration.*



SKILLS IDENTIFICATION (continued)

- Variations:
1. At the beginning of the next group session, have clients relate one more accomplishment story in triads, identify the skills used, and check them off on the *Five Accomplishments* worksheet. This provides clients with at least two accomplishment stories plus any others they analyzed at home. Clients are often enthusiastic the next session because they have had time to think about the skill identification process. They usually have an accomplishment story that they did not relate before but are anxious to share with group members.
  2. When clients are in small groups, instead of having them describe one story, have them describe three stories and identify the skills used. This adds one hour to the activity time.

## Buying First Car

- figured out how much I had to spend
- shopped around to compare cars and prices
- asked a friend for advice
- decided on the car to buy
- checked the car very carefully to see if it was in good condition

## SKILLS

- mechanical ability
- ability to research and compare
- ability to make decisions
- observant
- budgeted money
- ability to inspect carefully

IDENTIFYING SKILLS

## FIVE ACCOMPLISHMENTS

<p style="text-align: center;"><b>YOUR FUNCTIONAL/TRANSFERABLE SKILLS</b></p> <p style="font-size: small;">These are the skills which you can use in any job or field that is of great interest or concern to you.</p>										Total Number of Check Marks
	1	2	3	4	5					
<b>USING HANDS:</b> assembly, building, operating tools or machinery, repairing, typing, showing dexterity or speed, making models										
<b>USING WHOLE BODY:</b> muscle coordination, physically active, doing outdoor activities, exercising, sports, camping, skiing, playing, traveling										
<b>USING MIND:</b> problem-solving, trouble shooting, researching analyzing, organizing, systemitizing, remembering, judging, evaluating, diagnosing, comparing										
<b>USING INTUITION:</b> showing foresight, perceiving, planning, acting on gut reactions, visualizing in third-dimension as in blueprint reading										
<b>USING CREATIVITY:</b> imagining, creating, inventing, designing, improvising, experimenting										
<b>USING ARTISTIC ABILITIES:</b> dealing creatively with colors, shapes, faces, spaces, music, paints, handicrafts, drawing, words, human bodies										
<b>USING WORDS:</b> reading, copying, communicating, talking, teaching, debating, public speaking, editing, training										
<b>USING HELPING SKILLS:</b> being kind, listening, understanding, healing, counseling, being of service										
<b>USING PERSUASION:</b> influencing others, selling, promoting, negotiating, recruiting, changing someone's mind										
<b>USING LEADERSHIP SKILLS:</b> initiating, organizing, leading, directing others, coordinating, managing, taking risks, making decisions, effecting change										
<b>USING PERFORMING SKILLS:</b> getting up before a group for profit and lecturing, demonstrating, making people laugh, acting, playing music										
<b>USING SENSES:</b> observing, examining- inspecting, diagnosing, showing attention to detail										
<b>USING NUMBER SKILLS:</b> taking inventory, counting, computing, bookkeeping, managing money, remembering numbers										
<b>USING FOLLOW-THROUGH:</b> using what others have developed, following instructions, doing detailed work, classifying, recording, filing, carrying out plans										

Adapted from the National Career Development Project

IDENTIFYING MY SKILLS (Brief)

Purpose: The skills that an individual possesses usually determine the occupation or occupations that person will enter. In this activity clients will be able to identify the skills they have, especially those that motivate them. This exercise should enhance clients' self-concepts by having them realize that they do possess skills.

Materials: *Identifying My Skills* worksheet; large sheet of paper or chalkboard.

Time: Approximately one hour.

- Procedure:
1. Generate a discussion with the group to define the word "Skill". Questions might include:
    - What is a skill? *A skill is an ability to do things well with one's body or with tools. It is developed through practice.*
    - What are some examples of skills? *The group will usually name job-specific skills (typing, using an adding machine, running a drill press, etc.) when asked to give examples of skills.*
    - Where do we learn skills? *Clients often think that the only situation where one develops a skill is on a job. Emphasize to them though that skills are learned everywhere--at home, on jobs, doing volunteer work, performing a hobby, etc. We develop skills all our lives.*
  2. At this point, clients should understand the concept of job-specific skills. Now it is time to teach them the meaning of transferable skills--those skills that we can transfer from one job to another. To teach this concept, use the following ideas:
    - a) Write the words "clerk-typist" on a chalkboard or large sheet of paper. Ask clients to list all the skills they can think of that a clerk-typist has. Write those skills on the board or paper.

The instructor may have to help the group identify skills other than job-specific ones. Examples - eye-hand coordination, math, reading and writing skills, organizing, talking, operating a machine, sitting still, etc. - as well as typing, filing, answering the phone, etc.

- b) Now ask group - "What if there were no typewriters in the world? What other jobs could this person do with the skills we have listed?" Write the jobs that the group identifies on the chalkboard or paper. Examples of jobs that the group may identify could include assembler, cosmetologist, accountant, keypunch operator, word processor, piano player, salesclerk, etc.
  - c) Explain to client that the skills listed are transferable skills. They are skills that can be transferred from one job to a totally different job. They are different from job-specific skills which can only be used in similar jobs.
3. Pass out the *Identifying My Skills* worksheet to the group. Have them identify the job-specific skills and the transferable skills that they have developed in their lifetime.
  4. Have clients circle those skills that they enjoy using and would like to use on a job. Also, have them list those skills that they do not possess but would like to learn. These are the ones to have clients focus on as they match their skills with job and training possibilities.

Follow-up: By analyzing their motivated skills and interests, clients should be ready at this point to begin the process of identifying occupations they are interested in exploring. After completion of this exercise, time should also be spent with clients to identify the work values and work environments that they desire on a job. This will allow them to be more specific in their exploration and eventual selection of a job.

## Identifying My Skills

**Skill** - an ability to do something well with one's body or with tools.

**Job Specific Skill** - skill that relates directly to a job, ex. typing, filing, driving a truck, etc.

**Transferable Skill** - a skill that can be used in many different jobs, ex. planning, communicating, managing money, etc.

These are the job specific skills I have:

---

---

---

These are the transferable skills I have:

---

---

---

CIRCLE THOSE SKILLS YOU ENJOY USING AND WOULD LIKE TO USE ON A JOB.

These are the skills I want to learn:

---

---

---



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### VOCABULARY BUILDING - IDENTIFYING MY STRENGTHS

Purpose: Clients frequently find that they can identify few strengths or qualities to "brag about". However, when clients are interviewed for a job, employers want to know what their strengths are. This exercise will help clients develop a vocabulary of character strength words from which they can build a personal list of words describing themselves.

Materials: A large sheet of paper, 3'x4', broken up into alphabetical squares, magic marker, 8½"x11" paper for clients' lists.

Time: Approximately one hour.

- Procedure:
1. Ask clients to write down three strengths they have. Give them a few moments and then ask their reaction to the task. *You will probably hear that it was hard for them to think of strengths.*
  2. Discuss the concept of cultural conditioning against bragging and ask clients to consider that they will have to "brag" to have a successful job interview. Explain the importance of having a large vocabulary of descriptive character strength words from which to choose in talking about oneself.
  3. Tack up a large sheet of paper on which alphabetical letters are clearly blocked out. As clients list character strengths, write them on the paper. The process can begin by giving examples such as "neat", "accurate", "responsible" and then writing them under the proper letters.
  4. Develop a list of words from group contributions, being careful to point out when a word or phrase does not apply. Give hints if some letter spaces are empty and encourage all group members to contribute to the vocabulary list. (See example, Part I.)

5. After the general list is complete, ask clients to make their own lists. Have clients take out sheets of paper to make three lists:
- a) "*Qualities I Possess.*" Have them list the qualities they possess and write an example which demonstrates that quality or ability.
  - b) "*Qualities I Want to Develop in Myself.*" Have them list the qualities they want to develop and indicate at least one situation in which they want to develop that quality (ex: on-time - I want to be on-time to my classes). Ask clients to get as specific as possible about the situation or settings they want to work on because the more specific they are, the easier it will be to do the necessary work to develop the quality.
  - c) "*Qualities Others Say I Possess.*" Have clients list compliments others have given them. Explain that they may or may not care about being, for example, "organized", "neat" or "alert", but it is important for them to be aware of all their valued qualities, for employers may value them too.  
(See example, Part II.)

Follow-up: After completion of this exercise, clients should be able to identify their skills, give examples of them and verbalize this information. This will be helpful to them as they explore jobs, write resumes, and go on interviews.



VOCABULARY BUILDING EXERCISE, PART I

From ACE Counseling Manual, L. M. Kur'yz, 1977

<p><b>a</b></p> <p>accurate agile          alert <sup>accountable</sup>          attractive <sup>artistic</sup>          ambitious <sup>ambitious</sup>          aggressive <sup>athletic</sup>          assertive          anxious          adaptable          amiable</p>	<p><b>b</b></p> <p>bright          businesslike          bilingual          bold          blunt          balanced</p>	<p><b>c</b></p> <p>confident classy          creative charming          capable cautious          competent          cooperative          curious          competitive          conscientious          consistent          conscious</p>	<p><b>d</b></p> <p>dependable          diligent          direct          down-to-earth          dedicated          diplomatic          dynamic          detail-oriented</p>	<p><b>e</b></p> <p>efficient          expressive          enthusiastic          empathetic          economy-minded          effective          eloquent          even-tempered          exact</p>	<p><b>f</b></p> <p>friendly          feasible          fiscal          firm          fair          follow-through</p>
<p><b>g</b></p> <p>gracious          grateful          goal-oriented          good-natured          gregarious          glib</p>	<p><b>h</b></p> <p>honest          helpful          happy          hard-working          harmonious          hardy          healthy</p>	<p><b>i</b></p> <p>industrious          innovative          intelligent          independent          interested          involved          imaginative</p>	<p><b>j</b></p> <p>just          joyful          jack-of-all-trades</p>	<p><b>k</b></p> <p>kind          knowledgeable</p>	<p><b>l</b></p> <p>loyal          logical          lively          [lead]          [like self]          low-key</p>
<p><b>m</b></p> <p>mature          motivated          methodical          magnetic          mellow          mobile          moderate          masterful          musical</p>	<p><b>n</b></p> <p>neat          nice          natural          nervous          nimble          nonchalant          nurturing</p>	<p><b>o</b></p> <p>organized          optimistic          open-minded          outgoing          original          objective          observant          orderly</p>	<p><b>p</b></p> <p>practical          patient          persistent          perceptive          practical          persuasive          persevering          professional          prioritizing          poised</p>	<p><b>q</b></p> <p>quiet          quick          questioning          qualified          quotable</p>	<p><b>r</b></p> <p>responsible          realistic          reasonable          risk-taking          resourceful          responsible          rational          regular          reflective          relaxed</p>
<p><b>s</b></p> <p>sympathetic steady          self-reliant strong          self-staring          [some of her]          skilled          stable          straightforward          special          systematic          advisable</p>	<p><b>t</b></p> <p>tidy          tactful          tactful          truthful          thick-skinned</p>	<p><b>u</b></p> <p>understanding          unflinching          unique          unpretentious          unvarnished</p>	<p><b>v</b></p> <p>vivacious          versatile          valuable          venturesome          vigorous          vibrant</p>	<p><b>w</b></p> <p>well-groomed          willing to learn          warm</p>	<p><b>x</b></p> <p>youthful          jealous</p>

## VOCABULARY EXERCISE, PART 11

### Vocabulary Exercise

#### Personal list

##### Qualities I have now

dependable - I keep promises I make; always did tasks work required on gardening job

cooperative - I'm willing to meet people halfway - see other's point of view - cooperated with co-workers

accurate - I do not let anything pass my eyes without checking

calm - I keep calm under pressure even when moving houses and don't know where I'll be next

##### Qualities I Want to Develop

- self-confident - I want to have faith in myself and speak up when I have a different idea

- assertive - same

- firmness - I want to stop being taken advantage of at home and at work. I want to stop giving in to doing things I shouldn't be asked to do.

outgoing - I want to feel more comfortable with people. I want to go up to people and have something to say.

##### Qualities Friends Say I Have

patient

responsive

calm

# ASSESSMENT

## Activities

1. Work Interest/Experience Inventory
2. \_\_\_\_\_
3. \_\_\_\_\_

## Other Resources

1. ESA
2. \_\_\_\_\_
3. \_\_\_\_\_

WORK INTEREST/EXPERIENCE INVENTORY

Purpose: Clients need to inventory their work interests and experiences so that they can begin to focus on occupational areas to explore. Often they have difficulties doing this in an informal manner. This exercise will provide a format for clients to indicate their interests and experiences in ten occupational areas. Their responses can then be used as a starting point for career exploration.

Materials: Work Interest/Experience Inventory.

Time: Approximately one-half hour.

- Procedure:
1. Discuss with clients the concept that people are most satisfied in jobs that are closest to their interests. This may be accomplished by asking clients which of their jobs they liked and why they liked them. *By reading with the group the first page of the inventory, this concept can be stressed.*
  2. Have clients complete the inventory.

Follow-up: The interest information that clients have generated from this inventory can be used as their starting point for occupational exploration. A comparison can also be made between interest and experience. *For example, a client may indicate a low interest in an area but have a great amount of experience in that same area. This may indicate to a counselor that the client has gained a knowledge of the area, does not like working in it, and thus should avoid exploring jobs in that area.*

## WORK INTEREST/EXPERIENCE INVENTORY

Most people are happiest in the jobs that are closest to their interests. However, one also needs to consider work experience, paid or unpaid, when choosing a job.

This inventory will help you think about the types of activities that you would like to do on a job and review your work experiences.

In the left column, place a check next to the activities you would like to do. Don't worry if you would be good at that activity or about your lack of training. Think only about if you would like to do that job.

In the right column, place a check next to those activities that you have done before.

A. I would like:

- |                          |   |                          |
|--------------------------|---|--------------------------|
| <input type="checkbox"/> | selling clothes in a store                | <input type="checkbox"/> |
| <input type="checkbox"/> | running a cash register                   | <input type="checkbox"/> |
| <input type="checkbox"/> | stocking shelves                          | <input type="checkbox"/> |
| <input type="checkbox"/> | selling products to stores                | <input type="checkbox"/> |
| <input type="checkbox"/> | talking to customers                      | <input type="checkbox"/> |
| <input type="checkbox"/> | being a checkout clerk in a grocery store | <input type="checkbox"/> |
| <input type="checkbox"/> | ordering goods in a store                 | <input type="checkbox"/> |
| <input type="checkbox"/> | selling automobile parts                  | <input type="checkbox"/> |
| <input type="checkbox"/> | selling products over the phone           | <input type="checkbox"/> |

Total

A. I have experience:

Total









Now let's fill in the section below to see what types of jobs interest you and in what areas you have experience. Go back and add up the checks in each part and write the number where it says "Total". Now write in the totals for each part here:

Interests		Experience
_____	Part A - Sales Jobs	_____
_____	Part B - Jobs in Transportation	_____
_____	Part C - Office Jobs	_____
_____	Part D - Creative Jobs	_____
_____	Part E - Mechanical and Repairing Jobs	_____
_____	Part F - Service Jobs	_____
_____	Part G - Jobs in the Health Field	_____
_____	Part H - Construction Jobs	_____
_____	Part I - Industrial/Factory Jobs	_____
_____	Part J - Jobs in Fishing, Farming Mining and Forestry	_____

1. List the areas with the three highest scores for interest:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

These are areas that you might begin to look at carefully to see if there are any jobs within them that interest you.

2. List the areas with the three highest scores for experience:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

This information may also help you in deciding which jobs you may want to explore.

3. List any areas you don't want to explore:

\_\_\_\_\_  
\_\_\_\_\_

That's important information, too.



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# EXPLORING JOBS

## Activities

1. Work Experience
2. Informational Interviews
3. Comparing Jobs
4. \_\_\_\_\_
5. \_\_\_\_\_

## Other Resources

1. \_\_\_\_\_
2. \_\_\_\_\_

WORK EXPERIENCE

Purpose: One of the first steps in the job exploration process is to evaluate past jobs. This worksheet will allow clients to take time to write down and examine their work history-- emphasizing those activities they liked and disliked on the jobs. This information will be useful to them when identifying their skills but also as they prepare to write resumes and go on interviews while job hunting.

Materials: *Work Experience* worksheet.

Time: Approximately one-half hour.

Procedure: Distribute *Work Experience* worksheet to all clients and have them complete it. Encourage clients to be as detailed as possible when describing their jobs.

- Follow-up:
1. If this worksheet is used during orientation, then it will become information that clients can refer to as they begin the job exploration process, especially during the skills identification activities.
  2. This worksheet can also be used as an information base for writing a resume and organizing responses to interviewing questions.

## WORK EXPERIENCE

For each job, paid and unpaid, starting with the present or most recent one, give the information asked for in each of the columns. Use as many action words as necessary to describe the activities which you did on the job, no matter how small. Be sure to list things (work itself, people, conditions, locations, etc.) that you liked and disliked about the job.

<b>EMPLOYER</b> City, State, Dates	<b>TITLE &amp; JOB DESCRIPTION</b> List activities you did on the job	<b>Things I liked MOST</b> about the job	<b>Things I liked LEAST</b> about the job
Empty cell	Empty cell	Empty cell	Empty cell

## INFORMATIONAL INTERVIEWS

**Purpose:** The best information about jobs can be obtained first hand from workers or training instructors. This exercise will teach clients how to gather information about jobs from primary sources, sources other than counselors and books. This method will also give clients a chance to develop their interviewing skills in a non-threatening situation in which they are interviewing workers and training instructors for information.

**Materials:** *Questions for Informational Interviews* worksheet, a large sheet of paper or a chalkboard.

**Time:** Approximately forty-five minutes.

- Procedure:**
1. Clients have identified through previous exercises the jobs or training programs they are interested in exploring. Tell them they are now ready to start gathering information about these jobs.
  2. Have clients brainstorm questions they would like to ask about the jobs they are interested in. Write their questions on a chalkboard or a large sheet of paper.
  3. When they have listed their questions, have clients make individual lists, prioritizing those questions which are most important. These questions should be based on the clients' personal values, job values and the work environments they have identified as wanting on a job. The instructor may give clients copies of the worksheet, *Questions for Informational Interviews*, to be used as a supplement to the questions identified by clients.
  4. Explain that the best source of answers to the questions is someone who knows the job well. Explain that they will be given opportunity to interview workers and/or training instructors of jobs they are interested in.

5. Role-play with clients calling for an appointment and going out on an informational interview. Play the client interviewing for information and have a member from the group be the worker or the training instructor. Have the clients form groups of two and role-play the process they just observed. The clients are to practice being both interviewer and interviewee. The interviewer may use the questions listed earlier and the interviewee may respond as a worker from a job they have been employed at. It is important that clients have the opportunity to practice an informational interview before going on one. Emphasize that informational interviews should be only 15-20 minutes in length.
6. Have each client do an informational interview. *Clients may need assistance in developing resources for their informational interviews and making contacts.*


Follow-up: After they return from their informational interviews, discuss with clients:

- Did you enjoy the process?
- What information did you gather?
- Based on the information gathered, is this a job you want to receive training in?

This can be accomplished by going around the room and asking each client to give details of their informational interview or by meeting individually with clients. *After completing this process, clients will have more realistic information about the job they are interested in pursuing. The client now can make a better decision about whether or not to enter a CETA training program.*

QUESTIONS FOR INFORMATIONAL INTERVIEWS

1. How do you get into this kind of work?
2. What are the major job tasks? What are the major skills needed?
3. What are the physical demands of the job?
4. What are the hours?
5. What are the chances for steady income? What is the pay?
6. What are the chances for advancement?
7. What do you like about your job?
8. What do you dislike about your job?
9. Can you tell me about a typical day on your job?
10. How long is training?
11. What is training like?
12. Can you tell me what a typical day is like during training?
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_

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✓  
COMPARING JOBS

Purpose: For a person to decide what job they would like to pursue, it is important that they evaluate those jobs that interest them. This worksheet allows clients to collect and compare information in an organized way. After analyzing the data, clients will be able to decide what their job/training choice is to be.

Materials: Comparing Jobs worksheet.

Time: Approximately 15 minutes to explain the worksheet. Individual counseling sessions will be needed as a client completes job exploration.

Procedure: Distribute Comparing Jobs worksheet to clients and have them complete as they explore the jobs they are interested in. This worksheet could be used as clients interview for information at training sites and job sites. It can also be used after training as clients begin job hunting.

Follow-up: After completion of this worksheet, a client will be able to decide which job they would like to pursue. Since few jobs will meet all the criteria that a person desires, a client may have to determine which criteria are most important to them. For example, a job may have a lower salary, but its location may be convenient and it may be interesting work. A client may select that job because the positive criteria may overcome the lower salary.



## COMPARING JOBS

Rate each job on the factors in the left-hand column according to the following scale:

- 5 Excellent
- 4 Good
- 3 Average
- 2 Fair
- 1 Poor

Title of  
Job # 1

Title of  
Job # 2

Title of  
Job # 3

Beginning Salary		
Possibility of Raises		
Work Environment		
Physical Demands		
Convenience of Location		
Hours of Work		
Meets My Work Values		
Uses My Abilities		
Interesting Work		
Pressures		
Learning Opportunity		
Variety of Activities		
Opportunities for Advancement		
Other _____		

TOTAL SCORE \_\_\_\_\_

# SETTING GOALS

## Activities

1. Goal Setting Maze
2. Where Do I Want to Go?
3. Lifeline
4. Time Pie
5. Budgeting
6. Barrier Identification

7. \_\_\_\_\_
8. \_\_\_\_\_

## Other Resources

1. \_\_\_\_\_
2. \_\_\_\_\_

GOAL SETTING MAZE

Purpose: This exercise is a fun, creative way to begin the process of goal setting.

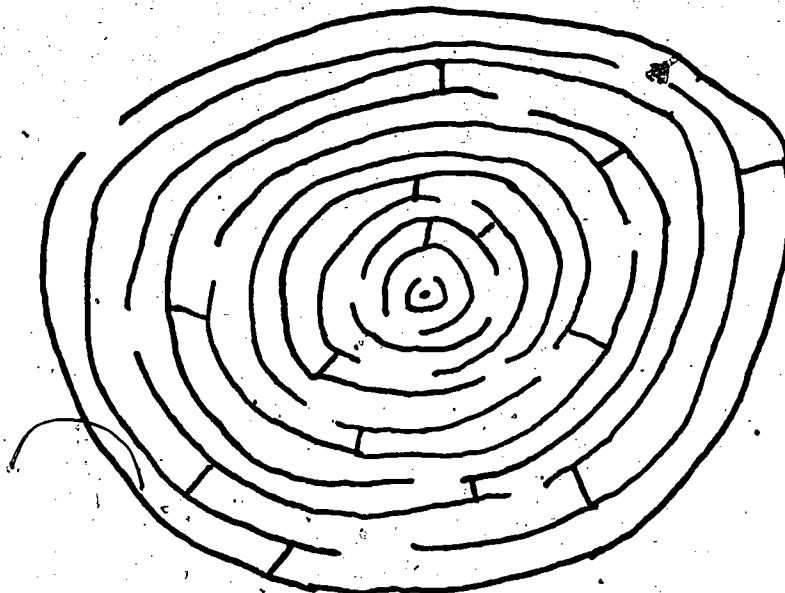
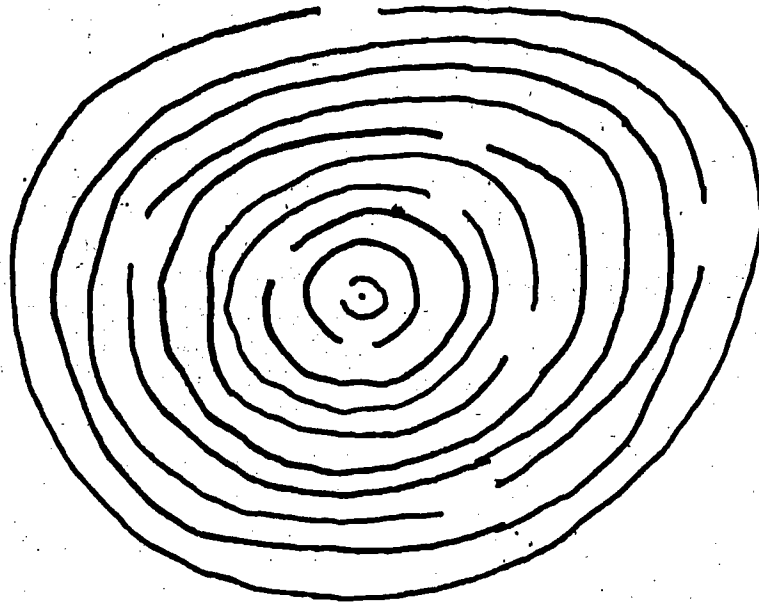
Materials: Goal Setting Maze worksheet.

Time: Approximately ten minutes.

Procedure: Give clients the Goal Setting Maze worksheet and have them do the two mazes. If anyone in the group is unfamiliar with mazes, discuss what a maze is before beginning the exercise. Avoid specifically telling them how to complete a maze.

- Follow-up:
1. Discuss the following questions with clients:
    - What problems did you have in achieving your goal of getting to the center? Client responses will usually include "I had to go around the barriers", "I had to backtrack when I came to a barrier", etc.
    - When you first were introduced to mazes, how did you learn to do them? Clients often respond that they used trial and error until they became familiar with mazes and the process for completing them.
  2. Discuss with clients the relationship between mazes and goal setting. When achieving a goal, one may have to backtrack, overcome barriers, and develop a plan just as one does when completing a maze. Clients are now ready to begin the process of goal setting.

Goal  
Setting  
Maze



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WHERE DO I WANT TO GO?

Purpose: Clients need to identify realistic short and long range goals to be achieved during training. This activity will teach clients the skill of goal setting and help them set goals.

Materials: Setting Goals worksheet, *Where Do I Want to Go?* worksheet, and *Aids to Successful Goal Setting* worksheet.

Time: Approximately forty-five minutes.

- Procedure:
1. Ask clients to define the word 'Goal'. Encourage them to provide examples of different types of goals, i.e., personal, job-related, education, leisure, short range, long range, etc. One definition of a goal is: "Goals are statements of the general outcome one desires".
  2. After defining the word 'Goal', give clients the worksheet, *Where Do I Want to Go?* Read the directions aloud and then have clients complete the worksheet. After it has been completed have clients share what they learned. Discussion questions might include:
    - Why did you attain some goals and not others?
    - Were your goals well planned?
    - Were your goals set by yourself? Did someone else set them for you?
  3. Distribute worksheet, *Aids to Successful Goal Setting*. Discuss with clients the important elements of goal setting. Be sure clients understand the concept of goal setting so that they will set realistic goals for themselves in the next exercise.
  4. Have clients complete the worksheet, *Setting Goals*, after reading the directions aloud with them. Encourage them to refer to the *Aids to Successful Goal Setting* worksheet for help in setting realistic, meaningful goals.

Follow-up:

1. Discuss with clients the characteristics of goal setting listed on *Aids to Successful Goal Setting*. Goal setting is difficult for most persons because it involves making a commitment to a course of action. Many CETA clients have never attained their goals. This will be a new way of working for them--and probably threatening.
2. Counselors may discuss individually with clients the goals they wish to achieve. Clients may set very vague goals such as "to get a job" or "to be a better person". The counselor needs to ask the individual repeatedly to be more specific, until a realistic, tangible goal is articulated.

## SETTING GOALS

To help you determine meaningful goals for yourself, complete the following:

### What you'd like to happen in one year

List here things you would like to learn to do, satisfying activities you'd like to be involved in, and things you want to strive toward during the next year. Keeping your values in mind, think in terms of jobs, recreation, family, education, etc.

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### What you'd like to happen in one month

List here things you would like to learn to do, activities you'd like to be involved in, and things you want to strive toward during the next month. Some of these may be duplications of your first list.

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## AIDS TO SUCCESSFUL GOAL SETTING

The following questions should be asked as a goal is being set:

1. Is the goal achievable?
  - Can I accomplish it in the time span I have set?
  - Does the achievement of the goal depend only on me, and not on outside conditions over which I have no control?
2. Do I believe I can achieve this goal?
  - Will my skills and abilities be equal to this goal in the time span I have set?
3. Will I know when I have achieved it?
  - Have I set my goal in specific terms and defined when I attain it?
4. Do I want to do it?
  - Is the goal one that interests me and motivates me?
  - What benefits will I get from achieving my goal; do I have to sacrifice anything to achieve it?
  - Is the goal compatible with my values?



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## LIFELINE

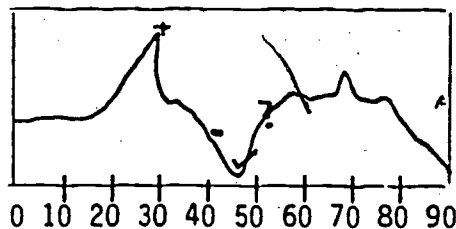
Purpose: Goal setting and the accomplishment of those goals is an important concept for CETA participants to understand. This exercise will have the clients look at their whole life span --past, present and future--and the critical decisions they have made in it.

The emphasis of the exercise is on the personal responsibility clients have in influencing, or not influencing, their lives and the importance of goal setting to their future.

Materials: Lifeline worksheet and pencils.

Time: Approximately thirty minutes.

- Procedure:
1. Introduce the concept of lifelines as a graphic representation of decisions that clients have made during their lives and the goals they hope to achieve. Reassure the clients that there are no right or wrong approaches to charting their lives. It is important to remind clients that they should respond honestly so that the exercise will be significant to them.
  2. Have clients complete the *Lifeline* worksheet, charting their lives from beginning to end using a line to represent highs and lows. Draw a sample business progress chart to show clients how to draw their lifelines. Have clients indicate year segments on the bottom line of the box (see example). Avoid telling clients how to draw their lifelines or when they should end. These are decisions that each client has to make.



3. After drawing their lifelines, have the clients code the worksheet to indicate critical decisions in their lives.
4. When they have completed their lifelines, have them respond to the statement, "My lifeline looks like this because . . . ."

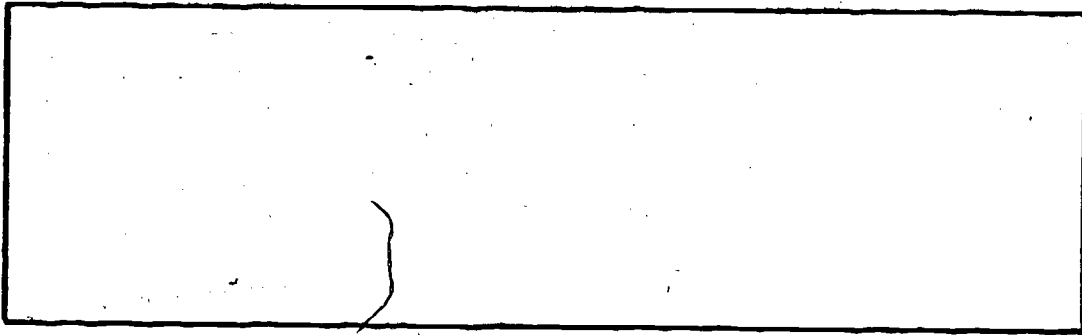
Follow-up:

1. After clients have shared their drawings and responses, bring them back together and lead a discussion with the whole group. Discussion questions may include:
  - What have you discovered about yourself? *Recurring answers to this question reflect the recognition by clients that although they are unique individuals, there are many similarities of personal major events among group members.*
  - Why is it important to set goals throughout our life? *Our goals determine our actions in life. The emphasis of this discussion should be on the personal responsibility one has for influencing, or not influencing, the major events of one's life. With this recognition, comes an awareness of the importance of goal setting to ensure control over one's future.*
2. After completing this exercise, clients should understand the importance of setting goals while they are CETA participants and their personal responsibility to accomplish those goals.

## LIFELINE

A lifeline is a graphic representation of decisions, events and actions that influence one's life. Most lifelines differ from one person to another because we are each shaped by different events and decisions.

1. In the lifeline chart below, let the left edge of the box represent the beginning of your life, and the right edge represent the end of your life. Using the pattern of a business progress chart, draw a line in the box that represents your past, present, and future.



2. After you have drawn the line:

Place ( ✓ ) to indicate where you are now.

Place ( + ) at the point of the best decision you made.

Place ( - ) at the point of the worst decision you made.

Place ( ? ) where you see an important decision coming up in the future.

3. Now that you have a graphic representation of your life, write a response to the following statement:

*My lifeline looks like this because . . . . .*



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### TIME PIE

Purpose: The pie exercise asks clients to inventory their time. The information is needed if clients hope to move from where they are to where they want to go. It raises questions about how they live their lives, and how their lives may change if they enter a CETA training program.

Materials: Blank sheets of paper, 8 1/2"x11" or larger; pencils.

Time: Approximately one-half hour.

Procedure: Have client draw a circle (or pie) to represent a day. (See example) Then have the client estimate how many hours in a typical day he/she spends in the following areas:

- |                |   |
|----------------|---|
| - sleeping     | - eating  |
| - at school    | - leisure activities (examples:<br>watching TV, playing pool, etc.)         |
| - at work      | - on miscellaneous activities<br>(examples: job hunting,<br>shopping, etc.) |
| - with friends |   |
| - with family  |   |

Have the client draw slices in the pie to represent proportionately the part of the day spent on each area. Remind the client that there are only 24 hours in a day and remind them to be honest.

Follow-up: After the client completes the pie, ask the following questions:

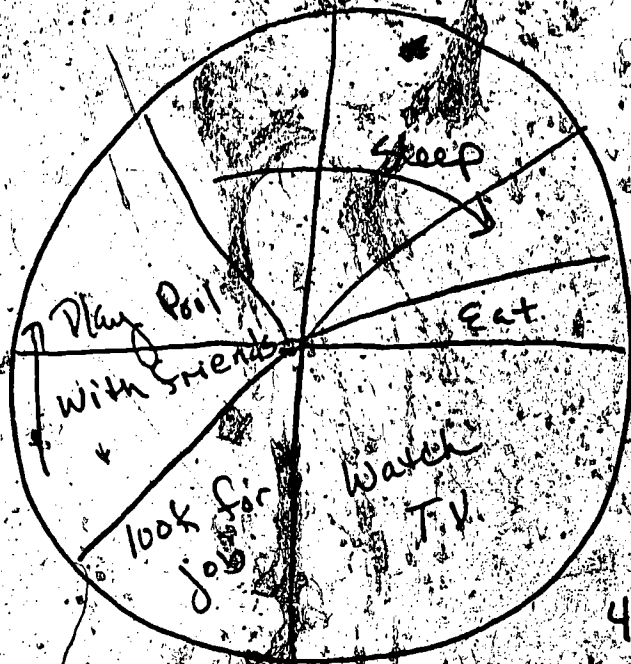
1. "Are you satisfied with your pie?" "If not, how would you change it?" *On the same sheet of paper have the client draw his/her ideal pie of what they want their day to be like.*
2. "What barriers are preventing you from realizing your ideal pie?" *Have client list these barriers on the paper between the "present pie" and the "ideal pie".*

3. "What would your pie look like if you enter a CETA training program?" Have the client draw a CETA pie to show the change. Have the client compare the pies. Ask if the client wants to move to the CETA pie. Be sure clients fully understand how their life style and the way they use their time will change if they enter a training program. Also discuss if the "CETA pie" will help them to achieve the "ideal pie".

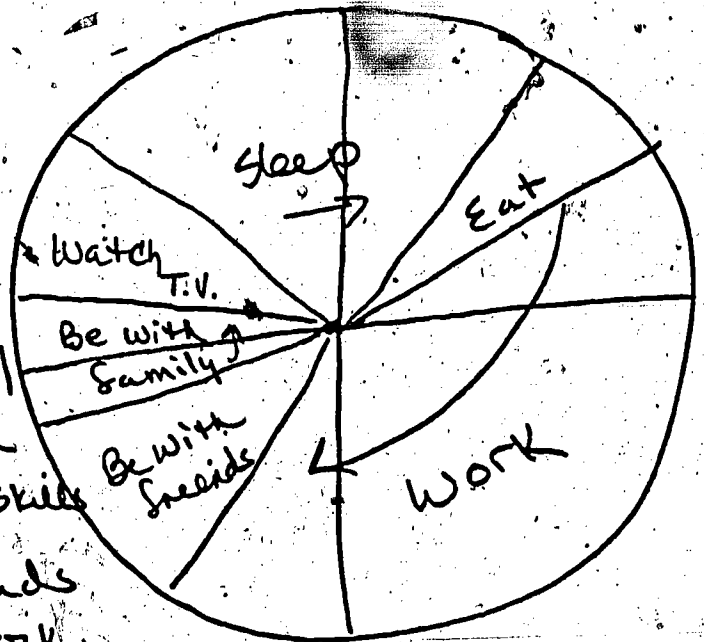
Do stress to the client that there is no right way to divide up a pie. Each person lives a different life. The focus of exercise is for clients to look more carefully at the way they are living their lives and to look at how their lives will change while they are in CETA training. It is the client's decision to decide if he wants that change in his life.

Time Pies

Present

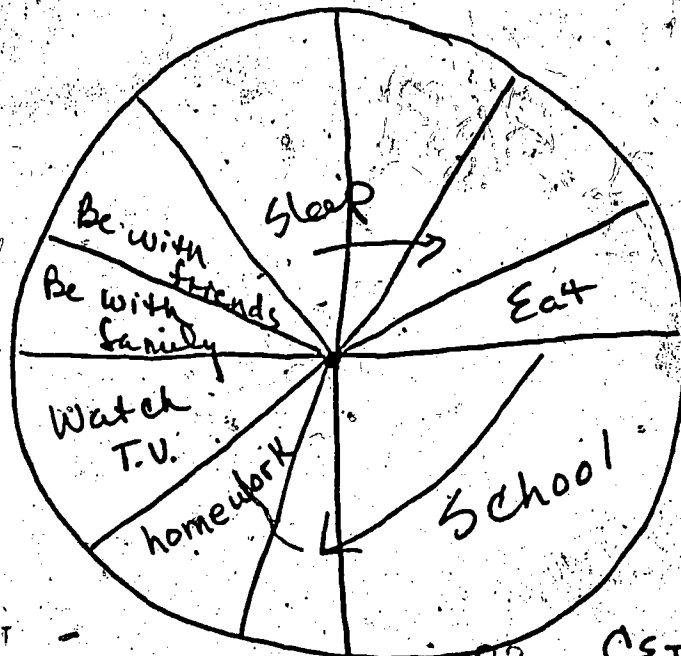


Ideal



1. no car
2. no money
3. lack of job skills
4. Friends don't work

Pat's barriers to achieving Ideal Pie



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BUDGETING

Purpose: CETA clients need to be aware of the amount of money they spend each month to determine if their stipends during training will meet their expenses. This exercise will teach the concept of budgeting in a very real way because clients will be preparing their own budgets.

Materials: *Budgeting and My Monthly Budget* worksheets

Time: Approximately one hour.

- Procedure:
1. Discuss with clients the concept of budgeting. Questions to discuss may include:
    - What is a budget?
    - Is it important to make a budget? If so, why?
    - How many of you have ever made a budget? How did you make one?
  2. Distribute copies of the *Budgeting* and the *My Monthly Budget* worksheets to clients. Explain to them that their total income must equal total expenses.
  3. Have clients complete the *Budgeting* worksheet individually. They are to complete it based on how they spend their money right now. Encourage clients to be honest because this exercise is for them. This exercise may be done as a homework assignment once clients understand what they are to do.

Follow-up: After completion of this exercise, counselors may wish to discuss each client's budget with them on an individual basis. The counselor should indicate to the client any problems with the budget and offer suggestions for correcting those problems. This exercise is important because it will help clients determine if they can afford to be in a CETA Program. If one's expenses are much larger than one's income, a person has three choices: (1) to decrease expenses, if possible, (2) to increase income (example, part-time job) or (3) not to enter a CETA training program. These options should be clearly explained to clients.



## BUDGETING

When you get paid while working in training, you will find that your paycheck can only go so far. To help make sure that you spend your money wisely, it is helpful to make a budget. A budget is a plan for spending money.

Spending money seems so easy to do. And that is the problem! It is easy to spend money. It is so easy that before we know it all our money is gone.

When you have a budget, and stick to it, you have some control over how fast you spend the money, and where you spend it.

As you begin to plan your monthly budget, remember a few things. Notice that some things on the budget do not come up every month--such as doctor and dentist care, furniture, and new clothes. But to help plan for these expenses, you should guess how much you are going to spend on these things for the coming year. Then divide those amounts by 12 to come up with the cost per month.

Once you know how much your expenses are going to be, then you can decide how you are going to spend the rest of your monthly income.

Remember - you only can spend as much as you make each month. So make sure your budget balances!

SDP Developed by the CETA Staff Development Project, October 1979

MY MONTHLY BUDGET

Income

Expenses

Take Home Pay . . . . . \_\_\_\_\_

Other Income . . . . . \_\_\_\_\_

TOTAL: \_\_\_\_\_

Housing.

Rent . . . . . \_\_\_\_\_

Telephone . . . . . \_\_\_\_\_

Gas, Electricity, Water. \_\_\_\_\_

Household Supplies, Other \_\_\_\_\_

Furniture . . . . . \_\_\_\_\_

Food

Groceries . . . . . \_\_\_\_\_

Outside Meals . . . . . \_\_\_\_\_

Clothing

New . . . . . \_\_\_\_\_

Laundry & Cleaning . . . \_\_\_\_\_

Personal

Grooming & Cosmetics . . . \_\_\_\_\_

Medical

Doctor . . . . . \_\_\_\_\_

Dentist. . . . . \_\_\_\_\_

Drugs & Health Products. \_\_\_\_\_

Medical Insurance. . . . . \_\_\_\_\_

Transportation

Car Payment . . . . . \_\_\_\_\_

Gas, Oil, Upkeep. . . . . \_\_\_\_\_

Car Insurance . . . . . \_\_\_\_\_

Bus, Train, Taxi Fares . . . \_\_\_\_\_

Child Care . . . . . \_\_\_\_\_

Education & Recreation

Dances, Sports, Hobbies. \_\_\_\_\_

School . . . . . \_\_\_\_\_

Church/Charity. . . . . \_\_\_\_\_

Debts

Credit Card Payments . . . \_\_\_\_\_

Other Loans . . . . . \_\_\_\_\_

Other Items . . . . . \_\_\_\_\_

Savings . . . . . \_\_\_\_\_

TOTAL: \_\_\_\_\_

Total Income Must Equal Total Expenses

Developed by CETA Staff Development Project, October, 1979

## BARRIER IDENTIFICATION

Purpose: As clients consider entering CETA training, it is helpful to identify roadblocks which might prevent them from succeeding. This exercise will help clients identify those barriers.

Materials: *Roadblocks to be Removed* worksheet, large sheet of paper or chalkboard, and pencils.

Time: Approximately thirty minutes.

Procedure: 1. Explain to clients that when people start something new, they need to identify barriers which might prevent them from being successful. The situation will be the same for clients as they start training. Have them think for a minute or two of things they may need to take care of before entrance into CETA. Have them brainstorm, using the following statement:

*Before entering CETA training, I need . . .*

Have clients complete this statement with any needs or barriers they can think of. List the responses from the group on a large sheet of paper or chalkboard. *In brainstorming, all responses are accepted at face value, written down, and are not commented on. Encourage clients to accept this process and just think freely.*

2. Give clients copies of the *Roadblocks to be Removed* worksheet and have them complete it. There is space for clients to describe other barriers which may have been listed earlier during brainstorming.

Follow-up: After completion of the exercise, counselors may want to meet with clients individually to discuss identified barriers and to develop a plan for overcoming them.

ROADBLOCKS to be REMOVED

Before a person enters CETA training or takes a job, there are certain roadblocks that may need to be removed. Listed below are needs that you may have. Check off those that are appropriate to you. Your counselor will talk with you to help you find ways of overcoming these barriers so that you may successfully complete training and find a job.

Check off what you need before entrance into training or placement on a job:

I need my children cared for while I am in training or working.

I need money for food, rent, bills, etc.

I need transportation to training.

I need some place to stay.

I need to learn skills needed for the job that interests me.

I need better reading and math skills.

I need to decide what job I would like to train for.

I need to know what jobs I can do because of my health. (For example, I have a heart condition; I am an epileptic; I am pregnant.)

I need \_\_\_\_\_

I need \_\_\_\_\_

I need \_\_\_\_\_

I need \_\_\_\_\_

\_\_\_\_\_  
(name)



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