

Chapter 2

Lesson 7 Gathering Information

Theme: Decision Making and Communication Skills

Lesson Objective:

Students will use communication skills to gather information. Students will use information to make decision. (See matrix for Arizona Academic/Adult Standards).

Steps to Follow:

“The trouble with unemployment is that the minute you wake up in the morning, you’re on the job.” -- Slappy White

1. Review: Step 1 Self-talk and stop and think litany. Ask: How do communication skills help us make decisions?
Review: Step 2 Gather Information.

2. Discuss the quotation.

Gather information by asking questions.

Get facts from reliable sources.

1. Discuss how you would research changing a job or career.
2. Pass out the written information most appropriate for your students (see **Materials** section). Use charts to sort information from the texts.
3. Since there’s a wide variety of information to choose from in this lesson, individuals or partners could read information, organize their information on a web or chart and give an oral or written report of their findings.
4. Complete *Career Plan S19*. Refer to *Values Worksheet (Lesson 1)* and *GOALS IN MY LIFETIME (Lesson 3)*.

Materials:

Include these worksheets for Special education students:

Finding Out About a Job S28

Recommended for all students:

“Occupational Outlook Handbook”

How Much Is Attending Class Worth? S7

Skills Today’s Employers Expect S9

Skills for Here and To Go S11

Job Training S12

Career Plan Checkup S18

Career Plan S19

Recommended for strong readers:

Jobs For the 21st Century S26

Evaluation:

Rubric

Enrichment:

Goldstein, Arnold. *Skillstreaming the Adolescent*

Social Skills: Asking for Help, Introducing yourself, Introducing other person, Listening

How Much Is Attending Class Worth?

S7

Start

Compare the average lifetime earnings for:

| | |
|--------------------------------|----------------|
| 8 th grade graduate | \$609,960.00 |
| high school graduate | \$756,130.00 |
| college or technical degree | \$1,560,160.00 |

Next

Figure the difference between a high school graduate and an 8th grade completer.

H.S. Grad – 8th Grad = _____ extra earnings

Next

Divide by the number of years you attend high school.

\$146,170 / 4 = \$ _____

This is what you earn per high school year by getting a high school degree.

Next

Divide by the number of school days per year.

\$36,542 / 180 = \$ _____

This is what you earn per day attending high school.

Finally

Divide by the number of classes usually taken.

\$203.01 / _____ (# of classes) = \$ _____

This is what you earn per class hour during your high school career.

Where can you get a job that pays this much while you're still training?

Now

Do the math to compare the 8th grade grad and the college / technical grad.

Enrichment: Find statistics for 2002. Then work the problems.

Skills Today's Employers Expect

S9

This list of skills was compiled by the Colorado Department of Education. Four hundred companies were surveyed as to the specific skills they wanted their employees to have.

How many do you have? How can you best learn and practice these skills? Put an **X** if you have the skill, put an **L** if you're learning the skill, put a **W** if you're weak in that skill.

Reading Skills

- ___ Read for details and specific information
- ___ Interpret pictorial information such as graphs, charts, diagrams, and maps
- ___ Use source materials and do research
- ___ Follow intent of written instructions
- ___ Interpret ideas and concept
- ___ Read accurately within a given time

Mathematical Skills

- ___ Handle basic calculations – add, subtract, multiply, divide
- ___ Estimate quantities needed on the job
- ___ Calculate costs
- ___ Use values from charts, diagrams, manuals, and tables
- ___ Construct diagrams, charts, records
- ___ Research and use statistics
- ___ Use formulas – at least Algebra I
- ___ Use 10 key calculator to complete above tasks

Computer Skills

- ___ Become aware of computer functions
- ___ Input data into computers
- ___ Access data from computers
- ___ Perform simple programming
- ___ Perform word processing

Manual/Perceptual Skills

- ___ Construct, assemble materials
- ___ Use job-specific hand tools
- ___ Develop visual presentations
- ___ Use keyboard skills
- ___ Operate job-specific power equipment

Writing Skills

- ___ Write legibly
- ___ Complete forms accurately
- ___ Write sentences in STANDARD ENGLISH
- ___ Organize, select, relate ideas
- ___ Produce reports and summaries
- ___ Identify and correct errors in writing-edit

Communication Skills

- ___ Give clear, oral instructions/directions
- ___ Explain activities and ideas clearly
- ___ Report accurately on what others have said
- ___ Stay on the topic in job-related conversations
- ___ Present information effectively
- ___ Speak clearly
- ___ Use appropriate vocabulary/grammar
- ___ Follow intent of oral instructions

Interpersonal Skills

- ___ Function cooperatively with co-workers
- ___ Function cooperatively with a team member
- ___ Adhere to company policies and regulations
- ___ Cooperate with clients/customers
- ___ Exhibit openness and flexibility
- ___ Seek clarification of instructions
- ___ Exercise patience and tolerance
- ___ Accept constructive supervision
- ___ Exhibit leadership
- ___ Understand supervisory authority and worker responsibility

Problem Solving/Critical Reasoning Skills

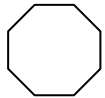
- ___ Determine work activities – what needs to be done and when
- ___ Use appropriate procedures
- ___ Obtain resources
- ___ Conduct work in appropriate sequence
- ___ Recognize the effects of changing the quantity and quality of materials
- ___ Collect and organize information
- ___ Analyze and synthesize information
- ___ Identify alternative approaches – different ways of doing the job\
- ___ Review progress periodically

- ___ Evaluate for accuracy and completeness
- ___ Correct deficiencies and problems
- ___ Summarize and draw reasonable conclusions
- ___ Deliver completed work on time
- ___ Devise new ideas and better work methods

Job Retention and Career Development Skills

- ___ Participate in training
- ___ Pursue education outside the job
- ___ Become aware of company operations
- ___ Learn about employee benefits and responsibilities
- ___ Suggest and/or make work place improvements
- ___ Accept additional responsibilities
- ___ Maintain consistent effort
- ___ Make efficient use of new technology
- ___ Work with a positive attitude towards job and co-workers
- ___ Adapt to different job assignments
- ___ Maintain acceptable appearance
- ___ Keep work area clean and organized
- ___ Exhibit interest in future career development
- ___ Indicate interest in future career development
- ___ Be punctual
- ___ Avoid missing work

Think about it:



Circle five of your strong skills.

Circle five skills you'll improve through practice.

Ask your teacher and check your report card to see if they agree with you.

**Look at the ten skills you circled. Even strong skills can be improved.
Where and how can you strengthen all ten of these skills?**

Skills for Here and to Go

S11

Name: _____ Date: _____

Directions: Individually or in teams provide specific examples of how you might use each skill in school and on the job.

| Skills | School | Job |
|---------------------------------|--------|-----|
| Reading | | |
| Following detailed instructions | | |
| Expressing yourself in writing | | |
| Working on a team | | |
| Working independently | | |
| Completing tasks | | |
| Meeting deadlines | | |
| Expressing yourself verbally | | |
| Listening | | |
| Arriving on time | | |
| Solving math problems | | |
| Organizing | | |

Job Training

S12

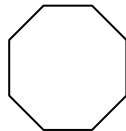
Put the level of education / training required for each job. Use the index in the Occupational Outlook Handbook (OOH) as a reference source.

Some jobs may have more than one level of training.

Add three occupations that interest you.

| | Required Level of Education | Required Training |
|--------------------------|-----------------------------|-------------------|
| Plumber | | |
| Electrician | | |
| Computer Technician | | |
| Administrative Assistant | | |
| Computer Systems Analyst | | |
| Diesel Mechanic | | |
| Delivery Driver | | |
| Carpenter | | |
| College President | | |
| United States President | | |
| | | |

Think About It:



Why might there be different levels of education required for the same job?

How much time are you willing to spend in training?

Why do people keep learning through out their lives? How do people keep learning?

Career Plan Check Up

S18

Name: _____

Where are you in your career planning process? Use this assessment to check. As always, be honest with yourself.

| Decision-Making | I Can | Work On |
|-----------------------------------------------------------------------|--------------|----------------|
| Use a decision-making process to develop a career plan | | |
| Use personal and career information to choose a career/career pathway | | |
| Know work and personal goals | | |
| Set career goals | | |

Notes:

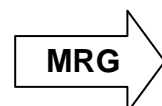
| Preparation | I Have | Work On |
|---------------------------------------------------------------------------------------------------------------------------------|---------------|----------------|
| Match my school courses to my career pathway(s) | | |
| Determine my current total credits toward graduation | | |
| Know graduation requirements | | |
| Gain experience in my career pathway through experiential learning | | |
| Write my career plan | | |
| Review and update my career plan | | |
| Develop post secondary school plans, for example college or training program and/or searching for a job | | |
| List and compare transfer requirements for post-secondary programs I am interested in | | |
| Gather personal information/documentation to work (<i>students' with disabilities</i> ask your teacher for further directions) | | |

Notes:



| Employment Documentation | On File | Need | Date Received/Verified |
|------------------------------------------------------------------|----------------|-------------|-----------------------------------|
| Photo I.D. | | | |
| Social Security card | | | |
| Birth certificate | | | |
| Driver's license | | | |
| Credentials | | | |
| High School Diploma/GED | | | |
| 2 year / 4 year college diploma | | | |
| Other | | | |
| Occupational certification / license | | | |
| Certificates: | | | |
| Programs / Classes: | | | |
| Resume | | | |
| Personal Data Sheet (critical job application Information) | | | |
| Recommendations / References | | | |
| Sample Cover Letter | | | |

Notes:



| Transition | I Can | Work On |
|-----------------------------------------------------------------------------------------------------------------------------------------|-------|---------|
| Develop a plan for my job search | | |
| Investigate sources for job openings | | |
| Develop a network to assist me in my job search | | |
| Prepared a resume that has been review and critiqued | | |
| Prepare cover letters that have been reviewed and critiqued | | |
| Develop skills that will assist me in marketing myself in the interviewing process | | |
| Considered types of extra benefits I want in a job | | |
| Develop job-keeping skills | | |
| Develop an understanding of the career development process, including the need for lifelong learning and the changing nature of careers | | |
| Developed sources of information for help in the future | | |

Notes:



S19

[illegible]

S19

[illegible]Mini Merging Two Worlds 2005
Chapter 2 Lesson 7

Jobs For the 21st Century

S26

According to the Bureau of Labor Statistics' Outlook 2005, 11 of the 30 fastest growing occupations are in the health care field – home health aides, personal and home care aides, physical therapists and assistants, medical assistants, radiologic technologists and technicians, medical records technicians, occupational therapists, speech-language pathologists, respiratory therapists, and psychologists.

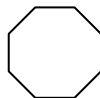
Analysts attribute the expansion in health care jobs to the aging of the “baby boomer” generation. By 2005, nearly 38% of the U.S. population will be more than 45 years old. Older people use more health care services. Also, advances in technology have led to the use of more diagnostic tests in the medical field, and this means more workers are required to administer and interpret these tests.

Also among the fastest growing jobs are those related to computers. Powering the growth is the expanding need to discover and implement new uses for computer technology. Jobs for computer engineers, scientists, and systems analysts will more than double in the next 10 years.

| Occupation | % Increase | Jobs by 2005 |
|--------------------------------------------|------------|--------------|
| Home health aides | 138 | 827,000 |
| Human services workers | 136 | 445,000 |
| Personal and home care aides | 130 | 293,000 |
| Computer engineers and scientists | 112 | 447,000 |
| Systems analysts | 110 | 956,000 |
| Physical therapy assistants | 93 | 118,000 |
| Physical therapists | 88 | 170,000 |
| Special Education teachers | 86 | 176,000 |
| Medical assistants | 74 | 625,000 |
| Detectives | 70 | 308,000 |
| Correction officers | 70 | 100,000 |
| Radiologic technicians and technologists | 63 | 264,000 |
| Medical records technicians | 61 | 123,000 |
| Operations research analyst | 61 | 72,000 |
| Manicurist | 54 | 55,000 |
| Producers, directors, actors, entertainers | 54 | 198,000 |
| Guards | 51 | 1,211,000 |
| Insurance adjusters | 49 | 220,000 |
| Respiratory therapist | 48 | 109,000 |
| Paving equipment operator | 48 | 107,000 |

Think About It:

According to the chart:

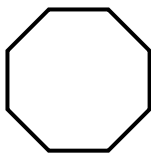


1. Who'll have a better chance of finding a job, a medical assistant or a manicurist?
2. A computer engineer or an actor?

Finding Out About a Job ASK QUESTIONS

S28

Gather information: Stop and Think



Elvin wanted to become an electrician. He'd heard he would earn enough money to support his family. He also wanted a job where he could work indoors. He had many questions and wanted to talk to an electrician. By chance, his neighbor was having her kitchen remodeled. Elvin asked her if he could leave a message for the electrician. He included his name and phone number.

Two days later, Elvin got a call from Jose Lopez, the electrician. Jose told Elvin to come over to the job at lunchtime.

Ask questions: OF RELIABLE SOURCES

Elvin wrote down six questions (so he wouldn't forget them) that he wanted to ask Jose. Here's how Elvin got the information he wanted.

"Jose, is the work steady? And the pay good?"

"Oh yeah, more work than I can do, but it's hard finding other good workers to help out. The pay is great, but you have to watch out about taking jobs where you're fixing work that other people have already messed up, like they had some bad worker do a bad job, or they tried to do it themselves and then fouled it up and then called me to fix it – that can take a lot of time – you can't have bad electrical – it can be dangerous for everybody. Starting a job new is the best way, if you want to make good money at it."

"Most of the time you work inside?"

"No, I work outside a lot – but I don't take outside jobs in the heat during the summer in Arizona. I go where it's cooler, like where they're building condos in Prescott or something. My uncle is an electrician in Pinetop, so sometimes I go help him. There's always work for an electrician."

"Is that how you got interested in being an electrician? You're uncle?"

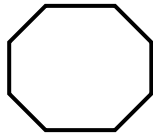
"Yeah, sort of, I knew he made money, could set his own schedule and I used to help him out when I was a kid, and I was good at the job. You need tools to be an electrician, and he had them – I didn't have to buy anything, just show up and take orders!" "Now I have a couple of other guys who work for me off and on. Right now I have a pretty talented eager kid who's taking technical courses at the community college even though he's still in high school. He works with me on the weekends. He'll be an apprentice to me next year and he's looking into becoming a certified electrician."

“What do you have to do to get certified, how much does it cost, Jose?”

“I don’t know, Elvin, probably things are different now than when I got mine.”

Elvin thanked Jose for his time. He went home and thought about what he had learned. He had not known that electricians had to buy their own tools. He also had not known that he had to go through an apprenticeship and get a license and insurance. He was not sure he wanted to be an electrician. He needed to learn more.

Think About It:



1. How did Elvin find a person to talk with about becoming an electrician?
2. One of Elvin’s work values is to find steady work. According the Jose, is electrical work steady?
3. Elvin hopes to find work that is indoors. Does Jose work indoors most of the time?
4. After the conversation, was Elvin sure that he wanted to become an electrician?
5. What do you think Elvin should do next?

Ask questions: USE RESOURCES TO FIND OUT MORE

After talking with Jose, Elvin wanted to find out more about becoming an electrician. He had no money to buy any books or information.

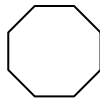
He went to his public library. He asked a librarian to help him find job information about becoming an electrician.

Elvin found “Electrician” in the *Occupational Outlook Handbook*. He read about the job. He did not like some of the tasks and working conditions. Sometimes electricians work outdoors. Usually they belong to a Union. (They may require 144 hours of class and 8,000 hours of on-the-job training.)

Ask questions: THE MORE I KNOW, THE MORE I NEED TO KNOW

Elvin didn’t know much about Unions so he decided to ask Jose. Jose told Elvin to call Hans Olsen, a union steward. He gave Elvin the phone number. Elvin asked Jose to tell Mr. Olsen that Elvin would be calling. Jose said he’d be glad to.

Think About It:



1. Where did Elvin go to learn more about electricians?
2. What resource did Elvin use?
3. Did Elvin think he might like to be an electrician?
4. What do you think Elvin should do next?

Ask questions: OF OTHER RELIABLE SOURCES

Elvin called Hans Olsen. He explained that he was interested in learning more about unions and being an electrician. Hans seemed happy to meet with Elvin. He set up a time when they could meet.

Elvin went two days later to meet with Hans. Elvin wrote notes (so he wouldn’t forget) as he and Hans talked.

1. Unions have dues, you must pay to join.
2. The Union sticks together so you get group support. But if the Union takes a vote and the majority agrees to do something, you have to do it.

3. Some places in certain jobs you have to join, but that's not the case in Arizona.
4. The Union has information about apprenticeship programs where you can work, see if you like the job and get paid. You can do this before you invest a lot of time and money and then decide you don't like the work.
5. The work is steady and you can go to other places, as long as there's new building or old remodeling (like in cities) then there's work for electricians.
6. The work can be dangerous, but not if you're careful and trained. No drugs, no drinking on the job. It's dangerous for you and others – other good electricians and construction people won't work with you.

After talking with Hans, Elvin had to do a lot of thinking. He was very interested. But it takes time and money. He knows he has to find out more. He needed more information to decide if this was the right job for him. He also wanted to know more about jobs that were related to electrical work.

Ask questions: GET ANSWERS

People often have ideas about a job, but later they find out that the job is not what they expected. Talking with people working in the career and trying out the job yourself are two good ways to gather information. Using books or the Internet are helpful sources of information.

Below are important questions to answer about any job that interests you. Use the ***Occupational Outlook Handbook*** to help you find the answers. You may add your own questions as well.

Write your job interest here:

1. What skills and training are needed to get this job?

Skills are the job skills and everyday skills needed in the job

Training refers to special skills that must be learned

2. What work experience is needed for this job?

Work experience is the number of years doing a certain kind of job, or types of work done that relate to a certain job.

3. What tasks are done most often each day?

Tasks are the things that are done every day on the job.

4. What are the working conditions for this job?

Working conditions are where and how you work. Outdoors? In a factory? In an office? Standing? Sitting?

5. What is the usual pay range for this job?

Pay range refers to the starting pay and how much the pay will go up.

6. What are the usual benefits for this job?

Benefits can include health, dental, and eye care; life and disability insurance; and retirement, or pension, plans.

7. How many job openings are there in this field each year? How many will there be in five years?

Job openings means the number of positions waiting to be filled in this job, this year or in the future.

8. What jobs can you advance to?

Advance means to move up or be promoted in the job.

9. What is the education needed for this job?

Finding Out About a Job (Page 6)

S28

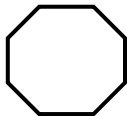
A job may require a high school diploma, GED, or special certification.

10. Is this job generally full-time or part-time?

11. What work schedule is usually found in this job?

Days? Nights? Swing shift? Weekends?

12. Try to find someone who has this job. Is there anything about this job that the person does not like?



What do you think about the information you found out?
