

JOB PERSONALITY

This leader's guide is designed to accompany the *Job Personality* teen guide. The leader's guide includes: learning objectives, background information, discussion questions, activities with accompanying handouts and visuals, a glossary, and a list of additional resources. The background information is meant to prepare instructors to both teach the unit and to provide lecture material to cover with the teens. It is recommended that each teen receives a copy of the teen guide and reads it *before* participating in the activities outlined in this guide.

The purpose of this unit is to help teens identify their "job personality." This is an important step in the process of getting a job that is often overlooked. Motivated to get a job for the sake of money, teens may apply for work wherever they see a *Help Wanted* sign rather than carefully exploring the kind of work they would really enjoy or be good at. You have an opportunity as an instructor to help teens: discover their "job personality" and the benefits of understanding it, identify jobs that match their job personality, and become familiar with different ways to gain the knowledge and experience they need to get the job they ultimately want in the future.

BACKGROUND INFORMATION

What Is a Job Personality?

A job personality consists of a person's interests and abilities, combined with his/her personality traits.

Interests: Interests are things or activities that a person gives special attention to or feels are worthwhile. Studies have shown that people who are disinterested in, or dislike, their work tend to do just enough to stay employed (Williams, 2004).

Overall Learning Objectives

Teens will:

- Identify job related skills and abilities
- Determine interests
- Identify "job-related" personality traits
- Understand how job personality can affect success and happiness at work
- Know the effect education may have on their career
- Identify three careers that may work with their job personality
- Research jobs to see if they match their job personality



University of California
Agriculture and Natural Resources

Publication 8414



Did You Know?

- According to the U.S. Department of Labor, approximately 2.3 million teens, age 16-17 worked in the U.S. in 2005. (BLS, Summer 2006)
- 80% of teenagers will work for pay at some point before leaving high school. (BLS, Summer 2006)
- The top employers of young workers are the food services, retail, and accommodation industries. This is because they often hire temporary or seasonal workers and offer jobs that have relatively few entry requirements. (BLS, Summer 2006)

Abilities: Abilities are skills that come naturally to a person or are acquired. Those with the abilities and skills to perform their job tend to outperform those who do not. (Williams, 2004)

Personality Traits: Personality traits are qualities that distinguish who a person is or show his or her character. (Williams, 2004)

Importance of Knowing Your Job Personality

The question, “What do you want to be when you get older?” can be a tough one for people of all ages to answer, including those who are already working. Instead of carefully identifying what type of work they would both enjoy and be good at, most people focus on finding a job simply for the sake of a paycheck. The result - many people don’t enjoy the work they do. Considering how much time is spent working, learning how to find an enjoyable and satisfying job are important skills to have.

Some people may think that finding happiness and success (both performance and/or financial) in a job has something to do with luck. While this may be true for the exceptional individual, happiness and success at work are usually closely tied to whether or not the job and “job personality” are compatible. Those who enter occupations that do not match their personality will probably not find satisfaction in their work (Mathur, 2006).

Many teens may wonder why they should figure out their job personality at a young age, especially when most of them have jobs that have little or nothing to do with their ultimate career. Knowing their job personality before entering the working world can:

- Give teens the chance to research the skills and education they will need to get the kind of job that interests them
- Give teens the time to consider which fields are (or are expected to be) in demand
- Save teens time and money that may otherwise be spent taking unnecessary classes or training

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- Give teens ideas for jobs that will give them necessary experience for their future careers
- Help teens choose jobs where they will be successful

Even those who have already begun careers that they enjoy and are successful at can benefit from taking time to evaluate their job personality. Unlike workers from past generations that stayed in the same job for their entire career, today's workers are likely to change jobs many times. This is partially due to advances in technology which result in cutbacks, or the elimination, of certain jobs (*e.g., Banks need to hire fewer employees due to automated banking.*). Competition in the marketplace also contributes to job instability (*e.g., Companies or industries that fail have to layoff employees.*).

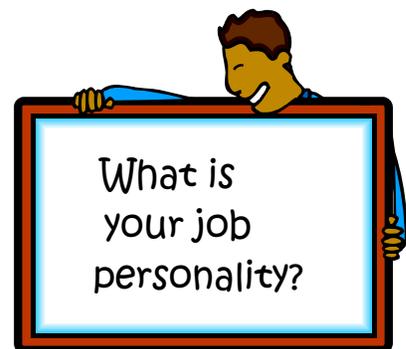
Explaining to teens the possible results of NOT exploring their job personality may be even more effective than explaining all the reasons why they should. Simply stated, if entering into a job or career without considering their interests, abilities, and personality traits, they may find themselves: hating their job, bouncing from one job to the next, wasting time and money pursuing dead-end jobs, or simply not being effective at their duties.

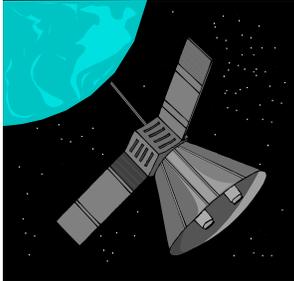
A person's job personality can, and probably will, change during their life and should be re-evaluated periodically.

Interests may vary over time. Existing skills may develop and new talents and abilities may be discovered. Personality traits may emerge or lessen with age. In fact, today's average worker will likely undergo several career changes. This happens not only because of external changes in the marketplace, but because personal priorities change over time.

Did You Know?

- The majority of teens cite the desire for spending money as their primary reason for working—not the need to support themselves or supplement family income. (Morantz, 2001)
- According to a study published by the U.S. Department of Labor, most of teens' earnings appear to go to their own expenses, such as clothing and entertainment. (Mornatz, 2001)





Exploring Job Personality

There are all kinds of skills surveys, career interest tests, and personality tests available today that teens can use to help them identify their job personality. (See “Additional Resources” on p. 17 of this leader’s guide or check with a school counselor, the local library or bookstore for tests.)

Teens can also determine their own job personality by looking back and reflecting on their own abilities, interests, and personality traits. It is helpful for teens to:

Abilities:

- Make a list of their skills and talents
- Ask someone who knows them well to help them identify things they are good at to assist teens in recognizing their skills and talents
- Think about things they have been recognized for in the past (e.g., awards, compliments)
- Think about what subjects they do well at in school

Interests:

- Write down things they consider to be important and worthwhile
- Figure out what has brought them enjoyment in the past
- Think about things they have always dreamed of doing
- Identify their ultimate goal in life
- Consider what their hobbies are
- Ask themselves, “What do I do for fun?”
- Think about how they spend their spare time

Personality Traits:

- Consider the kind of environment they are comfortable in/not comfortable in
- Think about how they:
 - ⇒ problem solve
 - ⇒ generate new ideas
 - ⇒ follow rules
 - ⇒ deal with change
 - ⇒ deal with challenges
 - ⇒ work with others
 - ⇒ express themselves
 - ⇒ make decisions under pressure

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- Identify what they need in a job, such as:
 - ⇒ a variety of duties vs. always doing the same thing
 - ⇒ freedom to control their activities and schedule vs. being told what to do and when to do it
 - ⇒ an organized work environment vs. a chaotic environment
 - ⇒ a high income, even if they don't enjoy the work vs. getting less pay for gratifying work
 - ⇒ getting personal recognition vs. being content to be a part of a team
 - ⇒ have a stable job (job security)
 - ⇒ being challenged vs. doing work that is a “no-brainer”

Things to Consider When Choosing A Job

Once teens have identified their job personalities, the next step is to identify jobs compatible with their job personality. Since there are likely to be a number of job options that would match a job personality, a little more research and reflection can help teens focus on the best job options for them. Exploring the demand within the field, salary, duties, and education/training requirements for each type of position may help them reach a decision.

Demand

Teens are an important source of labor in many areas of the U.S. economy. Today 60 percent of all working teens are employed in retail stores and restaurants. Eating and drinking establishments make up the majority of teen employment, followed by grocery and department stores. Just under one-quarter are employed in the service sector, including entertainment, recreation, domestic labor, and health care. The remainder is distributed among agriculture, manufacturing, construction, and other industries (Federal Reserve Bank of Boston, 2001).

While the demand for teens to work jobs in the retail and food sector is fairly constant, this may not be the case for jobs they decide to pursue in the future. It is wise for teens to investigate the need and availability of the type of jobs that interest them to judge the likelihood that they will be able to

Did You Know?

- Time consuming occupations often have average weekly earnings that are higher than those of other occupations. Topping the list for both hours and earnings are physicians and surgeons. (BLS, 2005)
- School is work—students learn productive work habits like: following directions, sticking with it, doing the best you can, working with other people and finishing assignments on time.



Did You Know?

- An apprenticeship is an agreement to work for another for a specific amount of time in return for instruction in a trade, art, or business.
- Apprenticeships are available for more than 850 occupations.
(Crosby, 2002)
- Construction/manufacturing apprenticeships are the most common type of apprenticeships.
(Crosby, 2002)
- Apprenticeships vary in length from one to six years.
(Crosby, 2002)
- Most formal apprenticeships are registered with the U.S. Department of Labor.
(Crosby, 2002)

find work once they are ready. A teen who works towards a job in a field that is experiencing (or is expected to experience) a shortage of qualified employees increases their odds of finding employment.

Salary

It is important for teens to check out the average salary earned for the professions they are considering. They can ask themselves whether it will be enough to sustain the lifestyle they want to live. In addition, is it enough to justify the time, effort and expense preparing for it? Having an idea of future earning power can be especially helpful for those borrowing money for their education. Will their chosen occupation provide enough income to pay off educational debts?

Duties

A realistic understanding of what duties a job entails can help teens determine which jobs are a good match for them.

Education

Different jobs require varying levels of education. While teens may not need a higher education or special training to get their first job, they will likely need it for future employment. It is important for teens to consider how much education they are willing and able (academically and financially) to get in preparation for their future. For example, it is not realistic for an animal lover to plan to become a veterinarian if he or she has no plans of going to four years of college, plus the additional years of vet school. More realistic jobs may be a certified vet technician, working at an animal shelter, animal rescue coordinator; etc.

Education can have a huge impact on a person's career. There is usually a high rate of return on the time and money spent on education. While there are examples of very successful individuals who have completed their education with a high school diploma, most people who want a job with above-average earnings will need some education beyond a high school diploma before they enter the adult workforce. Data consistently shows that, on average, college graduates earn more money, experience less unemployment, and have a

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wider variety of career options than workers with less education (Occupational Outlook Quarterly, Fall 2006, Vol. 50, No. 3).

Education beyond high school can include:

- Taking a few college courses
- Getting an associates degree
- Training on the job in an apprenticeship program
- Taking vocational classes at a technical school
- Military training
- Bachelor's degree
- Graduate degree



Opening Discussion Questions

- What jobs have you had?
- Why do people work?
- What, besides money, can a person get from a job?
- What do you want to do for a living?
- How do you choose a career?

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ACTIVITY ONE: WHAT DO YOU HAVE TO OFFER?

Estimated Activity Time: 30 minutes

In this activity, teens will discover the things they need to consider to determine their job personality. Teens will consider what skills and abilities they already have to offer the job world. They will also have an opportunity to see how unique each person's combination of interests, abilities, and personality traits is.

Getting Ready Checklist

- Make one copy of Handout #1 for each teen

Doing the Activity

1. Ask teens, "How many of you already know what you are going to do for a living?" Then take time to ask those who raise their hands to share how they came to that decision.
2. Explain to teens that choosing a profession can be a tough task for people of all ages, but that knowing their job personality can be very helpful in the process.
3. Go over the "What Is a Job Personality?" section on pp. 1–2 of the leader's guide background information. Include:
 - A job personality is a combination of a person's interests, abilities, and personality traits
 - Interests are things a person gives special attention to and feels are worthwhile
 - Abilities are skills that come naturally or are acquired
 - Personality traits are qualities that distinguish a person and show his/her character

Learning Objectives

- Teens will know what a job personality is
- Teens will identify the job skills, abilities, and experience they already have

Supplies Needed

- Handout #1 (p. 21)



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~The assessment tools provided as a separate document with each leader's guide are intended for the leaders to use at their discretion. Depending on the group of teens, the leaders may want to use the assessments as additional activities, homework, or as a means to determine a formal grade for completing the unit.

4. Pass out Handout #1 to each teen and explain that they will walk around the room and ask each other if they have any of the skills or abilities listed on Handout #1. The trick is that each person can only sign their name once on each paper. (Handout #1, p. 21)
5. When teens are finished, encourage them to share what skills and abilities they identified about themselves. What surprised them about the variety of skills and abilities in the class?
6. Next, ask teens to stand together in the center of the room. Designate one side of the room "Yes" and the other side of the room "No." Explain that you will be asking them different questions to get them thinking about their interests, abilities, and personality traits AND show them how diverse people's job personalities can be. Have teens answer each question by going to the appropriate side of the room—the "Yes" or "No" side.

As teens move to each side of the room, ask them what types of jobs might be a match for their answers. For example—if people like to travel they may be interested in being a flight attendant or a travel agent. If they don't like to travel, they might like a job that does not require them to leave their office—perhaps a librarian or office assistant.

- I am patient
- I like to be outside
- I am good at sports
- I like to read
- I like to travel
- I enjoy little kids
- I enjoy school
- I can draw well
- I am good at math
- I like to be alone
- I enjoy being around animals
- I like to write
- I can read music
- I can get along with anyone
- I don't like getting dirty
- I like to work with my hands
- I enjoy trying new things
- I am afraid of heights
- I enjoy helping others
- I can put a computer together

Based on what was learned today, ask if anyone wants to share what jobs best match his/her personality.

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ACTIVITY TWO: WHAT IS YOUR JOB PERSONALITY?

Estimated Activity Time: 50 minutes

In this activity, teens will explore their job personalities. First, they will identify their skills, abilities and interests. Then they will consider their “job-related” personality traits. Finally, teens will piece together their information to form a picture of their job personality.

Getting Ready Checklist

- Make one copy of Handouts #2–5 for each teen

Doing the Activity

1. Ask teens, “Why would you want to determine your job personality?” Take time to listen to everyone’s answers and comments.
2. Go over the “Importance of Knowing Your Job Personality” and “Exploring Your Job Personality” sections on pp. 2–5 of the leader’s guide background information. Be sure to mention:
 - Happiness and success at work are usually tied to whether or not the job and job personality are compatible
 - Knowing their job personality can: give teens the chance to research the skills and education they will need to get the kind of job that interests them, give time to consider which fields are in demand, save time and money spent on unnecessary classes or training, etc.
 - A person’s job personality can change and should be reevaluated periodically

Learning Objectives

- Teens will identify their skills and abilities
- Teens will determine their interests
- Teens will pinpoint their “job-related” personality traits
- Teens will understand how their job personality can affect their success and happiness at work

Supplies Needed

- Handout #2 (p. 22)
- Handout #3 (p. 23)
- Handout #4 (p. 24)
- Handout #5 (p. 25)



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3. Explain to teens that they are going to explore their own job personalities with a brainstorming activity. Pass out Handouts #2–4 to each teen. Ask teens to take time to thoughtfully consider each of the questions asked before listing their answers. Stress that the questions are simply there to trigger thoughts and they are encouraged to continue with ideas of their own. (Handouts #2–4, pp. 22–24)
4. When it appears that the teens are finished, pass out Handout #5 and explain to teens that they will use their answers from Handouts #2–4 to create a complete picture of their job personality. (Handout #5, p. 25)
5. Ask teens to discuss what surprised them most about their job personality. How will this activity affect the type of jobs they will apply for?
6. Share with teens that it may be helpful for them to ask a friend or family member who knows them well to look over their answers on Handout #5. It is common for people to overlook some of their best abilities and personality traits.

Note: Teens will need their completed copy of Handout #5 for activity three. Either collect Handout #5 from the teens or ask them to bring it with them when they return.

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ACTIVITY THREE: WHAT JOB MATCHES YOUR JOB PERSONALITY?

Estimated Activity Time: 45 minutes

In this activity, teens will search for jobs/career paths that are a good match for their “job personality.” They will begin by learning about job aspects that are helpful to consider when searching for a match. Next, they will identify three possible job matches. Finally, teens will conduct research on their most promising match to determine whether it is truly a good fit for their job personality, and learn what is involved in preparing for such a job.

Getting Ready Checklist

- Have teen complete Activity Two beginning on page 11
- Copy Handouts #6a–6d for each pair of teens
- Copy Handouts #7, #8a and #8b for each teen
- Computers with online capabilities

Doing the Activity

1. Go over the “Things To Consider In a Job” section on pp. 5–7 of the leader’s guide background information.

Include:

- After the teens have determined their job personality in Activity Two, the next step is to identify compatible jobs
- Explore the demand, salary, duties, and education/training requirements for jobs of interest
 - Demand – Will there be jobs available in their field when they are ready to work?
 - Salary – What is the average salary?
 - Duties – What will their duties be?

Learning Objectives

- Teens will know the effect education can have on their career
- Teens will identify three careers that may work with their job personality
- Teens will research jobs to see if they match their job personality

Supplies Needed

- Handout #5 (completed from Activity Two; p. 25)
- Handout #6a (p. 26)
- Handout #6b (p. 27)
- Handout #6c (p. 28)
- Handout #6d (p. 29)
- Handout #7 (p. 30)
- Handout #8a (p. 31)
- Handout #8b (p. 32)
- Computers with online capabilities



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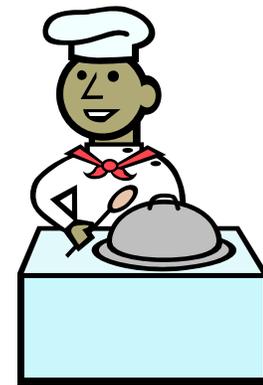
- Education – How much education are they willing and able to get? How much does the job require?
 - Data consistently shows that, on average, college graduates earn more money, experience less unemployment, and have a wider variety of career options than workers with less education
3. Reiterate to students that while their first few jobs, may not be “what they plan to be when they grow up,” it is never too early to start thinking about it. Having an idea of their ultimate job/career may help them make choices that will help them later on down the road. Encourage teens to consider:
 - Educational choices (e.g., which classes, degree, or training to pursue)
 - Financial choices (e.g., how much will the needed education cost be)
 - Job choices (e.g., making professional decisions early on can help reach ultimate goals sooner)
 4. Hand back, or ask teens to get out, their completed Handout #5 from the previous activity. Ask them to look over their “job personality.” (Handout #5, p. 25)
 5. Put teens into groups of two. Explain that they will familiarize themselves with each others “job personality” information from Handout #5, and help each other identify jobs that sound like they may be a match.
 6. Distribute Handouts #6a–6d to each pair and explain that the handouts list jobs that may help them start thinking about the job possibilities available. Remind the teens that the list is not complete, and encourage them to share ANY other job possibilities that they think of. (Handouts #6a–6d, pp. 26–29)

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7. While teens are considering possible job matches, pass out Handout #7. Ask them to list three jobs that they believe would match their “job personality” and explain why they think so. (Handout #7, p. 30)
8. When they have completed Handout #7, distribute Handouts #8a and #8b. Explain that they will research their most interesting job possibility from Handout #6. Review the questions on Handout #8a and #8b and ask if there are any questions about the information they need to find. (Handout #8a and #8b, pp. 31–32)
9.  Group teens according to similar job categories and the number of available computers. Ask them to search the Internet to learn more about the requirements and responsibilities of the jobs they selected. Suggest the following websites:
 - <http://www.bls.gov/oco/>
 - http://collegeboard.com/csearch/majors_careers/profiles/
 - <http://www.jobprofiles.org/profiles.htm>
 - <http://www.jobweb.com/resources/profile.asp>

Note: If time does not allow for completion of this activity during the session or computers are not available in the classroom, assign for homework; giving teens time to use computers at home or at the library to complete the handout.
10. Ask teens to share their information with the class so others can learn about different jobs.
11. When teens are done, encourage them to share whether they still consider their job to be a match. Why or why not?



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Additional Resources

- *Collegeboard.com* provides a list of career options that includes job descriptions, education requirements, related college majors, and outlooks for each job.
http://collegeboard.com/csearch/majors_careers/profiles/
- *CYFERnet* provides a list of over 50 workforce preparation resources for teens.
<http://www.cyfernet.org/pagelist.php?c=1160>
- *JobProfiles.org* provides a multitude of job descriptions that describe each career path and what to expect from each.
<http://jobprofiles.org/profiles.htm>
- *JobWeb.com* is a website of career development and job-search information for college students and new college graduates, owned by the National Association of Colleges and Employers (NACE). The site provides descriptions for many jobs that include: the nature of work, qualifications/skills needed, job outlook, salary ranges, and types of employers.
<http://www.jobweb.com>
- *Money Talks* is a financial literacy website for teens available in both English and Spanish. It contains downloadable versions of money management teen guides, interactive games, simple exercises, videos and links to other financial websites. Teachers/leaders have access to a special section of the site containing leader's guides for each unit, research articles, and additional links.
<http://moneytalks4teens.org>
- The *United States Department of Labor, Bureau of Labor and Statistics* website publishes information by occupation, including career information, employment levels and projections, and earnings and working conditions.
<http://www.bls.gov/k12>

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Job Personality Glossary

Abilities Skills that come naturally to a person or that he or she has acquired.

Apprenticeship A job-training program sponsored by individual employers, employer associations, and joint employer and labor groups (unions). Apprentices learn the practical and theoretical aspects of a skilled trade through on-the-job training, classroom instruction, or both.

Body Language A form of non-verbal communication that includes facial expressions, eye movement, posture and gestures. (Cultural differences may affect how one's body language is interpreted.)

Career A chosen pursuit, profession or occupation.

Job Work provided in return for payment.

Job Personality A combination of a person's interests and abilities combined with his/her personality traits.

Interest A thing or activity that a person gives special attention to or feels is worthwhile.

Personality Trait Qualities that distinguish who a person is or show his or her character.



This publication has been anonymously peer reviewed for technical accuracy by University of California scientists and other qualified professionals. This review process was managed by the ANR Associate Editor for Youth Development.

To simplify information, trade names of products have been used. No endorsement of named or illustrated products is intended, nor is criticism implied of similar products that are not mentioned or illustrated.

ANR Publication 8414

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Money Talks...Should I Be Working? is a series of four teen guides and leader's guides designed for teens. The goals of these teen guides and leader's guides are to assist teens in 1) identifying careers that may work with their job personality, 2) understanding the process of finding and keeping a job, and 3) recognizing the benefits and pitfalls of being an entrepreneur. Comments regarding these teen guides and leader's guides can be addressed to: Consumer Economics Department, University of California Cooperative Extension (UCCE), 135 Building C, Highlander Hall, Riverside, CA 92521. Authors: Shirley Peterson, Karen Varcoe, Keith Nathaniel, Patti Wooten Swanson, Charles Go, Margaret Johns, Brenda Roche, Susan Cortz and the UCCE Money Talks Workgroup. 2010

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What Can You Do?



Walk around the room and ask others to see if they have any of the skill and abilities listed below. If they do, ask them to sign their name next to one. Each person can only sign the handout once.



Find Someone Who

Sews

Sings or Dances

Cuts Hair

Plays an Instrument

Cooks

Tutors Children

Is Bilingual

Makes Arts & Crafts

Works on Cars

Has Computer Skills

Does Yard Work

Washes Cars

Recycles for Cash

Uses the Library

Provides Child Care

Knows How to Fish

Does Construction

Other:

Shops Yard Sales

Other:

What Am I Good At?

To get a job that you enjoy and are good at, consider the things you are able to do well. Read the following questions to help identify your own skills and abilities.

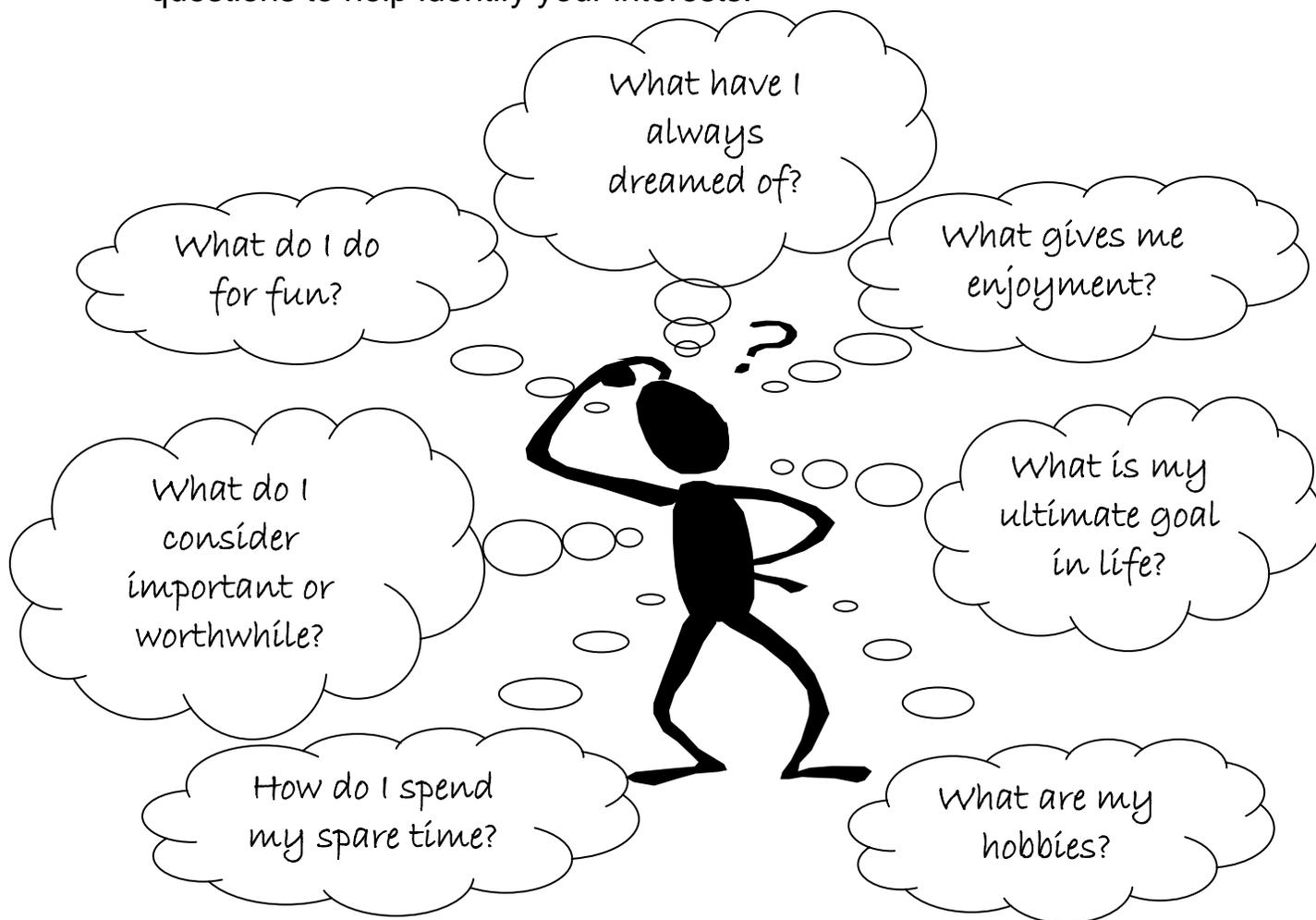


My Skills & Abilities

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

What Do I Enjoy Doing?

To get a job that you enjoy consider what interests you. Read the questions to help identify your interests.

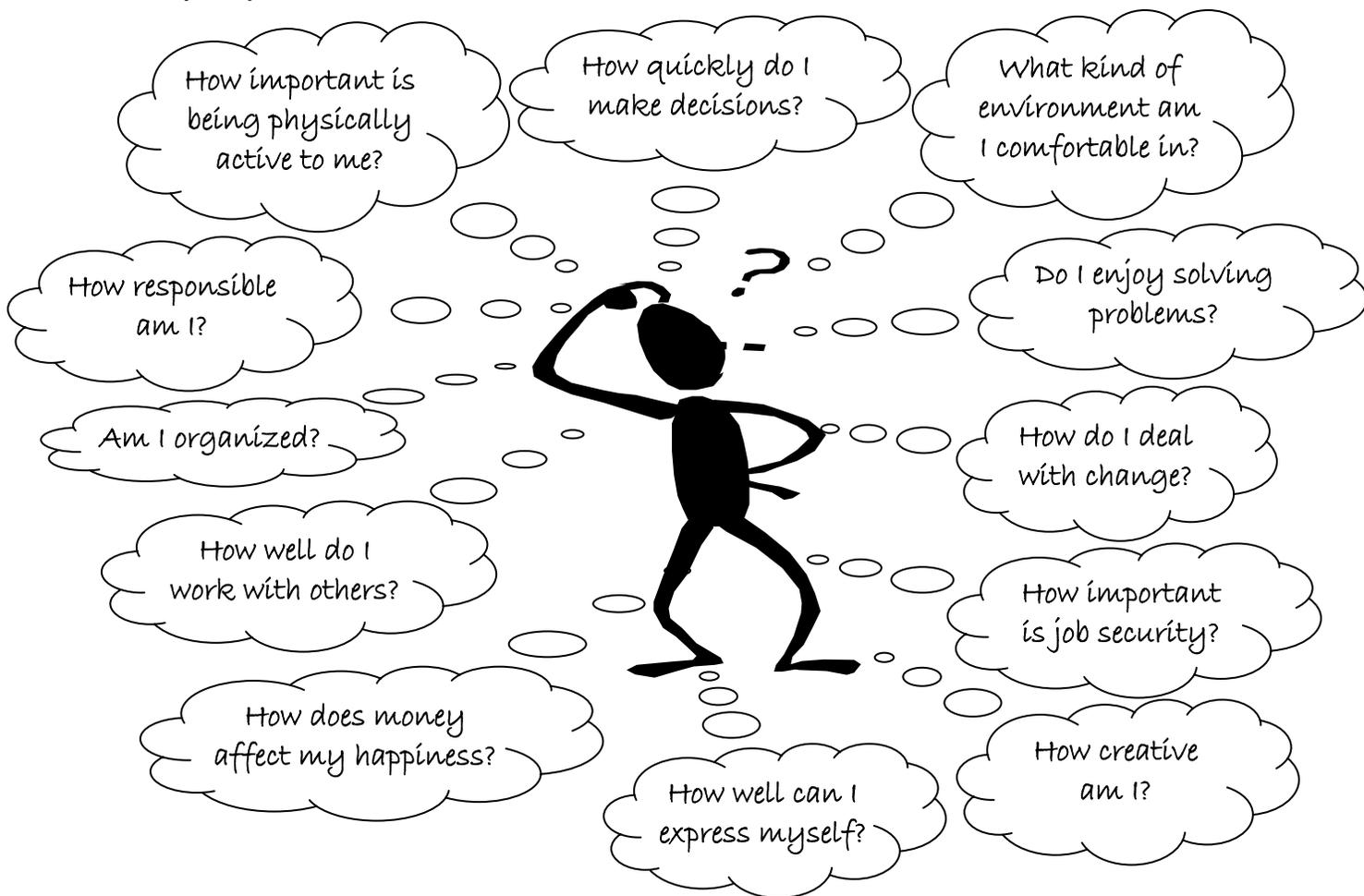


My Interests

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

What Are My Job Related Personality Traits?

Personality traits can really affect whether or not you enjoy and will be successful at a job. The following questions can help you identify which of your personality traits may affect your job.

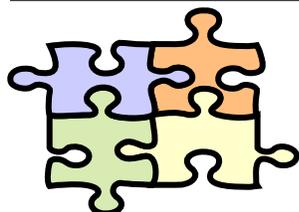


My Personality Traits

1. _____
2. _____
3. _____
4. _____
5. _____

6. _____
7. _____
8. _____
9. _____
10. _____

Job Personality



Putting the Pieces of My Job Personality Together

Write your abilities, interests, and job-related personality traits from Handouts #2–#4 to create a picture of your job personality.

Skills and Abilities

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Interests

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Personality Traits

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



Should I Be Working?
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Job Personality

Jobs - Jobs - Jobs

These handouts include a list of fairly common jobs to help you start thinking about the many job options available today. Note: There are many jobs NOT included. Write any unlisted jobs that you think you may be interested in on page 4.

AGRICULTURE

- Aquaculturists
- Crop Farmers
- Dairy Farmers
- Pig and Poultry Farmers
- Ranchers

ARCHITECTURE, ENGINEERING, AND DRAFTING

- Aerospace Engineers
- Agricultural Engineers
- Architects
- Biomedical Engineers
- Chemical Engineers
- Civil Engineers
- Computer Hardware Engineers
- Drafters
- Electrical Engineers
- Engineering Technicians
- Environmental Engineers
- Geographic Specialists
- Industrial Engineers
- Landscape Architects
- Materials Engineers
- Mechanical Engineers
- Mining and Geological Engineers
- Nuclear Engineers
- Petroleum Engineers

ARTS, VISUAL AND PERFORMING

- Actors
- Art Directors
- Choreographers
- Composers
- Craft Artists
- Dancers
- Directors
- Fashion Designers
- Fine Artists
- Floral Designers
- Graphic Designers
- Illustrators
- Industrial Designers
- Interior Designers
- Multimedia Artists and Animators
- Musicians and Singers
- Photographers
- Set Designers
- Theater, Film, and TV Technicians
- Web Designers

BUSINESS AND FINANCE

- Budget Analysts
- Buyers and Purchasers
- Investigators
- Claims Adjusters, Examiners, and

Investigators

- Cost Estimators
- Financial Analysts
- Government Accountants and Auditors
- Insurance Underwriters
- Loan Officers and Counselors
- Management Accountants and Internal Auditors
- Personal Financial Advisors
- Public Accountants
- Real Estate Appraisers
- Tax examiners, Collectors, and Revenue Agents
- Rehabilitation Counselors

COMMUNITY AND SOCIAL SERVICES

- Addition Counselors
- Child, Family, and School Social Workers
- Educational, Vocational, and School Counselors
- Health Educators
- Human-Service Assistants
- Imams
- Marriage and Family Therapists

- Medical and Public Health Social Workers
- Mental Health and Substance Abuse Social Workers
- Mental Health Counselors
- Ministers
- Priests
- Rehabilitation Counselors

COMPUTERS AND MATH

- Actuaries
- Computer Programmers
- Computer Scientists
- Computer Software Engineers
- Computer Support Specialists
- Computer Systems Analysts
- Database Administrators
- Mathematicians
- Network Administrators
- Operations Research Analysts
- Statisticians

CONSTRUCTION

- Boilermakers
- Bricklayers and Stonemasons

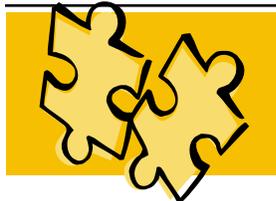


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Job Personality

Jobs - Jobs - Jobs - Jobs pg. 3

- Repairs
- Automotive Technicians
- Computer-Repair Technicians
- Consumer Electronics Technicians
- Diesel Technicians
- Electronics Technicians
- Farm Equipment Mechanics
- Heating, Ventilation, Air-Conditioning, and Refrigeration Technicians
- Heavy Vehicle and Mobile Equipment Technicians
- Home Appliance Repairers
- Industrial Machinery Repairers
- Line Installers and Repairers
- Office Machine Technicians
- Precision Instrument and Equipment Repairers
- Small Engine Mechanics
- Telecommunications and Radio Technicians
- Government Executives and Legislators
- Government Lawyers
- In-House Lawyers
- Judges
- Paralegals
- Private-Practice Lawyers
- Public Interest Advocates
- Public Interest Lawyers
- Medical and Health Services Managers
- Property Managers
- Top Executives
- Eligibility Interviewers
- Financial Clerks
- General Office Clerks
- Human Resources Assistants
- Reservation and Transportation Ticket Agents and Travel Clerks
- **PERSONAL CARE AND CULINARY SERVICES**
- Animal Caretakers
- Barbers and Cosmetologists
- Chefs
- Child Care Workers
- Flight Attendants
- Landscapers and Groundskeepers
- Personal and Home Care Aides
- **PRODUCTION**
- Computer-Control Operators
- Dental Laboratory Technicians
- Jewelers and Precious Stone and Metal Workers
- Machinists
- Printing-Machine Operators
- **OFFICE AND ADMINISTRATIVE SUPPORT**
- Administrative Assistants and Secretaries
- Brokerage Clerks
- Computer Operators
- Desktop Publishers
- **MANAGEMENT**
- Administrative Services Managers
- Advertising, Marketing, and Public Relations Managers
- Arts Administrators
- Computer and Information Systems Managers
- Construction Managers
- Education Administrators
- Engineering and Science Managers
- Financial Managers
- Food Service Managers
- Funeral Directors
- Human Resources Managers
- Industrial Production Managers
- Labor Relations Managers
- Lodging Managers
- Management Consultants
- **LAW AND GOVERNMENT**
- Community Organizers and Activists
- Court Reporters
- Foreign Service Officers



What Job Sounds Like a Match for My Job Personality?

Write down three jobs that you think may match your job personality and explain why.

Job 1 _____

Why? _____

Job 2 _____

Why? _____

Job 3 _____

Why? _____

Job Personality



Is It a Match?



Choose the job you are most interested in on Handout 6 and answer the following questions. This will help you learn how to get the job, how to do the job, the demand for the job, and the pay and benefits the job offers.

Job Choice _____

1. What skills and abilities would I need?

2. What education and training would I need?

3. What would my work environment or surroundings be like?

4. What hours would I spend on the job?

5. What kinds of work would I do?



Is It a Match? *cont.*

6. What job duties would I have?

7. What are the opportunities for promotion?

8. What will the demand for this job be like when I'm ready to work?

9. What does this job pay?

10. What, besides a paycheck, would this job provide?

Is it a match for me? _____

Explain _____
