

# Employment Lessons Tracking Sheet

Student's Name \_\_\_\_\_

**Directions:** Each time a worksheet is completed by the student, write the job site and the date the worksheet was completed on the diagonal line. In the boxes below, check which worksheets were completed at that job site on that date.

## EXPERIENCE BASED

Lessons												
Job Duties I Like Worksheet												
Job Characteristics I Like Worksheet												
Job Characteristics I Like Graph												
Job Characteristics I Like Summary												
Job Duties—How I Did Worksheet												
Work, Social, and Personal Skills Worksheet												
Work, Social, and Personal Skills Graph												
Work, Social, and Personal Skills Summary												
Self-Determined Skills Worksheet												
Site Summary												

INTERESTS

SKILLS & LIMITS

# Choosing General Goals Worksheet

Name \_\_\_\_\_

Transition Area \_\_\_\_\_

## Goals

**1.** Do I know my interests?

**YES** Write interests

Interests

**NO** Find out interests

**2.** Do I know what is required to do this?

**YES** Write requirements

Requirements

**NO** Find out requirements

**3.** Do I know my skills?

**YES** Write skills

Skills

**NO** Find out skills

**4.** Do I have the skills to meet the requirements?

**YES**

Go to #5 and consider your limits.

**NO**

Can I learn the skills?

**YES**

Learn skills

Re-evaluate interest

**NO**

**5.** Do I know my limits?

**YES** Write limits

Limits

**NO** Find out limits

**6.** Do my limits interfere with the requirements?

**YES**

Can I do something to change this limit?

**YES**

**NO** Pursue interest

Learn skills

Re-evaluate interest

**NO**

# Choosing General Goals Worksheet— Veterinarian Example

Name Veterinarian Transition Area Employment

		Goals
1. Do I know my interests?	<b>YES</b> Write interests Interests Veterinarian	<b>NO</b> Find out interests <div></div>
2. Do I know what is required to do this?	<b>YES</b> Write requirements Requirements <div></div>	<b>NO</b> Find out requirements <div></div>
3. Do I know my skills?	<b>YES</b> Write skills Skills Handles animals well Gets good grades in science classes	<b>NO</b> Find out skills <div></div>
4. Do I have the skills to meet the requirements?	<b>YES</b> Go to #5 and consider your limits. <b>NO</b> Can I learn the skills? YES → NO →	Learn skills <div></div> Re-evaluate interest <div></div>
5. Do I know my limits?	<b>YES</b> Write limits Limits Severe allergic reaction to animal hair	<b>NO</b> Find out limits <div></div>
6. Do my limits interfere with the requirements?	<b>YES</b> Can I do something to change this limit? YES → NO →	<b>NO</b> Pursue interest <div></div> Learn skills <div></div> Re-evaluate interest <div></div>

# Choosing General Goals Worksheet— Retail Sales Worker Example

Name Retail Sales Worker Transition Area Employment

## Goals

1. Do I know my interests?

**YES** Write interests

Interests

**NO** Find out interests

2. Do I know what is required to do this?

**YES** Write requirements

Requirements

**NO** Find out requirements

3. Do I know my skills?

**YES** Write skills

Skills

**NO** Find out skills

4. Do I have the skills to meet the requirements?

**YES**

Go to #5 and consider your limits.

**NO**

Can I learn the skills?

**YES**

Learn skills

Re-evaluate interest

**NO**

5. Do I know my limits?

**YES** Write limits

Limits

**NO** Find out limits

6. Do my limits interfere with the requirements?

**YES**

Can I do something to change this limit?

**YES**

**NO** Pursue interest

Learn skills

Re-evaluate interest

**NO**



# Choosing General Goals Teacher Worksheet— Employment Lessons to Meet Goals

Name \_\_\_\_\_ Transition Area \_\_\_\_\_

1. Do I know my interests?

YES Write interests

Interests

NO Find out interests

"Job Duties I Like"  
"Job Characteristics I Like"  
Dream Job lessons

2. Do I know what is required to do this?

YES Write requirements

Requirements

NO Find out requirements

"Self-Determined Skills"  
Dream Job lessons

3. Do I know my skills?

YES Write skills

Skills

NO Find out skills

"Job Duties—How I Did"  
Work, Social, and Personal Skills lessons  
"Self-Determined Skills"

4. Do I have the skills to meet the requirements?

YES

Go to #5 and consider your limits.

NO

Can I learn the skills?

YES

Learn skills

"Job Duties How I Did"  
Work, Social, and Personal Skills lessons  
"Self-Determined Skills"

NO

Re-evaluate interest

"Job Characteristics I Like"  
"Job Duties I Like" & "Job Duties—How I Did"  
Work, Social, and Personal Skills lessons

5. Do I know my limits?

YES Write limits

Limits

NO Find out limits

"Job Duties—How I Did"  
Work, Social, and Personal Skills lessons  
"Self-Determined Skills"

6. Do my limits interfere with the requirements?

YES

Can I do something to change this limit?

YES

Learn skills

Re-evaluate interest

NO

"Job Characteristics I Like"  
"Job Duties I Like" & "Job Duties—How I Did"  
Work, Social, and Personal Skills lessons

NO Pursue interest

# Choosing General Goals Worksheet— Summarizing the Employment Lessons

Name \_\_\_\_\_

Transition Area \_\_\_\_\_

## Goals

1. Do I know my interests?

YES Write interests

Interests  
Job Duties I Like Worksheets  
Job Characteristics I Like Summary  
Dream Job lessons

NO Find out interests

2. Do I know what is required to do this?

YES Write requirements

Requirements  
Self-Determined Skills Worksheet  
Dream Job lessons

NO Find out requirements

3. Do I know my skills?

YES Write skills

Skills  
Job duties—How I Did Worksheets  
Work, Social, and Personal Skills Summary  
Self-Determined Skills Worksheet

NO Find out skills

4. Do I have the skills to meet the requirements?

YES

Go to #5 and consider your limits.

NO

Can I learn the skills?

YES

Learn skills

NO

Re-evaluate interest

5. Do I know my limits?

YES Write limits

Limits  
Job Duties—How I Did Worksheets  
Work, Social, and Personal Skills Summary  
Self-Determined Skills Worksheet

NO Find out limits

6. Do my limits interfere with the requirements?

YES

Can I do something to change this limit?

YES

NO

NO Pursue interest

Learn skills

Re-evaluate interest

# Choosing General Goals Worksheet

Name Thomas

Transition Area Employment

## Goals

1. Do I know my interests?

YES

Write interests

Interests

Play in a band

NO Find out interests

2. Do I know what is required to do this?

YES

Write requirements

Requirements

Musical talent  
Perform  
Get paying jobs

NO Find out requirements

3. Do I know my skills?

YES

Write skills

Skills

Good singer

NO Find out skills

4. Do I have the skills to meet the requirements?

YES

Go to #5 and consider your limits.

NO

Can I learn the skills?

YES

Learn skills

Re-evaluate interest

NO

5. Do I know my limits?

YES

Write limits

Limits

Can't read sheet music

NO Find out limits

6. Do my limits interfere with the requirements?

YES

Can I do something to change this limit?

YES

NO Pursue interest

Learn skills

Take music classes to learn to read sheet music

Re-evaluate interest

NO

# Choosing General Goals Worksheet

Name Lisa

Transition Area Employment

		Goals
1. Do I know my interests?	<p><b>YES</b> Write interests</p> <p>Interests</p> <p>Work in a restaurant</p>	<p><b>NO</b> Find out interests</p> <div></div>
2. Do I know what is required to do this?	<p><b>YES</b> Write requirements</p> <p>Requirements</p> <p>Wash dishes</p>	<p><b>NO</b> Find out requirements</p> <div></div>
3. Do I know my skills?	<p><b>YES</b> Write skills</p> <p>Skills</p> <p>Wash dishes Work on own</p>	<p><b>NO</b> Find out skills</p> <div></div>
4. Do I have the skills to meet the requirements?	<p><b>YES</b> Go to #5 and consider your limits.</p> <p><b>NO</b> Can I learn the skills?</p> <p>YES →</p> <p>NO →</p>	<p>Learn skills</p> <div></div> <p>Re-evaluate interest</p> <div></div>
5. Do I know my limits?	<p><b>YES</b> Write limits</p> <p>Limits</p> <p>Can't ride city bus to get to work</p>	<p><b>NO</b> Find out limits</p> <div></div>
6. Do my limits interfere with the requirements?	<p><b>YES</b></p> <p>Can I do something to change this limit?</p> <p>YES →</p> <p>NO →</p>	<p><b>NO</b> Pursue interest</p> <div></div> <p>Learn skills</p> <p>Learn to ride the city bus to get to work</p> <p>Re-evaluate interest</p> <div></div>

# Choosing General Goals Worksheet

Name Richard

Transition Area Daily Living & Community

## Goals

1. Do I know my interests?

YES

Write interests

Interests

Live alone

NO Find out interests

2. Do I know what is required to do this?

YES

Write requirements

Requirements

Cook  
Clean  
Pay bills

NO Find out requirements

3. Do I know my skills?

YES

Write skills

Skills

Cook  
Clean  
Have job so I can pay bills

NO Find out skills

4. Do I have the skills to meet the requirements?

YES

Go to #5 and consider your limits.

NO

Can I learn the skills?

YES

Learn skills

Re-evaluate interest

NO

5. Do I know my limits?

YES

Write limits

Limits

Temper

NO Find out limits

6. Do my limits interfere with the requirements?

YES

Can I do something to change this limit?

YES

Learn skills

Control my temper

Re-evaluate interest

NO

# Choosing General Goals Worksheet

Name Christina

Transition Area Education

## Goals

1. Do I know my interests?

YES

Write interests

Interests

College degree  
in photography

NO Find out interests

2. Do I know what is required to do this?

YES

Write requirements

Requirements

Good photography skills  
Go to college  
Good grades

NO Find out requirements

3. Do I know my skills?

YES

Write skills

Skills

Good at photography  
Grades OK

NO Find out skills

4. Do I have the skills to meet the requirements?

YES

Go to #5 and  
consider  
your limits.

NO

Can I learn  
the skills?

YES

Learn skills

Take study skills classes  
in high school

Re-evaluate interest

NO

5. Do I know my limits?

YES

Write limits

Limits

Trouble taking notes  
in class

NO Find out limits

6. Do my limits interfere with the requirements?

YES

Can I do something to  
change this limit?

YES

Learn skills

Find a college with a  
learning center

Re-evaluate interest

NO

# Choosing General Goals Worksheet

Name Alicia

Transition Area Personal

## Goals

1. Do I know my interests?

**YES**

Write interests

Interests  
Relationships with family and girlfriends

**NO** Find out interests

2. Do I know what is required to do this?

**YES**

Write requirements

Requirements

**NO**

Find out requirements

Find out what it takes to have relationships with girls and my family

3. Do I know my skills?

**YES**

Write skills

Skills  
Outgoing  
Friendly  
Communicate openly

**NO** Find out skills

4. Do I have the skills to meet the requirements?

**YES**

Go to #5 and consider your limits.

**NO**

Can I learn the skills?

**YES**

Learn skills

Re-evaluate interest

**NO**

5. Do I know my limits?

**YES**

Write limits

Limits  
Hard time trusting girls

**NO** Find out limits

6. Do my limits interfere with the requirements?

**YES**

Can I do something to change this limit?

**YES**

Learn skills

Continue in therapy

Re-evaluate interest

**NO**

**NO** Pursue interest

# Job Duties I Like Worksheet

Name \_\_\_\_\_ Date \_\_\_\_\_ Site \_\_\_\_\_

**Directions:** In the Job Duties column, write each job duty that you performed at your job site. In the What I Like column, circle "YES" if you liked the job duty. Circle "NO" if you didn't.

Job Duties	What I Like
Job Duty #1 _____ _____	I like this job duty YES      NO
Job Duty #2 _____ _____	I like this job duty YES      NO
Job Duty #3 _____ _____	I like this job duty YES      NO
Job Duty #4 _____ _____	I like this job duty YES      NO

## Percent of Job Duties I Like

### Directions:

- 1 From the **What I Like** column count the number of **YESes** and write that number next to **(a)**.
- 1 Write the total number of job duties next to **(b)**.
- 1 Enter **(a)** into your calculator.
- 1 Push the "÷" button.
- 1 Enter **(b)** into your calculator.
- 1 Push the "=" button.
- 1 Push the "x" button.
- 1 Enter "100."
- 1 Push the "=" button.
- 1 Write your percentage in the shaded oval marked **(c)**.

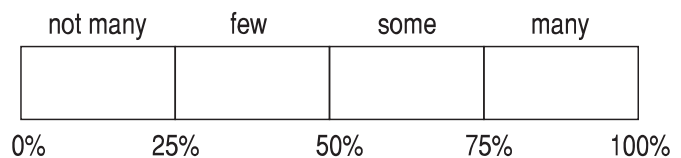
Number of duties I liked **(a)** \_\_\_\_\_ ÷

Total duties **(b)** \_\_\_\_\_ =

x 100 =

Percent of duties I liked **(c)** \_\_\_\_\_ %

Draw a vertical line where your percentage falls on the scale. Shade from 0% to your percentage.





# Job Characteristics I Like Worksheet

Name \_\_\_\_\_ Date \_\_\_\_\_ Site \_\_\_\_\_

Circle the job characteristic or characteristics you like best.		Circle the job characteristic or characteristics that best describe what is at this job.	Circle YES if what you circled in the first two columns is the same. Circle NO if it is not.	
What I Like		What Is Here	Matches	
1.	work alone lots of people around	work alone lots of people around	YES	NO
2.	quiet workplace noisy workplace	quiet workplace noisy workplace	YES	NO
3.	weekdays only weekends too	weekdays only weekends too	YES	NO
4.	easy job challenging job	easy job challenging job	YES	NO
5.	dress up for work do not dress up wear uniform	dress up for work do not dress up wear uniform	YES	NO
6.	standing up sitting down moving around	standing up sitting down moving around	YES	NO
7.	work mornings work afternoons work nights	work mornings work afternoons work nights	YES	NO
8.	co-workers my age co-workers not my age	co-workers my age co-workers not my age	YES	NO
9.	thinking work physical work	thinking work physical work	YES	NO
10.	detail important detail not important	detail important detail not important	YES	NO
11.	job same every day job different every day	job same every day job different every day	YES	NO
12.	work with people work with things	work with people work with things	YES	NO
13.	important to work fast not important to work fast	important to work fast not important to work fast	YES	NO
14.	little supervision a lot of supervision	little supervision a lot of supervision	YES	NO
15.	work outside work inside	work outside work inside	YES	NO

# Job Characteristics I Like Worksheet

## (continued)

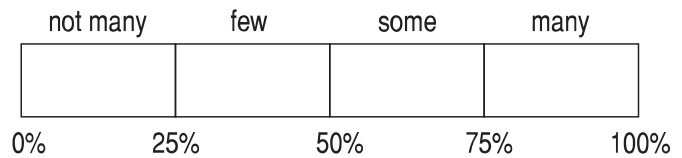
### Percent of Matches

#### Directions:

- Write the total number of matches from your Matches column on line (a)
- Enter (a) into your calculator and push the “÷” button.
- Enter 15 into your calculator and push the “=” button.
- Push the “x” button, enter “100.”
- Push the “=” button. This is your percentage.
- Place your percentage in the shaded oval area marked (b).
- Draw a line where your % Matches falls on the scale. Shade from 0% to your percentage to see how well the job matches what you like.

Number of matches (a) \_\_\_\_\_ ÷  
Number of responses 15 =  
x 100 =  
Percentage of matches (b) \_\_\_\_\_ %

Draw a vertical line where your percentage falls on the scale. Shade from 0% to your percentage.



# Job Characteristics I Like Graph

Name \_\_\_\_\_ Period Covered: from \_\_\_\_\_ to \_\_\_\_\_

## Directions:

For each characteristic you chose in the "What I Like" column on the Job Characteristics I Like Worksheet, fill in the first box that is blank to the right of that characteristic listed here.

Characteristics	Times I Chose Each Characteristic																																																
1. work alone lots of people around	<table><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>																																																
2. quiet workplace noisy workplace	<table><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>																																																
3. weekdays only weekends too	<table><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>																																																
4. easy job challenging job	<table><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>																																																
5. dress up for work do not dress up wear uniform	<table><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>																																																
6. standing up sitting down moving around	<table><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>																																																
7. work mornings work afternoons work nights	<table><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>																																																
8. co-workers my age co-workers not my age	<table><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>																																																
9. thinking work physical work	<table><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>																																																
10. detail important detail not important	<table><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>																																																
11. job same every day job different every day	<table><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>																																																
12. work with people work with things	<table><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>																																																
13. important to work fast not important to work fast	<table><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>																																																
14. little supervision a lot of supervision	<table><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>																																																
15. work outside work inside	<table><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>																																																

# Job Characteristics I Like Summary

Name \_\_\_\_\_ Date \_\_\_\_\_

1.
  - On the lines below, list the five characteristics you chose the most on your Job Characteristics I Like Graph.
  - They are the longest lines that you shaded on your graph.
  - If you have more than five of equal length, pick the five that are most important to you.

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2. List other characteristics that are important to you in your job.

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3.
  - List the characteristics that you don't want in your job.
  - These may be the characteristics with the shortest lines on your graph or other things you know you don't want in a job.

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4. Put a checkmark (3) next to the five characteristics you listed on this page that are the most important to you overall. You may check characteristics you liked or didn't like.

## Job Duties—How I Did Worksheet

Name \_\_\_\_\_ Date \_\_\_\_\_ Site \_\_\_\_\_

Write the job duties you performed at your job site.	Circle 3, 2, or 1— whichever describes your performance.	Circle 3, 2, or 1— whichever describes student's performance.	Circle YES if your and your supervisor's evaluations are the same. If they are not the same, circle NO.
Job Duties	How I Did	Supervisor Thinks	Matches
Job Duty #1	SPEED                      very good    3 OK        2 needs improvement    1	SPEED                      very good    3 OK        2 needs improvement    1	YES        NO
	INDEPENDENT            very good    3 OK        2 needs improvement    1	INDEPENDENT            very good    3 OK        2 needs improvement    1	YES        NO
	ACCURATE                very good    3 OK        2 needs improvement    1	ACCURATE                very good    3 OK        2 needs improvement    1	YES        NO
Job Duty #2	SPEED                      very good    3 OK        2 needs improvement    1	SPEED                      very good    3 OK        2 needs improvement    1	YES        NO
	INDEPENDENT            very good    3 OK        2 needs improvement    1	INDEPENDENT            very good    3 OK        2 needs improvement    1	YES        NO
	ACCURATE                very good    3 OK        2 needs improvement    1	ACCURATE                very good    3 OK        2 needs improvement    1	YES        NO
Job Duty #3	SPEED                      very good    3 OK        2 needs improvement    1	SPEED                      very good    3 OK        2 needs improvement    1	YES        NO
	INDEPENDENT            very good    3 OK        2 needs improvement    1	INDEPENDENT            very good    3 OK        2 needs improvement    1	YES        NO
	ACCURATE                very good    3 OK        2 needs improvement    1	ACCURATE                very good    3 OK        2 needs improvement    1	YES        NO
Job Duty #4	SPEED                      very good    3 OK        2 needs improvement    1	SPEED                      very good    3 OK        2 needs improvement    1	YES        NO
	INDEPENDENT            very good    3 OK        2 needs improvement    1	INDEPENDENT            very good    3 OK        2 needs improvement    1	YES        NO
	ACCURATE                very good    3 OK        2 needs improvement    1	ACCURATE                very good    3 OK        2 needs improvement    1	YES        NO

## Job Duties—How I Did Worksheet (continued)

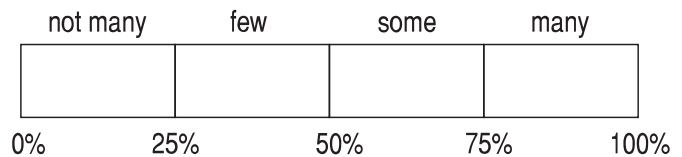
### Supervisor Thinks

#### Directions:

- 1 From the “Supervisor Thinks” column, count the number of positive responses and put that number on line (a). A positive response is any score of 2 or 3.
- 1 Count the total number of possible positive responses and put that number on line (b).
- 1 Enter (a) into your calculator.
- 1 Push the “÷” button.
- 1 Enter (b) into your calculator.
- 1 Push the “=” button.
- 1 Push the “x” button, enter “100.”
- 1 Push the “=” button. This is your percentage of positives.
- 1 Place your percentage in the shaded oval marked (c).

Number of positives (a) \_\_\_\_\_ ÷  
Number of responses (b) \_\_\_\_\_ =  
\_\_\_\_\_ x 100 =  
Positives (c) \_\_\_\_\_ %

Draw a vertical line where your percentage of “positives” falls on the scale. Shade from 0% to your percentage.



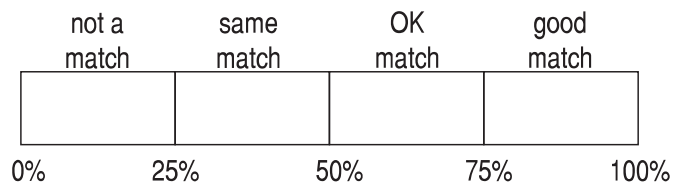
### Matches

#### Directions:

- 1 From the “Matches” column, count the number of YESes and put that number on line (a).
- 1 Count the total number of possible YES responses and put that number on line (b).
- 1 Enter (a) into your calculator.
- 1 Push the “÷” button.
- 1 Enter (b) into your calculator.
- 1 Push the “=” button.
- 1 Push the “x” button, enter “100.”
- 1 Push the “=” button. This is your percentage of matches.
- 1 Place your percentage in the shaded oval marked (c).

Number of matches (a) \_\_\_\_\_ ÷  
Number of responses (b) \_\_\_\_\_ =  
\_\_\_\_\_ x 100 =  
Positives (c) \_\_\_\_\_ %

Draw a vertical line where your percentage of “matches” falls on the scale. Shade from 0% to your percentage.



# Work, Social, and Personal Skills Supervisor Evaluation

Student' Name \_\_\_\_\_ Date \_\_\_\_\_ Site \_\_\_\_\_

Supervisor's Name \_\_\_\_\_

	Circle 3, 2, or 1— whichever best describes the student's performance.	Write any additional information or comments that explain your evaluation.
<b>Skills</b>	<b>Supervisor Thinks</b>	<b>Comments</b>
<b>Work</b>		
1. Follows company rules	<div>very good 3</div> <div>OK 2</div> <div>needs improvement 1</div>	
2. Comes to work on time or calls if late or absent	<div>very good 3</div> <div>OK 2</div> <div>needs improvement 1</div>	
3. Works safely	<div>very good 3</div> <div>OK 2</div> <div>needs improvement 1</div>	
4. Follows directions	<div>very good 3</div> <div>OK 2</div> <div>needs improvement 1</div>	
5. Listens and uses feedback	<div>very good 3</div> <div>OK 2</div> <div>needs improvement 1</div>	
6. Right pace for job (not too fast/not too slow)	<div>very good 3</div> <div>OK 2</div> <div>needs improvement 1</div>	
7. Works accurately	<div>very good 3</div> <div>OK 2</div> <div>needs improvement 1</div>	
<b>Social</b>		
8. Talks the right amount	<div>very good 3</div> <div>OK 2</div> <div>needs improvement 1</div>	
9. Behaves appropriately	<div>very good 3</div> <div>OK 2</div> <div>needs improvement 1</div>	
10. Asks for help	<div>very good 3</div> <div>OK 2</div> <div>needs improvement 1</div>	
11. Gets along with co-workers	<div>very good 3</div> <div>OK 2</div> <div>needs improvement 1</div>	
<b>Personal</b>		
12. Works independently	<div>very good 3</div> <div>OK 2</div> <div>needs improvement 1</div>	
13. Good grooming	<div>very good 3</div> <div>OK 2</div> <div>needs improvement 1</div>	
14. Positive attitude	<div>very good 3</div> <div>OK 2</div> <div>needs improvement 1</div>	
15. Shows initiative—looks for things that need to be done	<div>very good 3</div> <div>OK 2</div> <div>needs improvement 1</div>	
16. Has things needed for the day	<div>very good 3</div> <div>OK 2</div> <div>needs improvement 1</div>	

# Work, Social, and Personal Skills— Student Worksheet

Name \_\_\_\_\_ Date \_\_\_\_\_ Site \_\_\_\_\_

	Circle 3, 2, or 1— whichever best describes your performance.	From the supervisor worksheet, copy the numbers that your supervisor chose to describe your performance.		Circle YES if your and your super- visor's evaluations are the same. If they are not the same, circle NO.
Work	How I Did	Supervisor Thinks	Comments	Matches
1. Follows company rules	very good 3 OK 2 needs improvement 1	very good 3 OK 2 needs improvement 1		YES NO
2. Comes to work on time or calls if late or absent	very good 3 OK 2 needs improvement 1	very good 3 OK 2 needs improvement 1		YES NO
3. Works safely	very good 3 OK 2 needs improvement 1	very good 3 OK 2 needs improvement 1		YES NO
4. Follows directions	very good 3 OK 2 needs improvement 1	very good 3 OK 2 needs improvement 1		YES NO
5. Listens and uses feedback	very good 3 OK 2 needs improvement 1	very good 3 OK 2 needs improvement 1		YES NO
6. Right pace for job (not too fast/not too slow)	very good 3 OK 2 needs improvement 1	very good 3 OK 2 needs improvement 1		YES NO
7. Works accurately	very good 3 OK 2 needs improvement 1	very good 3 OK 2 needs improvement 1		YES NO
<b>Social</b>				
8. Talks the right amount	very good 3 OK 2 needs improvement 1	very good 3 OK 2 needs improvement 1		YES NO
9. Behaves appropriately	very good 3 OK 2 needs improvement 1	very good 3 OK 2 needs improvement 1		YES NO
10. Asks for help	very good 3 OK 2 needs improvement 1	very good 3 OK 2 needs improvement 1		YES NO
11. Gets along with co-workers	very good 3 OK 2 needs improvement 1	very good 3 OK 2 needs improvement 1		YES NO
<b>Personal</b>				
12. Works independently	very good 3 OK 2 needs improvement 1	very good 3 OK 2 needs improvement 1		YES NO
13. Good grooming	very good 3 OK 2 needs improvement 1	very good 3 OK 2 needs improvement 1		YES NO
14. Positive attitude	very good 3 OK 2 needs improvement 1	very good 3 OK 2 needs improvement 1		YES NO
15. Shows initiative—looks for things that need to be done	very good 3 OK 2 needs improvement 1	very good 3 OK 2 needs improvement 1		YES NO
16. Has things needed for the day	very good 3 OK 2 needs improvement 1	very good 3 OK 2 needs improvement 1		YES NO



## Work, Social, and Personal Skills Student Worksheet (continued)

### Supervisor Thinks

#### Directions:

- 1 From the "Supervisor Thinks" column, count the number of positive responses and put that number on line (a). A positive response is any score of 2 or 3.
- 1 Count the total number of possible positive responses and put that number on line (b).
- 1 Enter (a) into your calculator.
- 1 Push the "÷" button.
- 1 Enter (b) into your calculator.
- 1 Push the "=" button.
- 1 Push the "x" button, enter "100."
- 1 Push the "=" button. This is your percentage of positives.
- 1 Place your percentage in the shaded oval area marked (c).

Number of positives (a) ÷  
Number of responses (b) =  
x 100 =  
Positives (c) %

---

Draw a vertical line where your percentage of "positives" falls on the scale. Shade from 0% to your percentage.

not many	few	some	many	
0%	25%	50%	75%	100%

### Matches

#### Directions:

- 1 From the "Matches" column, count the number of YESes and put that number on line (a).
- 1 Count the total number of possible YES responses and put that number on line (b).
- 1 Enter (a) into your calculator.
- 1 Push the "÷" button.
- 1 Enter (b) into your calculator.
- 1 Push the "=" button.
- 1 Push the "x" button, enter "100."
- 1 Push the "=" button. This is your percentage of matches.
- 1 Place your percentage in the shaded oval marked (c).

Number of matches (a) ÷  
Number of responses (b) =  
x 100 =  
Matches (c) %

---

Draw a vertical line where your percentage of "matches" falls on the scale. Shade from 0% to your percentage.

not a match	same match	OK match	good match	
0%	25%	50%	75%	100%

## Work, Social, and Personal Skills Graph

Name \_\_\_\_\_ Period Covered: from \_\_\_\_\_ to \_\_\_\_\_

Directions:

From the "Supervisor Thinks" column of the Work, Social, and Personal Skills Student Worksheets, fill in the number of boxes (starting with the first empty box next to the skill) that equals the number your supervisor chose. For example, if on "follows company rules" your supervisor chose "3—very good," fill in the three boxes next to "follows company rules."

Supervisor Evaluation of Your Performance																
Skills																
Work																
1.	Follows company rules															
2.	Comes to work on time or calls if late or absent															
3.	Works safely															
4.	Follows directions															
5.	Listens and uses feedback															
6.	Right pace for job (not too fast/not too slow)															
7.	Works accurately															
Social																
8.	Talks the right amount															
9.	Behaves appropriately															
10.	Asks for help															
11.	Gets along with co-workers															
Personal																
12.	Works independently															
13.	Good grooming															
14.	Positive attitude															
15.	Shows initiative—look for things that need to be done															
16.	Has things needed for the day															

# Work, Social, and Personal Skills Summary

Name \_\_\_\_\_ Date \_\_\_\_\_ Site \_\_\_\_\_

## Directions:

From your Work, Social, and Personal Skills Graph select the three “work” skills that your supervisor rated “very good” or “OK” most often. These skills will have the longest shaded lines on your graph. Write these in the “Skills I Did Well” column below. Do the same thing for the social and personal skills.

## Directions:

From your Work, Social, and Personal Skills Graph, list the “work” skill that your supervisor rated “needs improvement” most often. This skill will have the shortest shaded line on your graph. Write this skill in the “Skills I Need to Improve” column below. Do the same thing for the social and personal skills.

Skills I Did Well		Skills I Need to Improve	
<b>Work</b>		<b>Work</b>	
1.	_____	1.	_____
2.	_____	2.	_____
3.	_____	3.	_____
<b>Social</b>		<b>Social</b>	
1.	_____	1.	_____
2.	_____	2.	_____
3.	_____	3.	_____
<b>Personal</b>		<b>Personal</b>	
1.	_____	1.	_____
2.	_____	2.	_____
3.	_____	3.	_____

# Self-Determined Skills Worksheet

## Purpose

On this worksheet you will decide what skills are important at your current job. You will (1) evaluate yourself on these skills, (2) ask your supervisors to evaluate you, and (3) see how the evaluations match. This information will help you learn what skills and limits you have on this job. It will help you decide if this is a good job for you. It will also help you decide what skills you may need to work on to be successful at this job.

## Directions

### Column 1: **“Important Skills at This Job”**

Write the skills that are important under WORK, SOCIAL, or PERSONAL. To determine the important skills you may:

- (1) Write down the skills you know are important on this job.
- (2) Ask your supervisor what’s important.
- (3) Look at your IEP goals and objectives to see if they include things you need to work on at your job.
- (4) Look at your job evaluations from your Work, Social, and Personal Skills Student Worksheet to see what you need to work on at your job.

### Column 2: **“How I Did”**

Circle 3, 2, or 1—whichever best describes your performance on each skill.

### Column 3: **“Supervisor Thinks”**

Ask your supervisor to circle 3, 2, or 1 depending on your performance on each skill.

### Column 4: **“Supervisor, Teacher, or Student Comments”**

This space is for anyone’s comments.

### Column 5: **“Matches”**

Circle YES if your and your supervisor’s ratings are the same. If they are different, circle NO.

# Self-Determined Skills Worksheet (continued)

Name \_\_\_\_\_ Date \_\_\_\_\_ Site \_\_\_\_\_

Important Skills at This Job	How I Did	Supervisor Thinks	Supervisor, Teacher, or Student Comments	Matches
<b>Work</b>				
1.	very good 3 OK 2 needs improvement 1	very good 3 OK 2 needs improvement 1		YES NO
2.	very good 3 OK 2 needs improvement 1	very good 3 OK 2 needs improvement 1		YES NO
3.	very good 3 OK 2 needs improvement 1	very good 3 OK 2 needs improvement 1		YES NO
<b>Social</b>				
1.	very good 3 OK 2 needs improvement 1	very good 3 OK 2 needs improvement 1		YES NO
2.	very good 3 OK 2 needs improvement 1	very good 3 OK 2 needs improvement 1		YES NO
3.	very good 3 OK 2 needs improvement 1	very good 3 OK 2 needs improvement 1		YES NO
<b>Personal</b>				
1.	very good 3 OK 2 needs improvement 1	very good 3 OK 2 needs improvement 1		YES NO
2.	very good 3 OK 2 needs improvement 1	very good 3 OK 2 needs improvement 1		YES NO
3.	very good 3 OK 2 needs improvement 1	very good 3 OK 2 needs improvement 1		YES NO

# Self-Determined Skills Worksheet (continued)

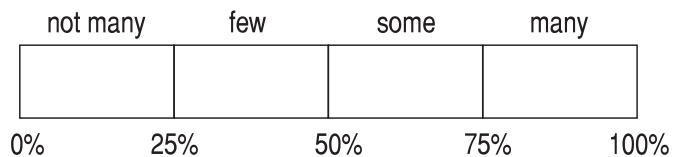
## Supervisor Thinks

### Directions:

- From the "Supervisor Thinks" column, count the number of positive responses and put that number on line (a). A positive response is any score of 2 or 3.
- Count the total number of possible positive responses and put that number on line (b).
- Enter (a) into your calculator.
- Push the "÷" button.
- Enter (b) into your calculator.
- Push the "=" button.
- Push the "x" button, enter "100."
- Push the "=" button. This is your percentage of positives.
- Place your percentage in the shaded oval marked (c).

Number of positives (a) \_\_\_\_\_ ÷  
 Number of responses (b) \_\_\_\_\_ =  
 \_\_\_\_\_ x 100 =  
 Positives (c) \_\_\_\_\_ %

Draw a vertical line where your percentage of "positives" falls on the scale. Shade from 0% to your percentage.



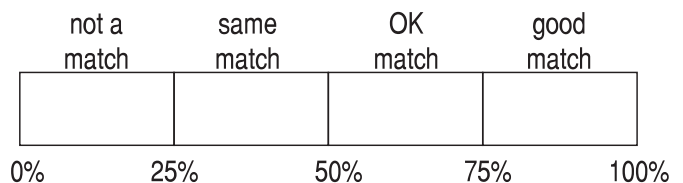
## Matches

### Directions:

- From the "Matches" column, count the number of YESes and put that number on line (a).
- Count the total number of possible YES responses and put that number on line (b).
- Enter (a) into your calculator.
- Push the "÷" button.
- Enter (b) into your calculator.
- Push the "=" button.
- Push the "x" button, enter "100."
- Push the "=" button. This is your percentage of matches.
- Place your percentage in the shaded oval marked (c).

Number of matches (a) \_\_\_\_\_ ÷  
 Number of responses (b) \_\_\_\_\_ =  
 \_\_\_\_\_ x 100 =  
 Matches (c) \_\_\_\_\_ %

Draw a vertical line where your percentage of "matches" falls on the scale. Shade from 0% to your percentage.



# **Self-Determined Skills Worksheet:**

## **Joe's Sample Situation**

### **Background:**

Joe works in a grocery store stocking shelves. He has been working at his job for three months.

### **Skills Joe knows are important:**

Joe knows that he has to wear dark pants, a white shirt, and a tie to work every day.

He also knows that on the days the groceries are delivered he has to work fast to get all the groceries on the shelves before he finishes his shift.

### **Skills the supervisor says are important:**

Joe's supervisor told Joe several times that he must make sure the grocery items are put on the shelves above the correct labels.

### **Joe's IEP goals:**

1. Read common words accurately, including the newspaper, job applications, food labels.
2. Balance his checkbook.
3. Ask questions when confused.

### **Joe's job evaluations:**

On Joe's Work, Social, and Personal Skills Supervisor Evaluation, the supervisor has evaluated Joe as "very good" or "OK" on each skill except for two.

He rated Joe "needs improvement" on "talk the right amount" because Joe has been talking to an employee in the bakery during work time.

The supervisor also said Joe "needs improvement" on "have the things I need for the day" because Joe forgot to bring his tie on several days.

# Self-Determined Skills Worksheet (continued)

Name \_\_\_\_\_ Date \_\_\_\_\_ Site \_\_\_\_\_

Important Skills at This Job	How I Did	Supervisor Thinks	Supervisor, Teacher, or Student Comments	Matches
<b>Work</b>				
1.	very good 3 OK 2 needs improvement 1	very good 3 OK 2 needs improvement 1		YES NO
2.	very good 3 OK 2 needs improvement 1	very good 3 OK 2 needs improvement 1		YES NO
3.	very good 3 OK 2 needs improvement 1	very good 3 OK 2 needs improvement 1		YES NO
<b>Social</b>				
1.	very good 3 OK 2 needs improvement 1	very good 3 OK 2 needs improvement 1		YES NO
2.	very good 3 OK 2 needs improvement 1	very good 3 OK 2 needs improvement 1		YES NO
3.	very good 3 OK 2 needs improvement 1	very good 3 OK 2 needs improvement 1		YES NO
<b>Personal</b>				
1.	very good 3 OK 2 needs improvement 1	very good 3 OK 2 needs improvement 1		YES NO
2.	very good 3 OK 2 needs improvement 1	very good 3 OK 2 needs improvement 1		YES NO
3.	very good 3 OK 2 needs improvement 1	very good 3 OK 2 needs improvement 1		YES NO



# Joe's Self-Determined Skills Worksheet: Answer Key

Name Joe

Date \_\_\_\_\_

Site Grocery Store

Important Skills at This Job	How I Did	Supervisor Thinks	Supervisor, Teacher, or Student Comments	Matches
<b>Work</b>				
1. Work fast	very good 3 OK 2 needs improvement 1	very good 3 OK 2 needs improvement 1		YES NO
2. Put items in correct place	very good 3 OK 2 needs improvement 1	very good 3 OK 2 needs improvement 1		YES NO
3. Read labels correctly	very good 3 OK 2 needs improvement 1	very good 3 OK 2 needs improvement 1		YES NO
<b>Social</b>				
1. Ask questions when confused	very good 3 OK 2 needs improvement 1	very good 3 OK 2 needs improvement 1		YES NO
2. Talk to co-workers during breaks	very good 3 OK 2 needs improvement 1	very good 3 OK 2 needs improvement 1		YES NO
3.	very good 3 OK 2 needs improvement 1	very good 3 OK 2 needs improvement 1		YES NO
<b>Personal</b>				
1. Wear the right clothes	very good 3 OK 2 needs improvement 1	very good 3 OK 2 needs improvement 1		YES NO
2. Bring tie	very good 3 OK 2 needs improvement 1	very good 3 OK 2 needs improvement 1		YES NO
3.	very good 3 OK 2 needs improvement 1	very good 3 OK 2 needs improvement 1		YES NO

# Site Summary

Name \_\_\_\_\_ Site \_\_\_\_\_

Job Title \_\_\_\_\_ Dates \_\_\_\_\_

Interests		Skills and Limits	
<b>Job Duties I Like</b>  % of job duties I like at this job site  <div style="border: 1px solid black; border-radius: 50%; width: 100px; height: 30px; margin: 0 auto; text-align: center;">             _____%           </div>	<b>Job Characteristics I Like</b>  % of job characteristics I like at this job site  <div style="border: 1px solid black; border-radius: 50%; width: 100px; height: 30px; margin: 0 auto; text-align: center;">             _____%           </div>	<b>Job Duties—How I Did</b>  % of positive supervisor evaluation  <div style="border: 1px solid black; border-radius: 50%; width: 100px; height: 30px; margin: 0 auto; text-align: center;">             _____%           </div>	<b>Work, Social, and Personal Skills</b>  % of positive supervisor evaluation  <div style="border: 1px solid black; border-radius: 50%; width: 100px; height: 30px; margin: 0 auto; text-align: center;">             _____%           </div>
<b>Scale</b> not many      few      some      many <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="width: 25%; border: 1px solid black; height: 30px;"></div> <div style="width: 25%; border: 1px solid black; height: 30px;"></div> <div style="width: 25%; border: 1px solid black; height: 30px;"></div> <div style="width: 25%; border: 1px solid black; height: 30px;"></div> </div> <div style="display: flex; justify-content: space-between; width: 100%; font-size: small;"> <span>0%</span> <span>25%</span> <span>50%</span> <span>75%</span> <span>100%</span> </div>		<b>Scale</b> not many      few      some      many <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="width: 25%; border: 1px solid black; height: 30px;"></div> <div style="width: 25%; border: 1px solid black; height: 30px;"></div> <div style="width: 25%; border: 1px solid black; height: 30px;"></div> <div style="width: 25%; border: 1px solid black; height: 30px;"></div> </div> <div style="display: flex; justify-content: space-between; width: 100%; font-size: small;"> <span>0%</span> <span>25%</span> <span>50%</span> <span>75%</span> <span>100%</span> </div>	
<b>Overall, how did I like this job?</b> not at all      OK      great!		<b>How did I do at this job?</b> poorly      OK      great!	
<b>Comments</b>			

# Job Clusters—U.S. Department of Labor

## OCCUPATIONS

## NOTES

### 1. Executive, Administrative, and Managerial Occupations

Accountants and auditors \_\_\_\_\_  
Administrative services managers \_\_\_\_\_  
Budget analysts \_\_\_\_\_  
Construction and building inspectors \_\_\_\_\_  
Construction contractors and managers \_\_\_\_\_  
Cost estimators \_\_\_\_\_  
Education administrators \_\_\_\_\_  
Employment interviewers \_\_\_\_\_  
Engineering, science, and data processing managers \_\_\_\_\_  
Financial managers \_\_\_\_\_  
General managers and top executives \_\_\_\_\_  
Government chief executives and legislators \_\_\_\_\_  
Health services managers \_\_\_\_\_  
Hotel managers and assistants \_\_\_\_\_  
Industrial production managers \_\_\_\_\_  
Inspectors and compliance officers, except construction \_\_\_\_\_  
Management analysts and consultants \_\_\_\_\_  
Marketing, advertising, and public relations managers \_\_\_\_\_  
Personnel, training, and labor relations specialists and managers \_\_\_\_\_  
Property and real estate managers \_\_\_\_\_  
Purchasing agents and managers \_\_\_\_\_  
Restaurant and food service managers \_\_\_\_\_  
Underwriters \_\_\_\_\_  
Wholesale and retail buyers and merchandise managers \_\_\_\_\_

### 2. Professional Specialty Occupations

#### ENGINEERS

Aerospace engineers \_\_\_\_\_  
Chemical engineers \_\_\_\_\_  
Civil engineers \_\_\_\_\_  
Electrical and electronics engineers \_\_\_\_\_  
Industrial engineers \_\_\_\_\_  
Mechanical engineers \_\_\_\_\_  
Metallurgical, ceramic, and materials engineers \_\_\_\_\_  
Mining engineers \_\_\_\_\_  
Nuclear engineers \_\_\_\_\_  
Petroleum engineers \_\_\_\_\_

## Job Clusters—U.S. Department of Labor (continued)

### OCCUPATIONS

### NOTES

#### ARCHITECTS AND SURVEYORS

Architects \_\_\_\_\_

Landscape architects \_\_\_\_\_

Surveyors \_\_\_\_\_

#### COMPUTER, MATHEMATICAL, AND OPERATIONS RESEARCH OCCUPATIONS

Actuaries \_\_\_\_\_

Computer systems analysts \_\_\_\_\_

Mathematicians \_\_\_\_\_

Operations research analysts \_\_\_\_\_

Statisticians \_\_\_\_\_

#### LIFE SCIENTISTS

Agricultural scientists \_\_\_\_\_

Biological scientists \_\_\_\_\_

Foresters and conservation scientists \_\_\_\_\_

#### PHYSICAL SCIENTISTS

Chemists \_\_\_\_\_

Geologists and geophysicists \_\_\_\_\_

Meteorologists \_\_\_\_\_

Physicists and astronomers \_\_\_\_\_

#### LAWYERS AND JUDGES \_\_\_\_\_

#### SOCIAL SCIENTISTS AND URBAN PLANNERS

Economists and marketing research analysts \_\_\_\_\_

Psychologists \_\_\_\_\_

Sociologists \_\_\_\_\_

Urban and regional planners \_\_\_\_\_

#### SOCIAL AND RECREATION WORKERS

Human services workers \_\_\_\_\_

Social workers \_\_\_\_\_

Recreation workers \_\_\_\_\_

## Job Clusters—U.S. Department of Labor (continued)

**OCCUPATIONS** \_\_\_\_\_ **NOTES**

### RELIGIOUS WORKERS

Protestant ministers \_\_\_\_\_

Rabbis \_\_\_\_\_

Roman Catholic priests \_\_\_\_\_

### TEACHERS, LIBRARIANS, AND COUNSELORS

Adult education teachers \_\_\_\_\_

Archivists and curators \_\_\_\_\_

College and university faculty \_\_\_\_\_

Counselors \_\_\_\_\_

Kindergarten and elementary school teachers \_\_\_\_\_

Librarians \_\_\_\_\_

Secondary school teachers \_\_\_\_\_

### HEALTH DIAGNOSING PRACTITIONERS

Chiropractors \_\_\_\_\_

Dentists \_\_\_\_\_

Optometrists \_\_\_\_\_

Physicians \_\_\_\_\_

Podiatrists \_\_\_\_\_

Veterinarians \_\_\_\_\_

### HEALTH ASSESSMENT AND TREATING OCCUPATIONS

Dietitians and nutritionists \_\_\_\_\_

Occupational therapists \_\_\_\_\_

Pharmacists \_\_\_\_\_

Physical therapists \_\_\_\_\_

Physician assistants \_\_\_\_\_

Recreational therapists \_\_\_\_\_

Registered nurses \_\_\_\_\_

Respiratory therapists \_\_\_\_\_

Speech-language pathologists and audiologists \_\_\_\_\_

### COMMUNICATIONS OCCUPATIONS

Public relations specialists \_\_\_\_\_

Radio and television announcers and newscasters \_\_\_\_\_

Reporters and correspondents \_\_\_\_\_

Writers and editors \_\_\_\_\_

## Job Clusters—U.S. Department of Labor (continued)

### OCCUPATIONS

### NOTES

#### VISUAL ARTS OCCUPATIONS

Designers \_\_\_\_\_

Photographers and camera operators \_\_\_\_\_

Visual artists \_\_\_\_\_

#### PERFORMING ARTS OCCUPATIONS

Actors, directors, and producers \_\_\_\_\_

Dancers and choreographers \_\_\_\_\_

Musicians \_\_\_\_\_

### 3. Technicians and Related Support Occupations

#### HEALTH TECHNOLOGISTS AND TECHNICIANS

Clinical laboratory technologists and technicians \_\_\_\_\_

Dental hygienists \_\_\_\_\_

Dispensing opticians \_\_\_\_\_

EEG technologists \_\_\_\_\_

EKG technicians \_\_\_\_\_

Emergency medical technicians \_\_\_\_\_

Licensed practical nurses \_\_\_\_\_

Medical record technicians \_\_\_\_\_

Nuclear medicine technologists \_\_\_\_\_

Radiologic technologists \_\_\_\_\_

Surgical technicians \_\_\_\_\_

#### TECHNOLOGISTS, EXCEPT HEALTH

Aircraft pilots \_\_\_\_\_

Air traffic controllers \_\_\_\_\_

Broadcast technicians \_\_\_\_\_

Computer programmers \_\_\_\_\_

Drafters \_\_\_\_\_

Engineering technicians \_\_\_\_\_

Library technicians \_\_\_\_\_

Paralegals \_\_\_\_\_

Science technicians \_\_\_\_\_

Tool programmers, numerical control \_\_\_\_\_

## Job Clusters—U.S. Department of Labor (continued)

### OCCUPATIONS

### NOTES

#### 4. Marketing and Sales Occupations

Cashiers \_\_\_\_\_  
Counter and rental clerks \_\_\_\_\_  
Insurance agents and brokers \_\_\_\_\_  
Manufacturers and wholesale sales representatives \_\_\_\_\_  
Real estate agents, brokers, and appraisers \_\_\_\_\_  
Retail sales workers \_\_\_\_\_  
Securities and financial services sales representatives \_\_\_\_\_  
Services sales representatives \_\_\_\_\_  
Travel agents \_\_\_\_\_

#### 5. Administrative Support Occupations, Including Clerical

Adjusters, investigators, and collectors \_\_\_\_\_  
Bank tellers \_\_\_\_\_  
Clerical supervisors and managers \_\_\_\_\_  
Computer and peripheral equipment operators \_\_\_\_\_  
Credit clerks and authorizers \_\_\_\_\_  
General office clerks \_\_\_\_\_  
Information Clerks:  
    Hotel and motel clerks \_\_\_\_\_  
    Interviewing and new accounts clerks \_\_\_\_\_  
    Receptionists \_\_\_\_\_  
    Reservation and transportation ticket agents and travel clerks \_\_\_\_\_  
Mail clerks and messengers \_\_\_\_\_  
Material recording, scheduling, dispatching, and distributing occupations:  
    Dispatchers \_\_\_\_\_  
    Stock clerks \_\_\_\_\_  
    Traffic, shipping, and receiving clerks \_\_\_\_\_  
Postal clerks and mail carriers \_\_\_\_\_  
Record clerks:  
    Billing clerks \_\_\_\_\_  
    Bookkeeping, accounting, and auditing clerks \_\_\_\_\_  
    Brokerage clerks and statement clerks \_\_\_\_\_  
    File clerks \_\_\_\_\_  
    Library assistants and bookmobile drivers \_\_\_\_\_  
    Order clerks \_\_\_\_\_  
    Payroll and time keeping clerks \_\_\_\_\_  
    Personnel clerks \_\_\_\_\_

## Job Clusters—U.S. Department of Labor (continued)

### OCCUPATIONS

### NOTES

Secretaries \_\_\_\_\_  
Stenographers and court reporters \_\_\_\_\_  
Teacher aides \_\_\_\_\_  
Telephone, telegraph, and teletype operators \_\_\_\_\_  
Typists, word processors, and data entry keyers \_\_\_\_\_

## 6. Service Occupations

### PROTECTIVE SERVICE OCCUPATIONS

Correction officers \_\_\_\_\_  
Fire fighting occupations \_\_\_\_\_  
Guards \_\_\_\_\_  
Police, detectives, and special agents \_\_\_\_\_

### FOOD AND BEVERAGE PREPARATION AND SERVICE OCCUPATIONS

Chefs, cooks, and other kitchen workers \_\_\_\_\_  
Food and beverage service occupations \_\_\_\_\_

### HEALTH SERVICE OCCUPATIONS

Dental assistants \_\_\_\_\_  
Medical assistants \_\_\_\_\_  
Nursing aides and psychiatric aides \_\_\_\_\_

### PERSONAL SERVICE AND BUILDING AND GROUNDS SERVICE OCCUPATIONS

Animal caretakers, except farm \_\_\_\_\_  
Barbers and cosmetologists \_\_\_\_\_  
Flight attendants \_\_\_\_\_  
Gardeners and groundskeepers \_\_\_\_\_  
Homemaker-home health aides \_\_\_\_\_  
Janitors and cleaners \_\_\_\_\_  
Preschool workers \_\_\_\_\_  
Private household workers \_\_\_\_\_

## 7. Agriculture, Forestry, Fishing, and Related Occupations

Farm operators and managers \_\_\_\_\_  
Fishers, hunters, and trappers \_\_\_\_\_  
Timber cutting and logging workers \_\_\_\_\_



## Job Clusters—U.S. Department of Labor (continued)

### OCCUPATIONS

### NOTES

#### 8. Mechanics, Installers, and Repairers

Aircraft mechanics and engine specialists \_\_\_\_\_  
Automotive body repairers \_\_\_\_\_  
Automotive mechanics \_\_\_\_\_  
Diesel mechanics \_\_\_\_\_  
Electronic equipment repairers: \_\_\_\_\_  
Commercial and industrial electronic equipment repairers \_\_\_\_\_  
Communications equipment mechanics \_\_\_\_\_  
Computer and office machine repairers \_\_\_\_\_  
Electronic home entertainment equipment repairers \_\_\_\_\_  
Telephone installers and repairers \_\_\_\_\_  
Elevator installers and repairers \_\_\_\_\_  
Farm equipment mechanics \_\_\_\_\_  
General maintenance mechanics \_\_\_\_\_  
Heating, air-conditioning, and refrigeration technicians \_\_\_\_\_  
Home appliance and power tool repairers \_\_\_\_\_  
Industrial machinery repairers \_\_\_\_\_  
Line installers and cable splicers \_\_\_\_\_  
Millwrights \_\_\_\_\_  
Mobile heavy equipment mechanics \_\_\_\_\_  
Motorcycle, boat, and small-engine mechanics \_\_\_\_\_  
Musical instrument repairers and tuners \_\_\_\_\_  
Vending machine servicers and repairers \_\_\_\_\_

#### 9. Construction Trades and Extractive Occupations

Bricklayers and stonemasons \_\_\_\_\_  
Carpenters \_\_\_\_\_  
Carpet installers \_\_\_\_\_  
Concrete masons and terrazzo workers \_\_\_\_\_  
Drywall workers and lathers \_\_\_\_\_  
Electricians \_\_\_\_\_  
Glaziers \_\_\_\_\_  
Insulation workers \_\_\_\_\_  
Pointers and paperhangers \_\_\_\_\_  
Plasterers \_\_\_\_\_  
Plumbers and pipe fitters \_\_\_\_\_  
Roofers \_\_\_\_\_

## Job Clusters—U.S. Department of Labor (continued)

### OCCUPATIONS

### NOTES

Roustabouts \_\_\_\_\_  
Sheet-metal workers \_\_\_\_\_  
Structural and reinforcing ironworkers \_\_\_\_\_  
Tilsetters \_\_\_\_\_

## 10. Production Occupations

### ASSEMBLERS

Precision assemblers \_\_\_\_\_

### BLUE-COLLAR WORKER SUPERVISORS \_\_\_\_\_

### FOOD PROCESSING OCCUPATIONS

Butchers and meat, poultry, and fish cutters \_\_\_\_\_

### INSPECTORS, TESTERS, AND GRADERS \_\_\_\_\_

### METALWORKING AND PLASTICS-WORKING OCCUPATIONS

Boilermakers \_\_\_\_\_

Jewelers \_\_\_\_\_

Machinists \_\_\_\_\_

Metalworking and plastics-working machine operators \_\_\_\_\_

Numerical-control machine-tool operators \_\_\_\_\_

Tool and die makers \_\_\_\_\_

Welders, cutters, and welding machine operators \_\_\_\_\_

### PLANT AND SYSTEMS OPERATORS

Electric power generating plant operators and power distributors and dispatchers \_\_\_\_\_

Stationary engineers \_\_\_\_\_

Water and waste water treatment plant operators \_\_\_\_\_

### PRINTING OCCUPATIONS

Prepress workers \_\_\_\_\_

Printing press operators \_\_\_\_\_

Bindery workers \_\_\_\_\_

## Job Clusters—U.S. Department of Labor (continued)

### OCCUPATIONS

### NOTES

#### TEXTILE, APPAREL, AND FURNISHINGS OCCUPATIONS

Apparel workers \_\_\_\_\_

Shoe and leather workers and repairers \_\_\_\_\_

Textile machinery operators \_\_\_\_\_

Upholsterers \_\_\_\_\_

#### WOODWORKING OCCUPATIONS \_\_\_\_\_

#### MISCELLANEOUS PRODUCTION OCCUPATIONS

Dental laboratory technicians \_\_\_\_\_

Ophthalmic laboratory technicians \_\_\_\_\_

Pointing and coating machine operators \_\_\_\_\_

Photographic process workers \_\_\_\_\_

#### 11. Transportation and Material Moving Occupations

Bus drivers \_\_\_\_\_

Material moving equipment operators \_\_\_\_\_

Rail transportation occupations \_\_\_\_\_

Truck drivers \_\_\_\_\_

Water transportation occupations \_\_\_\_\_

#### 12. Handlers, Equipment Cleaners, Helpers, and Laborers

\_\_\_\_\_

# Dream Job Research Worksheet

Name

Date

Name of Job Cluster

Job Title

## NATURE OF WORK

Write general information about the job and a description of job duties.

---

## WORKING CONDITIONS

What type of environment would you work in? What are the job characteristics and hours worked?

---

## EMPLOYMENT

Where would you get this type of job? Are there jobs available in this field?

## Dream Job Research Worksheet (continued)

**Name of Job Cluster**

**Job Title**

**TRAINING**

What level of education is required for this job?

**OTHER QUALIFICATIONS**

What skills would you need for this job?

**ADVANCEMENT**

What would be your chances for promotion?

**JOB OUTLOOK**

Will this job be available in the future?

**EARNINGS**

What is the starting wage? How much could you earn?

**RELATED OCCUPATIONS**

What other jobs are there with similar characteristics?

## Dream Job Research Worksheet—Sample

Name

Date

**Name of Job Cluster**

Administrative Support Occupations—including Clerical

**Job Title**

Stock Clerk

**NATURE OF WORK**

Write general information about the job and a description of job duties.

Some of the things stock clerks do are check deliveries to the store, unpack merchandise, price and organize merchandise, put items on shelves, and help keep track of the number of items sold for recording. Stock clerks may fill orders and pack things for shipping. In small businesses, stock clerks may do a variety of things. In a large company, a stock clerk may have just one task.

**WORKING CONDITIONS**  
worked?

What type of environment would you work in? What are the job characteristics and hours

Stock clerks usually work inside in a clean environment. Conditions vary depending on the merchandise the store handles. For example, in a lumber store the clerk could work outside. The job involves physical work such as lifting, bending, carrying, walking, reaching. Overtime may be required when large shipments are delivered.

**EMPLOYMENT**

Where would you get this type of job? Are there jobs available in this field?

Most stock clerks work in stores and warehouses. Others work in factories, hospitals, schools, and food stores. Jobs are found in all areas of the country but most are in cities.

### Dream Job Research Worksheet (continued)

<b>Name of Job Cluster</b>	Administrative Support Occupations—including Clerical
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<b>Job Title</b>	Stock Clerk
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**TRAINING** What level of education is required for this job?

*There are no specific educational requirements but most employers like to hire high school graduates.*

---

**OTHER QUALIFICATIONS** What skills would you need for this job?

*You must have good reading, writing, and basic math skills. Some jobs require typing and filing. Good health, good eyesight, and physical strength are needed.*

---

**ADVANCEMENT** What would be your chances for promotion?

*Stock clerks may advance to sales positions or assistant buyers. They may be promoted to warehouse manager or have more responsibilities.*

---

**JOB OUTLOOK** Will this job be available in the future?

*Job prospects are good because the occupation is very large and many job openings occur each year.*

---

**EARNINGS** What is the starting wage? How much could you earn?

*Stock clerks start with minimum wage and can earn up to \$10 an hour. Earnings vary by type of company and the location.*

---

**RELATED OCCUPATIONS** What other jobs are there with similar characteristics?

*Related occupations can include shipping and receiving clerks, distributing clerks, routing clerks, cargo checkers, stock supervisors.*

## Notes from Dream Job Reports

Name \_\_\_\_\_

Date \_\_\_\_\_

Job Title	What People in This Job Do	Salary	Reuirements



# Getting Ready for Dream Job Informational Interview Worksheet

Name

Date

Dream Job I Chose

Person I Will Interview

Where He/She Works

Phone Number

## What I Will Say to Set Up the Interview

### Introduce Yourself

"Hello, my name is \_\_\_\_\_."

"I'm from \_\_\_\_\_ school."

### Explain the Project

"My class project is \_\_\_\_\_."

"I would like to speak with someone who \_\_\_\_\_  
\_\_\_\_\_."

### Set Up a Time to Talk If the Person Isn't Available

"When is a good time for me to call back?" \_\_\_\_\_  
\_\_\_\_\_

OR

"She (He) may call me back at \_\_\_\_\_ (phone #)  
\_\_\_\_\_ (times)."

### Closing

"Thank you, \_\_\_\_\_."

## Dream Job Informational Interview Worksheet

<b>Name</b>		<b>Date</b>	
<b>Site &amp; Job Title</b>			
<b>Requirement Questions</b>	<b>Would I like this?</b>	<b>Could I do this?</b>	<b>Teacher Comments</b>
1. What are the job duties?	Yes   No	Yes   No	
2. What are the training or educational requirements of the job?	Yes   No	Yes   No	
3. What experience must people have to start here?	Yes   No	Yes   No	
4. What are the physical demands of the job (lifting, standing, etc.)?	Yes   No	Yes   No	
5. What are the hours of the job?	Yes   No	Yes   No	
6. What kinds of equipment (vehicles, machinery, computers, etc.) must a worker be able to operate to do the job?	Yes   No	Yes   No	
7. Are there other jobs in this field that might have fewer requirements?	Yes   No	Yes   No	

### Dream Job Informational Interview Worksheet (continued)

Work Skills Questions	Would I like this?	Could I do this?	Teacher Comments
1. How important are speed and accuracy on this job?	Yes No	Yes No	
2. What are the company safety practices?	Yes No	Yes No	
3. What is the daily routine of the job?	Yes No	Yes No	
4. What are the reading, writing, and math requirements of the job?	Yes No	Yes No	
<b>Social Skills Questions</b>			
1. Do workers have contact with customers? If yes, what is the policy for customer interaction?	Yes No	Yes No	
2. Is there time for co-workers to talk to one another?	Yes No	Yes No	
3. Does the company have social activities?	Yes No	Yes No	
<b>Personal Skills Questions</b>			
1. What is the dress code?	Yes No	Yes No	
2. What kind of personal traits must workers have to do this job?	Yes No	Yes No	
3. What things must workers have (uniforms, lunch, special shoes, tools, etc.)?	Yes No	Yes No	

### Dream Job Informational Interview Worksheet (continued)

Company Policy and Atmosphere Questions	Would I like this?	Could I do this?	Teacher Comments
1. How often do people get hired?			
2. What is the entry level wage for this job?			
3. What benefits can workers at this site receive?			
4. What kind of training do workers receive?			
5. Are workers closely supervised?			
6. How are workers evaluated?			
7. Is there a possibility of promotion?			
<b>Summary</b>			
1. Would I like this job? <b>Yes No</b> Why or why not?	(Note: Consider the number of times you chose "Yes" and "No" in the "Would I like this?" column and the teacher comments.) Why or why not?		
2. Could I do this job? <b>Yes No</b> Why or why not?	(Note: Consider the number of times you chose "Yes" and "No" in the "Could I do this?" column and the teacher comments.) Why or why not?		