



2004

# Choices®

O\*Net Work Importance Locator Activity

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**Programs/Majors Offered**

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- Institute of Professional Studies (2YR) Montgomery, AL
- School of Real Estate (T&T) Pennington, NJ
- University (4YR) Princeton, NJ
- College (4YR) Elmhurst, IL
- ion Service, Inc. (T&T) Buffalo, NY
- Hair School (T&T) Jonesboro, GA
- Hair School (T&T) Memphis, TN
- ty Point International (T&T) Portland, ME
- Institute of Massage Therapy (T&T) Fargo, ND
- ional Bartenders (T&T) Westminster, CA
- ional Bartenders School of New England (T&T) Boston, MA
- essional Bartending Institute (T&T) Dayton, OH
- essional Bartending Institute (T&T) Pittsburgh, PA

**Choices Planner**

- Personal Information
- High School Education
- Post-Secondary Plans
- Career Goals/Occupational Plans
- Education and Training
- School to Career Act
- SCANS Skills
- Employability Skills
- Job Search Activities
- Resume Builder
- Interviewing
- Challenges
- Action Plan

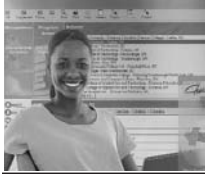
**Choices RoadMan**

- Interest Profiler
- Skills Checklist
- Occupational Information
- Occupational Search
- School Information
- School Occupations
- When you are ready

**Occupational Search**

checked destination

Occupation	Frequency	Top
1.5*	Operating computer	
1.5*	Operating computer	
1.0*	Consulting and adv	
1.0*	Getting advice on fi	



## O\*NET Work Importance Locator Activity

**Standard:** Self Knowledge

**Time:** 70 minutes

**Objectives:**

- Students will learn how work values may be supported to different degrees by different occupations.
- Students will complete a work values assessment.
- Students will use their assessment results to create a list of occupations that match their highest work values.

**Materials:**

- Choices with the O\*NET Work Importance Locator installed for student use at individual computer stations.**

10 cards labeled with the work values measured by the **Work Importance Locator**.

- Abilities
- Advancement
- Direct others
- Co-workers
- Creativity
- Work alone
- Make decisions
- Help people
- Job security
- Variety

**Overview:**

Students will complete the **O\*NET Work Importance Locator** and have the opportunity to see how their results match the occupations listed in **Choices**. Students will learn how their personal work values are related to career success and job satisfaction.

### Step One – The Auction

**35 minutes**

- Divide your group of students into teams of five to six students. (You should try to have no more than five teams for this activity.) Tell the teams that they will be participating in a “Work Values Auction” to determine what work values will be met in their future jobs.
- Each team will have \$1,000 to spend in bidding on the ten work values that are presented, but each value will be awarded to the members of just one team - the team that bids the highest.
- When the team’s money is gone, they are out of the auction. (But they’re not going to get the “change” back in cash so they may as well spend it all on those values the team members want the most!)

- Assign each team a number and write the numbers on the board. Under each number, write “\$1,000.” As each team spends its money, the amount will have to be subtracted and shown under their number.
- Give the teams about 2 minutes to designate their spokesperson, noting that the spokesperson is the only one who can make a bid on behalf of their team.
- Ask each spokesperson to assist in putting the card(s) on the board as you ask students to help define each term briefly. Assure that the following concepts are a part of their definitions:
  - Abilities** - you have the opportunity to use your talents and abilities in your work.
  - Advancement** - you get raises and promotions.
  - Direct others** - you are in a position of authority and will tell other workers what to do.
  - Co-workers** - the people that you work with are pleasant and easy to get along with.
  - Creativity** - you get the chance to try out your own ideas.
  - Work alone** - you won't be interrupted by others as you complete your tasks.
  - Make decisions** - you are responsible for identifying solutions and making the choices.
  - Help people** - your work involves giving direction and instruction to others.
  - Job security** - you are assured that your job will be there as long as you want it.
  - Variety** - you do many different kinds of tasks.
- Tell the teams that they have five minutes to discuss which of the work values are the most important to them so they can prioritize a team list, and be ready to make the highest bid for the ones the team really wants. Minimum bid for any one value is \$100, and the bids must increase by at least \$50.
- Start the bidding! Remind students that only the spokesperson will be recognized by the auctioneer. Assure that each time a team “wins” one of the values, the cost is deducted from their total.
- At the end of the auction, take five minutes to discuss how successful the teams feel in obtaining the values they most wanted. Which team has the best combination of work values? Why? Help students understand that what one person considers the “best” value may not be important to someone else. Thus, trying to identify a team's priority list may have been challenging.

## Step Two – The Work Importance Locator Assessment

### 20 minutes

- Introduce the **O\*NET Work Importance Locator** in *Choices*. Tell students that they are going to have the opportunity to think about characteristics of their ideal jobs in order to develop a personal list of work values. Even though there are twenty statements to work with, they won't have to convince anyone else that their priorities are the “best” ones, and their results will be expressed in terms of just six broad work values. There are no right or wrong answers, just their own personal reactions to what they see as important in their ideal work situations.
- Let students know that this assessment should expand their career options by helping them learn about occupations they may otherwise not have considered. Tell students that you will be helping them understand their results. (Refer students to module #3 of the *Choices User Guide*.)
- Allow students ample time to complete the **Work Importance Locator**. Encourage those that are finished early to review their results and consider sharing why they believe their top two values came up for them.

### Step Three – Checking for Understanding

What will the student learn as a result of participation in this activity?

#### 10 minutes

- Tell students that the results of the **Work Importance Locator** are expressed in terms of six broad work values. Ask students to look at their results and note their two top values. Tell students that all of the occupations in **Choices** have been rated to reflect the degree to which each of the work values is generally supported. By discovering their own highest work values, they can be matched to the occupations that are similarly rated.
- Ask for volunteers to reveal one of their highest values and share the definition as written in **Choices**. Continue to call on volunteers until each of the six values, as defined below, have been described and discussed.

**Achievement** - explore occupations that use your abilities and give you a sense of accomplishment.

**Independence** - explore occupations that will allow you to work on your own and make your own decisions.

**Recognition** - explore occupations that offer prestige or the potential for leadership and career advancement.

**Relationships** - explore occupations that allow you to help others and to work with people who are caring and friendly.

**Support** - explore occupations where you will have the support of managers and a company that stands behind its workers.

**Working Conditions** - explore occupations that offer good pay, job security and other positive working conditions.

### Step Three – Wrap-up (Now what?)

What can the student do with this new information in regard to career development?

#### 5 minutes

- Tell students that occupations that are consistent with their work values are likely to be more satisfying, but they should remember that there are other aspects of work to consider.
- Have students name some of the other things they will want to know about occupations to help make their decisions (earnings, skill requirements, education, etc.) **Choices** can help them learn much more about the occupations that will best match their values, interests and other requirements. Encourage students to use **Choices** frequently as they continue to explore the world of work.



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