Interest Inventory

The BIG Idea

- How can career development tools, such as RUReadyND.com Interest Profiler and Basic Skills Survey, help me? How should I evaluate the results?

AGENDA

Approx. 45 minutes

I.   Warm Up (5 minutes)

II. Interest Profiler (20 minutes)

III. Basic Skills Survey (15 minutes)

IV. Wrap Up: Reflection
     (5 minutes)

MATERIALS

❑ **PORTFOLIO PAGES:**
- Portfolio page 1, Interest Profiler and Basic Skills Survey Results

❑ **STUDENT HANDBOOK PAGES:**
- Student Handbook pages 79–80, RUReadyND.com Basic Directions
- Student Handbook page 81, Interest Profiler Reflection

❑ **FACILITATOR PAGES:**
- Facilitator Resource 1, DO NOW, Careers 1: Interest Inventory
- Facilitator Resource 2, Interest Inventory (See **Implementation Options**)

❑ Computer & LCD projector or overhead projector or chart paper

OBJECTIVES

During this lesson, the student(s) will:

- Use an interest inventory tool to arrive at a list of careers.
- Recognize the benefits and limitations of an interest inventory.
- Use skills inventory to assist in determining career suitability.
- Use a skills inventory to combine the results of their interest and skills assessments in order to learn which careers are a match for both their interests and skills.

OVERVIEW

In this lesson, held in the computer lab, students use an interest inventory tool in RUReadyND.com to generate lists of possible career matches. A skills inventory further narrows their lists by prioritizing careers that are the best match for the skills the students believe they will have at the time they are ready to enter the world of work. During this process, students are encouraged to recognize the benefits and limitations of such tools. The lesson concludes with students reflecting, in writing, on the inventory results.

PREPARATION

❑ Make arrangements for the class to use the computer lab, and make sure RUReadyND.com is accessible from students' computers.

❑ List the day's **BIG IDEA** and activities on the board.

❑ Write the day's vocabulary and definitions on the board. Write the web address RUReadyND.com on the board.

❑ The following handouts need to be made into overhead transparencies or copied onto chart paper:

- **Student Handbook pages 79–80, RUReadyND.com Basic Directions**
- **Portfolio page 1, Interest Profiler and Basic Skills Survey Results**

BACKGROUND INFORMATION

This lesson includes the Interest Profiler, which asks students to respond to a series of questions about their likes and dislikes, and the Basic Skills Survey. When completing the Basic Skills Survey, students may consider only the skills they have now, or include the skills they intend to develop.

RUREADYND.COM

RUReadyND.com is an online program that helps students explore education options, discover a wide variety of occupations, and make plans to achieve his or her goals — from school or from home! Students have a unique password-protected portfolio where they can store their assessment results, save information related to careers they read about, upload documents, and much more. Parents can access RUReadyND.com by creating a parent portfolio.

CREATING A NEW EDUCATOR ACCOUNT

With your RUReadyND.com professional account, you can view all student account names and passwords, review their portfolios, run a variety of reports, and more.

Follow the account sign-in or creation instructions found in PDFs on the Roads to Success curriculum pages on RUReadyND.com.

SYSTEM REQUIREMENTS

You'll want to coordinate with your school's Audio/Visual or Information Technology specialist to make sure you'll have access to RUReadyND.com.

COMPUTER LAB ISSUES

Anticipating problems that might come up with computer usage will be helpful in figuring out possible solutions. Some issues to consider:

- Lack of access to a computer or mobile lab
- Computers not charged in a mobile lab
- Unpredictalbe Internet access
- Student using computers for purposes other than career research

Students unfamiliar with the computer lab will need instructions on its use.

STUDENT MISBEHAVIOR ON COMPUTERS

Establish clear expectations and consequences for misuse of the computers before students begin working on the computers. A common problem is students accessing other websites. Another issue is instant messaging between students. One possible behavior plan could be:

- The first time a student is seen on another website they are given a warning.
- The second time a student is seen on another website they are no longer permitted to work on the computer. Instead they will complete the work using a paper version. (This may require making copies of RUReadyND.com pages in advance.)

PREPARING STUDENTS FOR UNEXPECTED CAREER MATCHES

Students may be disappointed or surprised by the careers they are matched up with using the interest inventory. Explain that this inventory should be seen as a guide. Careers are suggested based on students' Interest Profiler answers, but the reasons may not be immediately obvious. (See **IMPLEMENTATION OPTIONS** for suggestions.) Students may research a career that is not included in their Interest Profiler results.

You should also explain that the goal of this unit is to learn about new careers, rather than summarize what's already known. Students should be encouraged to research careers out of their comfort zone.

VOCABULARY

Interest Inventory: A tool for helping you figure out what you're interested in; it often consists of a series of questions or choices.

Basic Skills Survey: Designed to assess skills in core areas. Students are presented with a series of statements describing increasingly difficult tasks, and they are asked to indicate which activities they feel they could successfully perform today or that they will be able to perform in the future.

Skills Inventory: An assessment for identifying skill strengths.

IMPLEMENTATION OPTIONS

DO NOW:

(You may choose to present the Warm Up activity as a written Do Now. Present the questions on the board or on an overhead projector, and have students write <u>only</u> their answers on index cards. You can also choose to give the students a handout by copying **Facilitator Resource 1, DO NOW.)**

Questions:

1. List three things you enjoy doing during your free time.

2. List three careers that you think fit your skills and interests.

3. Briefly explain why you think each of the careers above is a good fit for your skills and interests.

[After they have completed their answers, call on students to read their answers. Then begin with the **Warm Up** as written.]

If your students participated in the program last year, they can access their accounts. Otherwise, you will show the rest of the class how to create a new account.

To assist in modeling written directions, use an LCD projector to explain the instructions for RUReadyND.com.

Students unfamiliar with the computer lab and/or unfamiliar with <u>RUReadyND.com</u> will need instructions on its use. One option is to pair them up with students who are familiar with the site and its tools from previous years.

Consider seating struggling readers (or students who have difficulty following directions) at computers next to stronger readers and have these pairs move through the Interest Profiler questions in tandem, reading each question aloud before proceeding.

For **Activity II, Interest Profiler,** if time permits, invite students to investigate why certain careers did not appear on their Interest Profiler results. Once students have completed the Interest Profiler, they will be taken to the results page with the students' top interest areas. From this page, students can select **Check Out Careers Matching Your Interests**. In the left-hand sidebar, students can enter the name of the career that does not appear on the list to learn why.

For Activity III, Basic Skills Survey, facilitators wishing to provide a more in-depth investigation of the Basic Skills Survey results may wish to have students complete the survey twice: first, using their current skills and reviewing the (necessarily limited) set of jobs, and a second time using the skills they envision developing. Once students have completed the Basic Skills Survey, they will be taken to the results page that includes a graph displaying their basic skill levels. From this page, students click **Review Matching Careers**. On the left side of the screen, students can enter the name of any career that does not appear on the list to learn why.

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ACTIVITY STEPS ···

I. WARM UP (5 minutes)

1. [Welcome students back to class. Let them know that today they are beginning a new unit, made up of six lessons, on the subject of careers, and how to choose one that's right for them.]

2. **SAY SOMETHING LIKE**: During this unit, each of you will investigate several careers and evaluate which are "good fits" for you, and why. By the end of the unit, you will choose the career that you're most interested in pursuing. Knowing what you want to do for a career can help focus your efforts during high school. For example, if the career you select requires a college education, you will need to take certain required courses while in high school, and maintain a certain grade level. Keep in mind that your first career choice probably won't be your last. Many people change their minds as they learn more about themselves and careers they're interested in.

II. Interest Profiler (20 minutes)

1. [Guide the students through the sequence to sign in to RUReadyND.com. Instruct students to turn to **Student Handbook pages 79–80, RUReadyND.com Basic Directions.** Display these directions on an overhead, LCD projector or chart paper. If your students are already comfortable with RUReadyND.com you can choose to review the RUReadyND.com Basic Directions more briefly.

2. **SAY SOMETHING LIKE**: Now you will use the Interest Profiler — a tool that matches careers to your interests. To take the interest inventory (or retake it for those who did this last year), here's what to do:
   - Select the Career Planning tab, then click on Learn About Yourself.
   - Click on the **Interest Profiler** assessment, and then click **Get Started.**

3. [Explain that based on students' answers about their interests, Interest Profiler will select possible careers. It should take most students no more than 20 minutes to complete the inventory.]

   SAY SOMETHING LIKE: Read each of the questions to yourself and consider whether you would enjoy this activity. Answer Like, Not Sure, or Dislike. The Interest Profiler will select Your Top Interest Areas based on the interests you've described.

[Assist any students who struggle to understand the prompts. You may need to explain what each question is asking. Circulate around the computer lab, helping students as needed.]

4. [Refer students to S**tudent Handbook page 81, Interest Profiler Reflection**. Have them reflect on the results of the Interest Profiler by responding to each question. If they did not take the Interest Inventory in Grade 9, they may skip the third question.]

    SAY SOMETHING LIKE: Look at **Student Handbook page 81, Interest Profiler Reflection.** Take a few moments to reflect on each of the questions on this page and write down your answers. Did the results accurately reflect your interests? It's important to remember that the Interest Profiler is just a tool; it's not a fortuneteller. Just because a career doesn't appear, it doesn't mean that you shouldn't consider it. Your answers may change from day to day, and a different answer on a single question may result in a career being included or excluded. On the other hand, a benefit of Interest Profiler (and other such tools) is it may offer possibilities you never even knew existed.

5. [Explain that each student's list is saved in their portfolio and they will be able to check it again whenever they want. Each time they complete an assignment, their results are saved and listed by date.]

    Display **Portfolio page 1, Interest Profiler and Basic Skills Survey Results** using an overhead projector or chart paper. Then refer students to **Portfolio page 1, Interest Profiler and Basic Skills Survey Results.** Read the instructions aloud and model for the students how to complete one example. Then have students fill out the page.]

III. Skills Assessment (15 minutes)

1. **SAY SOMETHING LIKE**: Knowing what interests you is one part of choosing a career.Knowing what you're good at is just as important. Can you repair things easily? Do you like teaching or helping others? Are you great at organizing things? Different jobs require different types of skills. Knowing what skills you're strongest in can help you find careers that you'll succeed at. To rate your skills, you will now use the **Basic Skills Survey** in RUReadyND.com.

In the **Basic Skills Survey,** you will be looking at 10 basic skills areas. These areas are:

- Reading Comprehension
- Active Listening
- Writing
- Speaking
- Mathematics
- Science
- Critical Thinking
- Active Learning
- Learning Strategies
- Monitoring

For each of the 10 basic skill areas, you will be presented with a series of statements that describe increasingly difficult tasks. You will be checking off each task that you feel you could successfully perform. I would like you to check off all of the tasks that you could successfully perform today as well as any tasks that you feel fairly confident that you will be able to perform before entering the workforce.

I'm going to read you two of the tasks that are part of the writing skills statements.

Raise your hand if you think you could do the following task today:

1. Write an accurate and understandable telephone message.

   [Give students a few moments to raise their hands. It is likely that everyone in the class will raise their hands. Then ask the next question.]

2. Write a 115 page master's degree thesis and have it approved.

   [Note the number of students that raise their hands. It is likely that very few students will raise their hands].

SAY SOMETHING LIKE: Very few of you raised your hands when I asked about writing a master's thesis. That's OK! It's not expected that high school students will be asked to do master's degree level work. However, there are many jobs that do require this level of writing. That's why some of the tasks listed on the assessment are very challenging.

Now, I'd like to know how many of you think that you would be able to write a 115

page master's degree thesis and have it approved by the time you enter the world of work. Please raise your hands if you think that you could do this.

[Observe which students raise their hands.]

SAY SOMETHING LIKE: If you enjoy writing and researching, it's likely that you raised your hand this time. If you don't enjoy writing, you may not have raised your hand. That's OK. There are no right or wrong answers on this assessment. To get the best career matches possible, you'll want to answer as honestly as you can. You will all have different skill areas that you excel at.

Now let's look at the instructions for the **Basic Skills Survey** so that you can begin the assessment.

2. [Read aloud the instructions for the **Basic Skills Survey** on **Student Handbook pages 79–80, RUReadyND.com Basic Directions** as students follow along independently.]

    SAY SOMETHING LIKE: Read each skill carefully and check off each skill you feel you can demonstrate now or believe that you will be able to demonstrate at the time you begin your job search. Later we'll combine these results with the results of your Interest Profiler to find careers that are a good match for your interests and skills. [Circulate around the computer lab, helping students as needed.]

3. [Display **Portfolio page 1, Interest Profiler and Basic Skills Survey Results** using an overhead projector or chart paper. Then refer students to this page. Read the instructions for part 2 aloud and model for the students how to complete one example. Then have students fill out **Part 2: Basic Skills Survey Results.**]

IV. Career Finder (10 Minutes)

1. [When students have finished filling in **Portfolio page 1, Interest Profiler and Basic Skills Survey Results, Part 2: Basic Skills Survey Results,** have them enter the results of both the Basic Skills Survey and the Interest Profiler into the Career Finder following the steps below.]

2. **SAY SOMETHING LIKE:** Now, click on the **Career Planning** tab at the top of the screen, and then click on **Explore Careers.**
    • Under the section titled Career Exploration Tools, click on the **Career Finder.**
    • To combine the results of the **Interest Profiler** and the **Basic Skills Survey,** look

for the section labeled Skills on the left side of the screen, and then click on the **Basic Skills** link.

• Click **Use Basic Skills Survey Results.** You'll find this link in the blue box in the upper right corner of the screen.

• Now click on **Interests** under the heading My Characteristics.

• Click **Use Interest Profiler Results.** You'll find this link in the blue box in the upper right corner of the screen.

• Scroll to the bottom of the screen and click **See Your Matching Careers.** The list that appears will take both your basic skills and your interests into account.

• You can refine your Career Finder results by choosing additional criteria from the left side of the screen. This will help you to focus your search further.

3. [Point out the instructions for the Career Finder on **Student Handbook pages 79–80, RUReadyND.com Basic Directions.** Students can follow these instructions to complete Career Finder.]

4. Display **Portfolio page 1, Interest Profiler and Basic Skills Survey Results** using an overhead projector or chart paper. Then refer students to this page. Read the instructions for part 3 aloud and model for the students how to complete one example. Then have students fill out **Part 3: Career Finder Results.**]

V. Wrap Up: Reflection (5 minutes)

1. **SAY SOMETHING LIKE:** Everyone did a great job today! Thinking about your interests and skills are important and worthwhile exercises because it helps you find careers that you will both succeed at and enjoy. Remember, however, that tools like the **Interest Profiler** and **Basic Skills Survey** simply provide suggestions that may be helpful in focusing your career search. In the end, your own likes, dislikes, and skills are the best guides.

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DO NOW
Careers 1: Interest Inventory

Directions: You will have three minutes to read the questions and write your answers.

Questions:
_____

1. List three things you enjoy doing during your free time.

_____
_____
_____
_____

2. List two careers that you are interested in learning about.

_____
_____
_____
_____

3. Do you think your interests are related to the careers you want to learn about? Explain.

_____
_____
_____
_____

RUReadyND.com BASIC Directions

I. Connecting to RUReadyND.com

1. Turn on the computer.

2. Click on the icon that connects to the Internet (Internet Explorer, Mozilla Firefox, etc.).

3. Type the web address into the dialog box (**RUReadyND.com**).

4. When the RUReadyND.com home page appears enter your account name and password into the sign-in area.**III. Interest Profiler**

II. Interest Profiler

- Now, click on the **Career Planning** tab at the top of the page.
- Click on the section titled **Learn About Yourself.**
- Click on the **Interest Profiler**, and then click **Get Started.**
- Read each of the questions to yourself and consider whether you would enjoy this activity. Answer Like, Not Sure or Dislike.
- The Interest Profiler will select Your Top Interest Areas based on the interests you've described. You must select two to get a list of careers.
- Click the **View Careers** button to see the careers that match your interest areas.
- Using your results from the Interest Profiler, complete **Portfolio page 1, Interest Profiler and Basic Skills Survey Results.**

III. Basic Skills Survey

- Now, click on the **Career Planning** tab at the top of the screen, and then click on the **Learn About Yourself** section.
- Click on the **Basic Skills Survey.**
- Read all of the directions, and then click **Get Started.**
- Read each skill carefully and check off all of the skills that you believe that you are able to demonstrate now or that you believe you will be able to demonstrate by the time you enter the world of work.
- Look over the chart that reflects your basic skill levels. Then, click on **Review Matching Careers.**
- Review the list of careers that match your basic skills. Careers that are the best match for your skills will appear first on the list.
- To see how closely your skills match the skills needed for a particular career, click **Compare Your Skills** in the column labeled Matching Skills.
- Using the results from the **Basic Skills Survey**, complete Part II of **Portfolio page 1, Interest Profiler and Basic Skills Survey Results.**

IV. Career Finder

- Now, click on the **Career Planning** tab at the top of the screen, and then click on **Explore Careers.**
- Under the section titled Career Exploration Tools, click on the **Career Finder.**
- To combine the results of the **Interest Profiler** and the **Basic Skills Survey**, first look for the section labeled Skills on the left side of the screen, and then click on the **Basic Skills** link.

- Click **Use Basic Skills Survey Results.** You'll find this link in the blue box in the upper right corner of the screen.

- Now click on **Interests** under the heading My Characteristics.

- Click **Use Interest Profiler Result**s. You'll find this link in the blue box in the upper right corner of the screen.

- Scroll to the bottom of the screen and click **See Your Matching Careers.** The list that appears will take both your basic skills and your interests into account.

- You can use the Career Finder to narrow your search further by choosing additional criteria from the left side of the screen. This will help you to focus your career search.

- Using your Career Finder results, complete **Part III of Portfolio Page 1, Interest Profiler and Basic Skills Survey Results.**

Interest Profiler Reflection

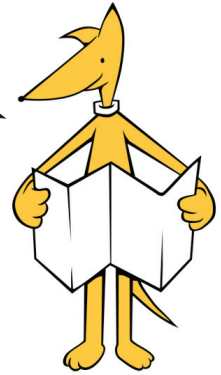Please answer the following questions based on your Interest Inventory results.

1. List your top two and three interest areas. "Does each seem like an accurate description of your interests? Why or why not?"

_____

_____

_____

_____

2. What careers were surprising?

_____

_____

_____

_____

3. What changes did you see from your Grade 9 career matches?

_____

_____

_____

_____

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> There are so many careers to choose from. Keep a list of the ones that interest you.

Interest Profiler and Basic Skills Survey Results

Student Name: _____

Date Interest Profiler Taken: _____

Part I: Interest Profiler Results: Take the Interest Profiler. Review the list of matching careers, then write four careers that sound most interesting to you below. In the weeks to come, check off each career you investigate.

❑ 1._____

❑ 2._____

❑ 3._____

❑ 4._____

Part II: Basic Skills Survey Results: Take the Basic Skills Survey. Review the list of matching careers, then write four careers that sound most interesting to you below. In the weeks to come, check off each career you investigate.

❑ 1._____

❑ 2._____

❑ 3._____

❑ 4._____

Part III: Career Finder Results: Complete the Career Finder by combining the results of your Interest Profiler and your Basic Skills Survey. Review the list of matching careers, and then write four careers that sound most interesting to you below. In the weeks to come, check off each career you investigate.

❑ 1._____

❑ 2._____

❑ 3._____

❑ 4._____