

Interest Inventory

The **BIG** Idea

- How can career development tools, such as RUPrepareND.com’s 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 86 - 87, RUPrepareND.com Basic Directions
 - Student Handbook page 88, Interest Profiler and Basic Skills Survey Reflection
- FACILITATOR PAGES:**
 - Facilitator Resource 1, DO NOW
- Computer & LCD Projector or Chart Paper

OBJECTIVES

During this lesson, students will:

- Use an interest inventory tool to arrive at a list of careers.
- Recognize the benefits and limitations of an interest inventory.
- Use a skills inventory to assist in determining career suitability.
- Combine the list of their interest and skills assessment to learn which skills 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 RUMReadyND.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 that the students believe they will have at the time that 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 RUMReadyND.com is accessible from the 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 RUMReadyND.com on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook pages 86 - 87, RUMReadyND.com Basic Directions**
 - **Portfolio page 1, Interest Profiler and Basic Skills Survey Results**
 - **Student Handbook page 88, Interest Profiler and Basic Skills Survey Reflection**

BACKGROUND INFORMATION

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 account 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 account..

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.

Preparing Students for Unexpected Career Matches

Students may be disappointed or surprised by the careers they are matched up with by the interest inventory. Explain that this inventory should be seen as a guide. These career choices are designed to reflect the students' interests; however, students may research a career that is not on their Interest Profiler results as long as it is listed in RUReadyND.com.

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.

Skills Inventory: An assessment for identifying skill strengths.

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. These skill statements are concrete activities that illustrate advancing levels of achievement.

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 overhead, and have students write only their answers on index cards. You could also choose to give the students a handout by copying **Facilitator Resource 1, DO NOW.**)*

Directions: In 10th grade, you researched several careers to find one that was a good fit. Months have passed, and you may be firmly committed to this course of action, or having second thoughts. Choose the box that explains how you feel and describe the details.

Career I chose last year: _____

- I'm still excited about this career! Here's what I have to do next to reach my goal:
- I have doubts about this career. Some of the things I'm concerned about are:
- I really need more time to make up my mind (or can't remember what career I chose). Careers (or career clusters) I'd like to explore are:

If you have students who were not in the Roads to Success program in 10th grade, feel free to use the following alternate DO NOW.

1. Currently, what career(s) are you most interested in and why?
2. If you could go to a workplace for a day to learn more about what happens on a day-to-day basis, where would you go and why? (E.g. a law office, doctor's office, an elementary school, etc.)

Students unfamiliar with RUReadyND.com will need instructions on its use and should be paired 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 (or anytime they click the results of the completed assessment), they will be taken to the Results page with the students' Top Interest Areas. From this page, students can click on **Check out careers matching your interests**. In the left-hand column on the page of matching careers, students can enter the name of a career to see how it compares with those on their list.

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 skills 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 their careers unit, which is made up of three lessons.

SAY SOMETHING LIKE: During this unit, you'll make sure your career goals are clear, and that you are on track to pursue the education you'll need after high school. It's important to review your career choices periodically as new information becomes available, the class you loved, or the part-time job you hated. This kind of self-assessment is important to your work satisfaction throughout your life, whether you're 16 or 60.

The first item on the agenda is to update your Interest Profiler, which should be very familiar by now.

II. Interest Profiler (20 minutes)

2. **SAY SOMETHING LIKE:** If your students have not created an account on RUPrepareND.com before, take them through the account creation sequence found in the Account Creation PDF on the RUPrepareND.com Roads to Success page. If your students already have an account, then have them sign into it.
3. **SAY SOMETHING LIKE:** Now you will use the Interest Profiler - a tool that matches careers to your interests. You can find the directions on **Student Handbook page 87, RUPrepareND.com Basic Directions**. To take the interest inventory (or retake it for those who did this last year), here's what to do:
 - Click on the **Career Planning tab** at the top of the page and then select **Learn About Yourself**.
 - Click on the **Interest Profiler**, and then click **Get Started**.

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. Read aloud the instructions on the Introduction page as students follow along independently.

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

5. Once students have completed the Interest Profiler, ask them to take a few minutes to review their list of careers.

SAY SOMETHING LIKE: Were your interest areas consistent from last year to this year? Did they 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 the Interest Profiler (and other such tools) is it may offer possibilities you never knew existed.

6. Explain that their list is saved and they will be able to check it out again whenever they want. Each time you complete the assessment, your 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 this page. Read the instructions for part 1 aloud and model for the students how to complete one example. Then have students fill out the **Part 1: Interest Profiler Results**.

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? 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 RUPrepareND.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

2. **SAY SOMETHING LIKE:** 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. The Basic Skills Survey asks about these challenging skills in order to match you to careers that require that type of skill.

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. You will all have different skills areas that you excel at.

As you complete the Basic Skills Survey, you should consider which tasks you can do today AND which tasks you believe you will be able to do by the time you enter the world of work. That way, careers will appear on the list that require skills that you plan to develop in the future. Remember, 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.

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

1. Read aloud the instructions for the Basic Skills Survey on **Student Handbook page 87, RUPrepareND.com Basic Directions** as students follow along independently.
2. **SAY SOMETHING LIKE:** Read each skill carefully and check off each skill that you feel you can demonstrate now or believe that you will be able to demonstrate by the time you enter the world of work. Later, we will combine these results with the results of the Interest Profiler to find careers that are a good match for your Interests and Skills. [Circulate around the computer lab, helping students as needed. When students have finished the Basic Skills Survey, give them a few minutes to review their results.]

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 the **Part 2: Basic Skills Survey Results**.

IV. Career Finder (10 Minutes)

1. **SAY SOMETHING LIKE:** Now we're going to combine your Interest Profiler and your Basic Skills Survey results using the Career Finder tool. This will generate a list of careers that are a match for both your interests and your skills. You can find the instructions for the Career Finder on **Student Handbook page 87, RUPrepareND.com Basic Directions**.
 - First, 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**.
 - When you have clicked on the **Career Finder**, you will see a number of criteria listed on the left side of the screen. The words 'Choose Characteristics' appear at the top of this list. This list is divided into sections. Each section begins with a heading printed onto a blue bar. To combine the results of the Interest Profiler and the Basic Skills Survey, you will first look for the section with the heading 'Skills.' Click **Basic Skills**. This will give you the option to add your basic skills into the Career Finder.
 - Add your Basic Skills Survey Results by clicking on **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.
2. 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**.

SAY SOMETHING LIKE: 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 career search further.

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 in and enjoy. Remember, however, that tools like the Interest Profiler simply provide suggestions that may be helpful in focusing your career search. In the end, your own likes, dislikes, and skills are the best guide.

We won't spend a lot of time on career research this year, because there's so much to do to get you ready to graduate and plan the next couple of years of your life. But you're free to return to RUPrepareND.com any time you need more info.

2. Next week, we'll take a look at your first choice career to learn more about skills and education needed for this job. Then you'll see if you're on the right track academically to reach your goal.

[Refer students to **Student Handbook page 88, Interest Profiler and Basic Skills Survey Reflection**. Have them reflect on the results of the Interest Profiler tool by responding to each question. If they did not take the Interest Inventory in Grade 9, they may skip the last question.]

DO NOW

Careers 1: Interest Inventory

Directions: In 10th grade, you researched several careers to find one that was a good fit. Months have passed, and you may be firmly committed to this course of action, or having second thoughts. Choose the box that explains how you feel and describe the details.

Career I chose last year: _____

I'm still excited about this career! Here's what I have to do next to reach my goal.

I have doubts about this career. Some of the things I'm concerned about are:

I really need more time to make up my mind (or can't remember what career I chose). Careers (or career clusters) I'd like to explore are:

RUPrepareND.com Basic Directions

I. Connecting to RUPrepareND.com

- Turn on the computer.
- Click on the icon that connects to the Internet (Internet Explorer, Mozilla, Firefox, etc.).
- Type the web address into the dialog box (**RUPrepareND.com**).
- Enter your account name and password.

II. Creating a Portfolio (First Time Users)

- If your students have not created an account on RUPrepareND.com before, take them through the account creation sequence found in the Account Creation PDF on the RUPrepareND.com Roads to Success page.

III. 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 Assessment** 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 up with your interest areas.
- Using your results from the Interest Profiler, complete **Portfolio page 1, Interest Profiler and Basic Skills Survey Results**.

IV. 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 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**.

V. 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 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 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 and Basic Skills Survey Reflection

Please answer the following questions based on your interest inventory results.

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

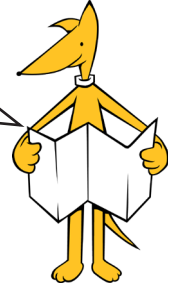
List your top two or three skills areas. Does this seem like an accurate reflection of your skills? Why or why not?

What careers were surprising?

What changes did you see from your Grade 10 career matches?

What careers are you most likely to pursue? Why?

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: RUPrepareND.com 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. _____

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